

**2025-2026 Putnam County School District
District Comprehensive Evidence-Based Reading Plan**

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

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

1) Contact Information

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

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

2) District Expenditures

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

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

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

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Elementary Expenses		
Literacy coaches	\$210,008.26	4
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials	\$173,163.53	

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Third grade summer reading camps		
Summer reading camps		
Secondary Expenses		
Literacy coaches	\$118,600.26	2
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials	\$97,999.15	
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction		
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification		
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning		
Family engagement activities		
Other – Please Describe (Add additional rows as needed.)		
Estimated Sum of Expenditures	\$599,771.20	

3) Literacy Leadership – District and School

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

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

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Urgent Intervention <10 th percentile	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	At & Above Benchmark 40 th percentile & above
VPK	0.02	0.01	87%	90%

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

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

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Level 1	Level 1	Levels 3-5	Levels 3-5
K	26%	23%	43% (Goal was 42%)	46%
1	41%	38%	43% (Goal was 43%)	46%
2	37%	32%	40% (Goal was 48%)	45%
3	36%	31%	41% (Goal was 43%)	46%
4	32%	27%	43% (Goal was 49%)	48%
5	25%	20%	43% (Goal was 49%)	48%
6	16%	13%	57% (Goal was 58%)	60%
7	24%	21%	50% (Goal was 45%)	53%
8	27%	24%	46% (Goal was 38%)	49%
9	26%	23%	46% (Goal was 37%)	49%
10	26%	23%	42% (Goal was 49%)	45%

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

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

1. Provide an explanation of the following:

Grades K-6	District Level	School Level
Data that will be collected and frequency of review	PCSD Trend Walks(includes FDOE Practice Profile elements) FAST, STAR, and STAR Early Literacy Data District Benchmark Assessment Data	PCSD Trend Walks(includes FDOE Practice Profile elements) FAST, STAR, and STAR Early Literacy Data District Benchmark Assessment Data District Benchmark Assessments
Actions for continuous support and improvement	Trends are identified. District-wide, grade level & content specific professional learning and support may be revised based on new trending data. Specific school site professional learning and support may be revised and/or intensified based on new data. District-based literacy coaches are assigned to schools based on priority needs. These coaches facilitate professional learning, facilitate PLCs (Data Analysis, Standards-aligned Lesson Planning, Professional Study), and facilitate coaching cycles and Look and Learns in demonstration classrooms.	Trends and specific individual school, teacher, and student needs are identified. Specific school site professional learning and support may be revised and/or intensified based on new data. In school sites with school-based instructional coaches, these school-based coaches collaborate with district-based literacy coaches to facilitate school-based professional learning, facilitate PLCs (Data Analysis, Standards-aligned Lesson Planning, Professional Study), and facilitate coaching cycles and Look and Learns in demonstration classrooms and provide additional individualized support.

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

2. Describe what has been revised to improve literacy outcomes for students in the district's CERP based upon the District CERP Reflection Tool and a root-cause analysis of student performance data.

K-2nd Grade:

Data evidence indicates that while our students have made significant gains in high-frequency words and phonemic awareness, the same is not yet true in the area of phonics. After analyzing STAR, i-Ready Diagnostic, and classroom data for K-2nd grades and considering administrator, educator, and stakeholder feedback, the following intervention program has been adopted and will be added as a Tier 3 intervention: Curriculum Associates Magnetic Reading Foundations. In addition, we are strongly encouraging the primary use of Open Court Foundational Skills Kits paired with small group, explicit instruction for students in need of Tier 2 foundational skills intervention. This will help ensure that students experiencing challenges in the foundational skills are not further frustrated by the additional cognitive lift of having to learn different instructional strategies and routines due to varied intervention program use at the early elementary level. For K-2 core instruction, additional professional learning is being planned to enhance the understanding of foundational skills and improve instruction of Open Court and Benchmark Advance.

Additionally, the PCSD Department of Teaching and Learning is in the process of revising Year-at-a-Glance (YAAG) documents for the 25-26 school year. In an effort to provide more helpful guidance to those new to K-2nd grade or those coming from an alternative path for certification, ELA coursework and standards will be more specifically outlined to represent both portions of the 90-minute instructional block - Open Court Foundational Skills Kits and Benchmark Advance. Moving forward, the more discrete skills and specific instructional routines of focus will be highlighted in the YAAG.

3rd Grade:

Steps to Advance Literacy will continue to be used as a “previewing” intervention for building unit background knowledge and explicit vocabulary instruction ahead of unit instruction following its pilot year in 24-25.

After analyzing multiple sources of formal data and gathering and analyzing informal educator input, it is believed that the misalignment of Benchmark Advance’s weekly assessment items and certain lesson activities specifically labeled as being aligned to the standards listed below created unnecessary confusion for both educators and students:

ELA.4.R.1.3 Identify the narrator’s point of view and explain the difference between a narrator’s point of view and character perspective in a literary text.

ELA.3.R.1.3 Explain different characters’ perspectives in a literary text.

ELA.4.R.2.3 Explain an author’s perspective toward a topic in an informational text.

ELA.3.R.2.3 Explain the development of an author’s purpose in an informational text.

Due to this concern, all teams expressed an interest in pursuing a more aligned and educative set of assessments to formatively measure student progress on individual standards and support educator understanding of the expectations of the benchmark. To this end, the weekly assessments from Benchmark Advance will not be required during the 25-26 school year. Instead, Curriculum Associates’ short 4-6 item Standards Mastery Assessments will be used weekly to formatively monitor student progress. Benchmark Advance Unit assessments and Open Court assessments will still be required.

6-8th Grade:

After analyzing middle grades data, it was determined that PCSD district-wide Learning Communities would continue in October 2025 and January 2026 in order to continue to facilitate cross-school/cross-grade level and subject-specific conversations regarding course and benchmark progressions, text requirements, and a variety of other topics relating to both literacy and high-leverage instructional practices. These sessions will be in addition to the 2-3 grade alike/subject alike learning communities for ELA that occur throughout the year. The first 6-8th professional learning event of this type was offered in January 2025, and the educator response was overwhelmingly positive. In considering this model - that included intensive professional learning for like subject and grade level teachers, targeted instructional planning sessions, and individualized coaching support - preliminary student achievement data shows promising results.

K-12th Grade:

To better monitor and support effective, evidence-based instructional practices in literacy instruction, revisions to the PCSD Trend Walk tool are on the horizon for the 25-26 school year for element 1C, “The use of resources and pacing of content are planned and aligned.” While this element scored higher than other elements in the upcoming 25-26 school year, school-based leaders and instructional coaches have requested revisions for this specific element to ensure that it not only focused on what supplemental materials are being used, but also focuses on the purpose of the supplemental materials.

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

Over the past several years, personnel representing the Department of Teaching and Learning and several of our school sites have participated in the FDOE Literacy Practice Profile Element sessions. Most recently, four district-based literacy coaches and the Director of Teaching and Learning attended the Practice Profile Train-the-Trainer sessions. This team continues to work directly with the Director of Strategic Initiatives to provide professional learning, monitor leader use, and revise specific elements of the PCSD Trend Walk Tool. In May 2024, the team used multiple points of feedback and evidence-based sources to revise the corrective feedback and scaffolding elements.

During the 23-24 school year, the Department of Teaching and Learning facilitated professional learning to help educators understand and plan for benchmark alignment through learning targets and success criteria, aligned tasks, and explicit instruction. During the 24-25 school year, the Department of

Teaching and Learning will provide focused professional learning on the indicators for explicit instruction and scaffolding. During the upcoming 25-26 school year, the Department of Teaching and Learning will provide focused professional learning on the indicators for scaffolding and corrective feedback.

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

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

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

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

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

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

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

Yes

No

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

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

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

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

PCSD provides a district-wide learning community for all school-based and district coaches. This community meets a minimum of quarterly and engages in a variety of professional learning activities together - professional readings, coaching walks using the Trend Walk tool, data reflection conversations, Coaching Cycle feedback sessions, etc. During the 25-26 school year, “Student-centered Coaching” by Sweeney will be embedded in these sessions as a professional resource.

Our Department of Teaching and Learning coaches also participate in the quality professional learning offered by our state regional literacy director, Just Read Florida, and the Florida Center for Reading

Research. Chris Chaplin, Putnam's designated SRLD, has also joined our team in the planning of our grade level specific professional learning and provided helpful and actionable feedback following some of our sessions.

Two of our district coaches have completed the Literacy Coach Endorsement program. They have attended the train-the-trainer series for the endorsement with a goal of facilitating and supporting the coaching endorsement within our district. We will be offering the FCRR Coach Endorsement pathway to 18 cohort members (representing district and school-based literacy coaches) beginning in August 2025. The pathway will continue through April 2026.

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

Putnam's district literacy coaches provide prioritized and intentional support through three primary modes of support:

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

In addition, district literacy coaches also facilitate demonstration lessons in classrooms and coordinate "Look and Learns" with teacher leaders and their colleagues.

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

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

The Director of the PCSD Department of Teaching and Learning monitors the effectiveness of the coaching model through the use of Kickup Coaching Logs and the monitoring of district and individual school grade level progress monitoring data. Coaching Log data is visualized to be free of individual teacher names so that coaches and the director may reflect on the district and school level data to determine strengths of support, challenges, and needs. Coaches are also evaluated using the Marzano iObservation tool.

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

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

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

4) Assessment, Curriculum and Reading Instruction

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

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

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.
- **Four types of classroom assessments:** screening, progress monitoring, diagnostic and summative assessment.

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

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

In Putnam County, our core Reading and Language Arts instructional design incorporates the daily integration of student reading, writing, listening, and speaking. Explicit instruction is planned and provided to promote student learning. The explicit instruction and subsequent teaching and learning tasks are focused on a clear learning target and success criteria that is aligned to a focus B.E.S.T. benchmark or pair of stacked benchmarks. Guided practice, student teaming, and independent practice are all critical elements of our instructional sequence during Tier 1 instruction.

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

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

Four types of classroom assessments: screening, progress monitoring/formative assessment, diagnostic, and summative assessment.

Core instruction (Tier 1): is standards-aligned; includes accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; provides *print-rich explicit and systematic, scaffolded, and differentiated instruction; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning* as defined in 34 C.F.R. 200.2(b)(2)(ii).

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

Immediate intensive intervention (Tier 3): is provided to students identified as having a substantial deficiency in reading; is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, individualized instruction based on student need, *one-on-one or very small group instruction with more guided practice*, immediate corrective feedback, and frequent progress monitoring; *and occurs in addition to core instruction and Tier 2 interventions.* In accordance with Section 1008.25(4)(c), F.S.,

students identified with a substantial reading deficiency must be covered by a federally required student plan, such as an IEP or an individualized progress monitoring plan, and receive intensive interventions from teachers who are **certified or endorsed in reading**. All students need opportunities to engage in integrated, interdisciplinary instruction with complex tasks that challenge them to apply foundational skills towards high-level thinking as they relate to complex texts.

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

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

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

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

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

PCSD VPK educators and paraprofessionals provide small group and explicit instruction paired with Heggerty Phonemic Awareness to provide additional time and intensity of instruction for those requiring phonemic awareness interventions. For other foundational skill deficits, VPK students may also receive the following interventions: Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) Letter Naming or the Florida Center for Reading Research's Pre-Kindergarten Student Center Activities.

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

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

The Decision Trees must contain the following information:

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

- Identification of the multisensory interventions provided to students in grades K-3 who have a substantial deficiency in reading or characteristics of dyslexia, including a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

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

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

Grades VPK-6

1. Grades VPK-5 Assessments

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

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Other District Assessment	<input type="checkbox"/> VPK <input type="checkbox"/> PreK	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness	<input type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly
iReady Diagnostic or iReady Pro Diagnostic	<input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	<input checked="" type="checkbox"/> Grade 6 (Pro) <input type="checkbox"/> All Students <input type="checkbox"/> Select Students			
Other District Assessment iReady Dyslexia Screener	<input type="checkbox"/> VPK <input type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5 <input type="checkbox"/> All Students <input type="checkbox"/> Select Students	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input checked="" type="checkbox"/> Annually: Only administered to students who demonstrate the characteristics of Dyslexia as evidenced in the iReady Dyslexia Report. <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Other District Assessment iReady Standards Mastery	<input type="checkbox"/> VPK <input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input checked="" type="checkbox"/> Other - See guidance outlined in 3rd Grade YAAG documents.
District Benchmark Assessments: Benchmark Advance Unit Assessments (Adapted)	<input type="checkbox"/> VPK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Grade 6	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input checked="" type="checkbox"/> Other - At the conclusion of each unit of instruction.
Open Court Foundational Skills assessments	<input type="checkbox"/> VPK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input checked="" type="checkbox"/> Other - At the conclusion of each unit of instruction.

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
B.E.S.T. Oral Communication Rubric	<input type="checkbox"/> VPK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Grade 6	<input checked="" type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other
Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)	<input checked="" type="checkbox"/> VPK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Grade 6	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed - <input checked="" type="checkbox"/> Other - Per SIPPS Program Guidance for Students Receiving SIPPS Intervention
Imagine Learning Language and Literacy: Benchmark Assessment	<input type="checkbox"/> VPK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Grade 6	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed - <input checked="" type="checkbox"/> Other - Beginning and End of Year

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

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

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

A K-3 student is identified as having a substantial deficiency in reading if:

- The student is identified as in need of Tier 3 interventions;
- A student in grades K-3 demonstrates through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading; and

- o For kindergarten, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning, middle or end of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#);
- o For grades 1 and 2, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
- o For grade 3, the student scores below the twentieth (20th) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#)
- A student in grade 3 scores Level 1 on the end-of-year statewide, standardized ELA assessment pursuant to [s. 1008.22\(3\)\(a\), F.S.](#)

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

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

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

In K-2nd grade, students who score between 0-19th percentile on the appropriate and identified STAR assessment and may not have demonstrated satisfactory performance in the previous ELA course as evidenced by performance on Open Court Foundational Skills unit assessments, weekly Benchmark Advance assessments, and/or district benchmark assessments. In 3rd grade, students who score between 0-25% on the FAST assessment and may not have demonstrated satisfactory performance in the previous ELA course as evidenced by mastery on Open Court Foundational Skills unit assessment and/or district benchmark assessments.

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

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

Some of the criteria used to determine these students are as follows: 4th through 6th Grade:
 Student scores at the 0-14th percentile on the FAST assessment(s) and may not have demonstrated satisfactory performance in ELA course as evidenced by mastery on district benchmark assessments..

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

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

3a. If not included within the Decision Tree, describe the district's process (i.e., actionable steps) for identifying grades K-3 students with characteristics of dyslexia. Tier 3 interventions must be provided to students identified as having characteristics of dyslexia.

Immediately following the administration window for i-Ready Diagnostic 2 (winter), district-based literacy coaches will use the Dyslexia Screener Export report to identify the students at each school who may exhibit the characteristics of Dyslexia. This report will be shared with the school principal and the school-based literacy coach and/or MTSS coordinator.

3b. Describe the district's process for providing additional screening to students with characteristics of dyslexia pursuant to [s. 1008.25\(9\), F.S.](#) Name the screener(s) utilized.

Upon receiving the Dyslexia Screener Export report, school-based coaches and/or MTSS coordinators and/or testing coordinators will administer the i-Ready Dyslexia Screener to further assess whether the student exhibits the characteristics of Dyslexia. Identified K-3rd grade students will be screened individually and face-to-face for the characteristics of Dyslexia within 30 school days of the close of i-Ready Diagnostic 2.

If this preliminary report indicates a student demonstrates the characteristics of Dyslexia and is characterized as “at risk” in the score reporting, the student’s parents/guardians will be notified and the student will begin receiving appropriate tier 3 intervention(s). If the student is already receiving a tier 3 intervention, progress will be monitored and analyzed to determine if there is a more appropriate intervention that should be implemented.

4. Explain how the effectiveness of Tier 1 instruction is monitored.

When examining the effectiveness of Tier 1, the district Literacy Leadership Team and each school-based Literacy Leadership Team will monitor for evidence of:

- Students making progress or demonstrating mastery on Benchmark Advance unit assessments.
- Growth trends being evident with each STAR Early Literacy, STAR Literacy, and FAST assessment administration.
- PCSD Trend Walk data showing most included Literacy Practice Profile elements are trending up and/or are averaging Approaching, Meeting, or Exceeding.

Professional learning communities are facilitated for all ELA course instructors and are focused on the following 4 activities: focused and collaborative lesson planning, data analysis and problem-solving, mini targeted professional learning, and collaborative professional readings and study. During these PLCs, administrators, teachers, coaches, and other instructional supporters analyze trends in progress monitoring data, district benchmark assessments, and student writing and informal assessments. These conversations provide a space and structure for school leaders and teachers to problem solve challenges, areas of opportunity, and necessary adjustments to Tier 1 instruction.

District literacy coaches engage in coaching cycles and facilitate demonstration lessons in assigned schools and classrooms based on priority needs. Coaches also organize and facilitate “Look and Learn” opportunities for educators on these campuses. “Look and Learns” are a structure in which educators observe specific targeted high leverage instructional practices in demonstration classrooms either on their campus or another pre-identified district campus. In some schools, student to student “Look and Learns” also occur. In these scenarios, students go to observe the specific student learning behaviors they are seeking to grow.

5. Explain how the effectiveness of Tier 2 interventions is monitored.

District benchmark assessments, curriculum assessments, and other progress monitoring data is used to determine the effectiveness of Tier 2 interventions. See the assessments identified above.

6. Explain how the effectiveness of Tier 3 interventions is monitored.

Weekly programmatic progress monitoring assessments specific to the approved Tier 3 intervention, district benchmark assessments, and other progress monitoring data is used to determine the effectiveness of Tier 3 interventions. See the assessments identified above.

Grades K-6 Decision Tree

Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. Because the block must be uninterrupted, students must not be pulled out for any other services during this time.

Tier 1 (Core) Only

Beginning of Year Data

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

The student is **NOT** retained in the current grade AND:

Kindergarten through 2nd Grade:

The student scored a level 3 or higher on the STAR Early Literacy or STAR Reading assessment(s) and/or demonstrated satisfactory performance in the previous ELA course as evidenced by mastery (60% or higher average) on the weekly and/or unit Benchmark Advance and unit Open Court Foundational Skills assessments (K-1) or the district benchmark assessments (2nd) and/or other historical data provides evidence that the student can be successful with Tier 1 (CORE) only.

3rd Grade:

The student scored a level 3 or higher on the FAST assessment and/or demonstrated satisfactory performance in the previous ELA course as evidenced by mastery (60% or higher average) on the weekly Benchmark Advance assessments and the district benchmark assessments and/or other historical data provides evidence that the student can be successful with Tier 1 (CORE) only.

4th Grade:

The student scored at the 20th percentile or higher on the current year's FAST assessment PM1 or PM2 and demonstrated satisfactory performance in the previous ELA course as evidenced by mastery (60% or higher average) on the weekly Benchmark Advance assessments and the district benchmark assessments.

5th-6th Grade:

The student scored at the 15th percentile or higher on the current year's FAST assessment(s) PM1 or PM2 and demonstrated satisfactory performance in the previous ELA course as evidenced by mastery (60% or higher average) on the weekly Benchmark Advance assessments or the district benchmark assessments.

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

Students are making progress toward Typical Growth on iReady Diagnostic assessments in grades K-3rd. Students are making progress or demonstrating mastery on District Benchmark Assessments in 2nd-6th grades. Growth trends are evident with each STAR Early Literacy, STAR Literacy, and FAST assessment administration. PCSD Trend Walk data shows most Literacy Practice Profile elements are trending at Approaching, Meeting, or Exceeding.

- iReady Diagnostic Typical Growth: 41st - 60th Percentile
- District Benchmark Assessments: 60%
- STAR Early Literacy: Level 3
- STAR Reading: Level 3
- FAST ELA: Level 3

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

District and school-based leaders receive professional learning on the PCSD Trend Walk each year. The PCSD Trend Walk is used to help identify strengths and areas of opportunity in Tier 1 instruction. This data informs district-wide, site and team specific, and individualized professional learning opportunities.

Core Instruction Indicate the core curriculum utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
VPK <ul style="list-style-type: none"> Frog Street Heggerty Phonemic Awareness 	2020 - 2021
K-3 <ul style="list-style-type: none"> Open Court Foundational Skills Kits 	2019 - 2020
K-6 <ul style="list-style-type: none"> Benchmark Advance 	2020 - 2021
Unique Learning Systems (Supplemental core curriculum for students with disabilities requiring extensive support for Florida's alternate academic achievement standards)	2019-2020
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: <p>In K-2nd grade, the student scored a Level 2 on the previous year's administration of appropriate and identified PM3 STAR assessment <u>and/or</u> the student scored below the 20th percentile on the appropriate and identified PM1 or PM2 of the current year's STAR assessment <u>and/or</u> the student is no longer demonstrating an average of 60% or higher on Open Court Foundational Skills unit assessments, weekly Benchmark Advance assessments, and/or district benchmark assessments (2nd grade only).</p> <p>In 3rd grade, the student scored a Level 2 on the previous year's administration of the PM3 STAR Reading Assessment <u>and/or</u> the student scored below the 25th percentile on the current year's FAST assessment PM1 or PM2 <u>and/or</u> the student is no longer demonstrating an average of 60% or higher on Open Court Foundational Skills unit assessments and/or district benchmark assessments.</p> <p>In 4th grade, the student scores below the 20th percentile on the current year's FAST assessment for PM1 or PM2 and/or the student is no longer demonstrating satisfactory performance (60% or higher average) on district benchmark assessments.</p> <p>In 5th-6th grade, the student scores below the 15th percentile on the current year's FAST assessment for PM1 or PM2 <u>and/or</u> the student is no longer demonstrating satisfactory performance (60% or higher average) on district benchmark assessments.</p>	
Tier 1 Instruction + Tier 2 Interventions	
Beginning of Year Data	
Students who meet the following criteria at the beginning of the school year: <p>The student is NOT retained in the current grade AND: <u>K-2nd Grade</u> In K-2nd grade, the student scored a Level 2 on the previous year's administration of appropriate and identified PM3 STAR assessment <u>and/or</u> the student scored between the 10th-20th percentile on the appropriate and identified PM1 or PM2 of the current year's STAR assessment <u>and/or</u> other historical data provides evidence that the student needs some additional support to be success in Tier 1 (CORE).</p>	

3rd Grade

In 3rd grade, the student scored a Level 2 on the previous year's administration of the PM3 STAR Reading Assessment and/or the student scored between the 20-24th percentile on the current year's FAST assessment PM1 or PM2 and/or other historical data provides evidence that the student needs some additional support to be success in Tier 1 (CORE).

4th Grade:

Student scores at the 10th-19th percentile on the FAST assessment during the current year's PM1 or PM2 and/or may not have demonstrated satisfactory performance (60% or higher average) in the previous ELA course as evidenced by mastery on the weekly and unit Benchmark Advance assessments.

5th-6th Grade:

Student scores at the 10th-14th percentile on the FAST assessment(s) during the current year's PM1 or PM2 and/or may not have demonstrated satisfactory performance (60% or higher average) in the previous ELA course as evidenced by mastery on the weekly Benchmark Advance assessments or the district benchmark assessments.

Number of times per week interventions are provided:

Tier 2 interventions occur 3-4 days per week. Frequency of programmatic Tier 2 interventions may vary based on specific program guidance. Additional guidance may be outlined with more specificity in group and individual student plans.

Number of minutes per intervention session:

Tier 2 interventions typically occur for 15-20 minutes per day. The amount of each session may vary based on specific programmatic guidance. Additional guidance may be outlined with more specificity in group and individual student plans.

Supplemental Instruction/Interventions

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

Name of Program		Verbiage (as needed)
<p>VPK - 3 - ALL Oral Language and Vocabulary Project Evidence-based Strategies to be used with additional text selections from Benchmark Advance Areas of Reading:</p> <ul style="list-style-type: none">• Oral Language• Vocabulary	<p>No available ESSA evidence for specific program; see next column for evidence regarding practices and strategies.</p>	<p>VPK-3 Oral Language and Vocabulary Project does not meet strong, moderate or promising levels of evidence; however, the following What Works clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade.</p> <p>Recommendation(s):</p> <ul style="list-style-type: none">• Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. (Minimal Evidence)• Develop awareness of the segments of sounds in speech and how they link to letters. (Strong Evidence)• Teach students to decode words, analyze word parts, and write and recognize words. (Strong Evidence)• Ensure that each student reads connected every day to support reading accuracy, fluency, and comprehension. (Moderate Evidence)

		<p>The district will support and monitor implementation of this program by having the school based coach, lead interventionist, and/or MTSS coordinator monitor implementation monthly through progress monitoring checks, including district literacy coach facilitated sessions addressing specific strategies embedded in the program for professional learning.</p>
<p>K - 3 - ALL Open Court Foundational Skills Kit Intervention Materials Areas of Reading:</p> <ul style="list-style-type: none"> ● Phonological Awareness ● Phonics ● High Frequency Words ● Fluency 	<p>No available ESSA evidence for specific program; see next column for evidence regarding practices and strategies.</p>	<p>Open Court Foundational Skills Kit Intervention materials do not meet strong, moderate or promising levels of evidence; however, the following What Works clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade.</p> <p>Recommendation(s):</p> <ul style="list-style-type: none"> ● Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. (Minimal Evidence) ● Develop awareness of the segments of sounds in speech and how they link to letters. (Strong Evidence) ● Teach students to decode words, analyze word parts, and write and recognize words. (Strong Evidence) ● Ensure that each student reads connected every day to support reading accuracy, fluency, and comprehension. (Moderate Evidence) <p>These recommendations were built into the program by ensuring each lesson contains phonological awareness/phonemic awareness, decoding and encoding of words, and connecting these skills to fluency. The district will support and monitor implementation of this program by having the school-based coach, lead interventionist, and/or MTSS coordinator monitor implementation monthly through progress monitoring checks, including district literacy coach facilitated sessions addressing specific strategies embedded in the program for professional learning.</p>
<p>K - 5 - ALL Focused and Explicit Vocabulary, Fluency, and Comprehension Strategy Instruction Areas of Reading:</p> <ul style="list-style-type: none"> ● Vocabulary ● Fluency ● Reading Comprehension 	<p>No available ESSA evidence for specific program; see next column for evidence regarding practices and strategies</p>	<p>Targeted Florida Center for Reading Research Center Activities do not meet strong, moderate or promising levels of evidence; however, the following What Works clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade and What Works clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9.</p> <p>Recommendation(s):</p> <ul style="list-style-type: none"> ● Teach students academic language skills, including the use of inferential and

		<p>narrative language, and vocabulary knowledge. (Minimal Evidence)</p> <ul style="list-style-type: none"> ● Develop awareness of the segments of sounds in speech and how they link to letters. (Strong Evidence) ● Teach students to decode words, analyze word parts, and write and recognize words. (Strong Evidence) ● Ensure that each student reads connected every day to support reading accuracy, fluency, and comprehension. (Moderate Evidence) ● Builds students' decoding skills so they can read complex multisyllabic words. (Strong Evidence) ● Provides purposeful fluency-building activities to help students read effortlessly. (Strong Evidence) ● Routinely use a set of comprehension-building practices to help students make sense of the text. (Strong Evidence) ● Provide students with opportunities to practice making sense of stretch text that will expose them to complex ideas and information. (Moderate Evidence) <p>These recommendations were built into the program by ensuring that the activities chosen for students are aligned to specific deficits diagnosed by the iReady Diagnostic Assessment. The district will support and monitor implementation of this program by having the school based coach, lead interventionist, and/or MTSS coordinator monitor implementation monthly through progress monitoring checks.</p>
<p>K - 6 - ALL Benchmark Advance Comprehension Intervention Lessons Areas of Reading:</p> <ul style="list-style-type: none"> ● Oral Language ● Vocabulary ● Reading Comprehension ● Fluency 	<p>No available ESSA evidence for specific program; see next column for evidence regarding practices and strategies</p>	<p>Benchmark Advance Comprehension Intervention Lessons do not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9.</p> <p>Recommendation(s):</p> <ul style="list-style-type: none"> ● Build students' decoding skills so they can read complex multisyllabic words (Strong Evidence) ● Provide purposeful fluency-building activities to help students read effortlessly (Strong Evidence) ● Routinely use a set of comprehension-building practice to help students make sense of the text (Strong Evidence) ● Provide students with opportunities to practice making sense of stretch text (i.e. challenging text) that will expose them to complex ideas and information (Moderate Evidence)

		These recommendations were built into the program by ensuring the passages are able to be decoded to build fluency and enhance comprehension. The district will support and monitor implementation of this program by having the school-based coach, lead interventionist, and/or MTSS coordinator monitor implementation monthly through progress monitoring checks, including district literacy coach facilitated sessions addressing specific strategies embedded in the program for professional learning.
K - 6 - ALL iReady Individualized Path Lessons Areas of Reading: <ul style="list-style-type: none"> ● Phonological Awareness ● Phonics ● High Frequency Words ● Vocabulary ● Comprehension 	Promising	
3 - 6 - ALL Benchmark ACT - Accessing Complex Texts Areas of Reading: <ul style="list-style-type: none"> ● Vocabulary ● Reading Comprehension 	No available ESSA evidence for specific program; see next column for evidence regarding practices and strategies.	Benchmark ACT - Accessing Complex Texts, does not meet strong, moderate or promising levels of evidence; however, the following What Works clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Recommendation(s): <ul style="list-style-type: none"> ● Provide direct and explicit comprehension strategy instruction (Strong Evidence). ● Provide opportunities for extended discussion of text meaning and interpretation (Moderate Evidence). ● Increase student motivation and engagement in literacy learning (Moderate Evidence). These recommendations were built into the program by ensuring that teachers are using the explicit ACT Teacher's Guide, which outlines the explicit comprehension strategy of annotating text. The program also builds student engagement through high-interest text sets, which lend themselves to multiple opportunities for discussion of text. The district will support and monitor implementation of this program by PCSD Trend Walks and by having the school-based coach, lead interventionist, and/or MTSS coordinator monitor implementation monthly through progress monitoring checks.
K-5 - Virtual School Lexia Core5 Areas of Reading: <ul style="list-style-type: none"> ● Phonological Awareness ● Phonics 	Promising	

<ul style="list-style-type: none"> • High Frequency Words • Vocabulary • Fluency • Reading Comprehension 		
<p>6th - Virtual School Lexia Power Up Literacy</p> <p>Areas of Reading:</p> <ul style="list-style-type: none"> • Phonological Awareness • Phonics • High Frequency Words • Vocabulary • Fluency • Reading Comprehension 	Promising	
<p>K - 6 - English Language Learners Benchmark Advance Integrated iELD Strategies</p> <p>Areas of Reading:</p> <ul style="list-style-type: none"> • Oral Language • Vocabulary • Reading Comprehension 	No available ESSA evidence for specific program; see next column for evidence regarding practices and strategies.	<p>Benchmark Advance Integrated iELD Strategies do not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School.</p> <p>Recommendation(s):</p> <ul style="list-style-type: none"> • Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities. (Strong Evidence) • Provide regular, structured opportunities to develop written language skills. (Minimal Evidence) • Provide small-group instructional intervention to students struggling in areas of literacy and English language development. (Moderate Evidence) <p>These recommendations were built into the program by ensuring specific academic vocabulary words are intensively and explicitly taught with respect to WIDA levels.. The district will support and monitor implementation of this program by having the school-based coach, lead interventionist, and/or MTSS coordinator monitor implementation monthly through progress monitoring checks, including district literacy coach facilitated sessions addressing specific strategies embedded in the program for professional learning.</p>
<p>K - 6 - English Language Learners (See Notes) Imagine Language & Literacy</p> <p>Areas of Reading:</p> <ul style="list-style-type: none"> • Vocabulary • Comprehension • Oral Language 	Promising	Only T2 or T3 students who scored an overall composite score of 0-2.5 on the WIDA ACCESS Assessment should receive this intervention. Students receiving this specific intervention will continue with this specific intervention until the student earns a 2.6 or higher on the WIDA ACCESS OR other data suggests the student is improving and ready for a change of intervention.

<ul style="list-style-type: none"> • Phonemic Awareness • Phonics • Fluency 		<p>T2= 40 minutes per week/20 minutes 2x's per week</p> <p>The district will support and monitor implementation of this program by having the school based coach, lead interventionist, ESOL contact, and/or MTSS coordinator monitor implementation monthly through progress monitoring checks.</p>
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Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:

In K-2nd grade, the student scores below the 10th percentile on the appropriate and identified STAR assessment PM1 or PM2 during the current year and/or the student is no longer demonstrating satisfactory performance (60% average or higher) on Open Court Foundational Skills unit assessments, weekly Benchmark Advance assessments, and/or district benchmark assessments (2nd grade only) and historical data provides evidence of a possible substantial reading deficiency.

In 3rd grade, the student scores below the 20th percentile on the PM 1 or PM2 FAST assessment during the current year and/or the student is no longer demonstrating satisfactory performance (60% average or higher) on Open Court Foundational Skills unit assessments and/or district benchmark assessments and historical data provides evidence of a possible substantial reading deficiency.

In 4th grade, the student scores below the 10th percentile on the PM 1 or PM2 FAST assessment during the current year and/or the student is no longer demonstrating satisfactory performance (60% average or higher) on district benchmark assessments.

In 5th-6th grade, the student scores below the 10th percentile on the PM1 or PM2 FAST assessment during the current year and/or the student is no longer demonstrating satisfactory performance (60% average or higher) on district benchmark assessments.

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions

Beginning of Year Data

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

The student was retained in the current grade OR:

K-2nd Grade

In K-2nd grade, the student scored a Level 1 on the previous year's administration of the appropriately identified STAR assessment PM3 and/or the student scores below the 10th percentile on the appropriate and identified STAR assessment PM1 or PM2 during the current year and/or the student is no longer demonstrating satisfactory performance (60% average or higher) on Open Court Foundational Skills unit assessments, weekly Benchmark Advance assessments, and/or district benchmark assessments (2nd grade only).

3rd Grade

In 3rd grade, the student scored a Level 1 on the previous year's administration of the STAR Reading assessment and/or the student scores below the 20th percentile on the PM1 or PM2 FAST assessment during the current year and/or the student is no longer demonstrating satisfactory performance (60% average or higher) on Open Court Foundational Skills unit assessments and/or district benchmark assessments.

4th Grade:

Student scores at the 0-9th percentile on the FAST assessment and/or may not have demonstrated satisfactory performance in ELA course as evidenced by mastery on district benchmark assessments.

5th-6th Grade:

Student scores at the 0-9th percentile on the FAST assessment and/or may not have demonstrated satisfactory performance in ELA course as evidenced by mastery on district benchmark assessments.

Number of times per week interventions are provided:

Tier 3 interventions occur 4-5 days per week. The frequency of programmatic Tier 3 interventions may vary based on specific program guidance. Additional guidance may be outlined with more specificity in group and individual student plans.

Number of minutes per intervention session:

Tier 3 interventions typically occur for 25-30 minutes per day. The amount of each session may vary based on specific program guidance. Additional guidance may be outlined with more specificity in group and individual student plans.

Intensive, Individualized Instruction/Interventions

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

Name of Program		Verbiage (as needed)
K - 2 - ALL Magnetic Reading Foundations Areas of Reading: <ul style="list-style-type: none">• Phonological Awareness• Phonics• High Frequency Words• Fluency	Moderate	
K - 6 - ALL Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) (<i>Multisensory Edition</i>) Areas of Reading: <ul style="list-style-type: none">• Phonological Awareness• Phonics• High Frequency Words• Fluency	Moderate	
2 - 6 - ALL Reading Fluency and Comprehension Strategies Areas of Reading: <ul style="list-style-type: none">• Fluency• Comprehension	No available ESSA evidence for specific program; see next column for evidence regarding practices and strategies.	Reading fluency and comprehension strategies is not a specific program and does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9. Recommendation(s): <ul style="list-style-type: none">• Provide purposeful fluency-building activities to help students read effortlessly (Strong Evidence)

		<ul style="list-style-type: none"> • Routinely use a set of comprehension-building practice to help students make sense of the text (Strong Evidence) • Provide students with opportunities to practice making sense of stretch text (i.e. challenging text) that will expose them to complex ideas and information (Moderate Evidence)
<p>2 - 6 - ALL, English Language Learners Steps to Advance Literacy Intervention</p> <p>Areas of Reading:</p> <ul style="list-style-type: none"> • Oral Language • Vocabulary • Reading Comprehension 	<p>No available ESSA evidence for specific program; see next column for evidence regarding practices and strategies.</p>	<p>Steps to Advance Literacy Intervention Solutions does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9.</p> <p>Recommendation(s):</p> <ul style="list-style-type: none"> • Build students' decoding skills so they can read complex multisyllabic words (Strong Evidence) • Provide purposeful fluency-building activities to help students read effortlessly (Strong Evidence) • Routinely use a set of comprehension-building practices to help students make sense of the text (Strong Evidence) • Provide students with opportunities to practice making sense of stretch text (i.e. challenging text) that will expose them to complex ideas and information (Moderate Evidence) <p>These recommendations were built into the program through scaffolded texts that lend themselves to multisyllabic vocabulary instruction, fluency, and the ability to make sense of complex-level texts. The district will support and monitor implementation of this program by having the school-based coach, lead interventionist, and/or MTSS coordinator monitor implementation monthly through progress monitoring checks, including district literacy coach facilitated sessions addressing specific strategies embedded in the program for professional learning.</p>
<p>K - 6 - English Language Learners Imagine Language & Literacy with Small Group Teacher-led Lessons and Support</p> <p>Areas of Reading:</p> <ul style="list-style-type: none"> • Vocabulary • Comprehension • Oral Language • Phonemic Awareness • Phonics • Fluency 	<p>Promising</p>	<p>Only T2 or T3 students who scored an overall composite score of 0-2.5 on the WIDA ACCESS Assessment should receive this intervention. Students receiving this specific intervention will continue with this specific intervention until the student earns a 2.6 or higher on the WIDA ACCESS OR other data suggests the student is improving and ready for a change of intervention.</p> <p>T3= 60 minutes per week/20 minutes, 3 days per week</p> <p>The district will support and monitor implementation of this program by having the school-based coach, lead interventionist, ESOL</p>

		contact, and/or MTSS coordinator monitor implementation monthly through progress monitoring checks, including district literacy coach facilitated sessions addressing specific strategies embedded in the program for professional learning.
K-5 - Putnam Virtual School Lexia Core5 with Virtual Small Group Teacher-led Lessons and Support Areas of Reading: <ul style="list-style-type: none"> ● Phonological Awareness ● Phonics ● High Frequency Words ● Vocabulary ● Fluency ● Reading Comprehension 	Promising	
6th - Putnam Virtual School Lexia Power Up Literacy with Virtual Small Group Teacher-led Lessons and Support Areas of Reading: <ul style="list-style-type: none"> ● Phonological Awareness ● Phonics ● High Frequency Words ● Vocabulary ● Fluency ● Reading Comprehension 	Promising	
<p>For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided.</p> <p>Intensive Multisensory Instruction for SIPPS</p> <ul style="list-style-type: none"> ● Visual aides that enhance the phonological/phonemic awareness instruction. ● Manipulation of magnetic letters when decoding and encoding words. ● Video presentations of letter formation and sound manipulation. <p>A guide is included to enhance all portions of the SIPPS lesson to include multisensory instructional strategies.</p> <p>Intensive Multisensory Instruction for Magnetic Reading</p> <ul style="list-style-type: none"> ● Visual aides that enhance the phonological/phonemic awareness instruction. ● Mouth sound articulation videos and visuals are included ● Manipulation of letter cards when decoding and encoding words. ● Video presentations of letter formation and sound manipulation. ● Kinesthetic routines included with letter sound instruction and vocabulary building ● Writing is included – whiteboards, typing, writing in journals 		

What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

School principals, school-based coaches, MTSS coordinators, and/or district literacy coaches monitor the effectiveness of the delivery of interventions to ensure integrity to the strategies, structure, and programmatic guidance. Interventionists receive professional learning and support based on areas of need.

Data-based problem solving is the process used to make educational decisions within our MTSS. We encourage a common four-step problem solving model that can be used to improve student outcomes across content areas, grade levels, and tiers.

The four-step process includes: 1) defining what students should know and be able to do (including comparisons of expected and current levels of performance), 2) identifying possible reasons why students are not meeting expectations, 3) developing and implementing a plan based on evidence-based strategies to address reasons why students are not meeting expectations, and 4) evaluating the effectiveness of the plan (or student response to instruction/intervention).

This problem solving may also be used to address systemic barriers to school and district wide implementation of the practices associated with an effective MTSS.

7. Summer Reading Camps (Rule 6A-6.053(8), F.A.C.)

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

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

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

Summer Reading Camps for Retained Grade 3 Students
Schedule: June 2026-July 2026(Dates to be determined)
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): Open Court Foundational Skills Kits i-Ready Personalized Path and Teacher Assigned Path ACT Now!
Alternative Assessment Used: i-Ready Diagnostic
Additional Information (optional): During Summer Reading Camp, one family learning event will be facilitated through the Department of Teaching and Learning. This event will focus on 3rd and 4th grade literacy expectations, home learning strategies highlighted in our PCSD At-Home-Reading-Plan, and the New World's Reading Initiative. FAST text samples from the sample and released assessments and example questions will be shared, as well.

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

<p>Will the district implement this option? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No We do offer the Summer Bridge for VPK and 21st Century Summer Programming.</p> <p>If yes, please describe the grade level(s) that will be invited to participate.</p>
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Grades 7-12

13. Grades 7-12 Assessments

FAST				
Name of the Assessment	Target Audience (Grades 7-12)	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10	<input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> 3 x Year

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 7-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Other District Assessment iReady Pro Diagnostic (iReady 7th and 8th Intervention Monitoring)	<input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12 <input type="checkbox"/> All Students <input type="checkbox"/> Select Students	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year - embedded as students work through the learning path <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Other District Assessment iReady Pro Growth Monitoring (iReady 7th and 8th Intervention Monitoring)	<input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12 <input type="checkbox"/> All Students <input type="checkbox"/> Select Students	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input checked="" type="checkbox"/> Monthly for those receiving this specific intervention (Sept.-April) <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year - imbedded as students work through the learning path <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 7-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
District Benchmark Assessments: SAVVAS, Core/GL ELA courses	<input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input checked="" type="checkbox"/> Other - At the mid point and at the conclusion of each nine weeks
Khan Academy: Grammar Course Challenge (9th and 10th Grade Students receiving T2 and T3 interventions)	<input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input checked="" type="checkbox"/> Other - at the start of first semester for those receiving this specific support
Khan Academy: Reading and Vocabulary Course Challenge (9th and 10th Grade Students receiving T2 and T3 interventions)	<input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input checked="" type="checkbox"/> Other - at the start of second semester for those receiving this specific support
Khan Academy: dSAT Course Challenge (11th and 12th Grade Students receiving T2 and T3 interventions)	<input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8 <input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input checked="" type="checkbox"/> Other - at the start of first and second semester for those receiving this specific support
B.E.S.T. Oral Communication Rubric Secondary	<input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10	<input checked="" type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 7-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	<input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12	<input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Summative	<input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed - students in intervention <input type="checkbox"/> Other
Imagine Learning Language and Literacy Benchmark Assessment	<input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input checked="" type="checkbox"/> Other - Beginning and End of Year for those receiving this specific support

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

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

Some of the criteria used to determine these students are as follows:
 In the 7th - 10th grades, the district has designated specific scale score ranges of performance on the FAST ELA as evidenced by performance district benchmark assessments for classification into tier 2/3. Also, performance in the previous year's ELA course is also considered and determined based on the student performance on the district benchmark assessments.
 In the 11th and 12th grades, students who have not received a passing score on the FAST ELA graduation requirement assessment, a passing score on a concordant assessment, or received a graduation waiver will be classified as tier 3 students until one of these criteria are met.

15. Explain how the effectiveness of Tier 1 instruction is monitored.

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

PLCs and data analysis sessions occur on all campuses and during three annual administration Data Con meetings. During these sessions, administrators, teachers, coaches, and other instructional supporters analyze trends in progress monitoring data, district benchmark assessments, and student work. These conversations provide a space and structure for school leaders and teachers to problem solve challenges, areas of opportunity, and necessary adjustments to Tier 1 instruction.

16. Explain how the effectiveness of Tier 2 interventions is monitored.

Programmatic progress monitoring assessments, district benchmark assessments, and other progress monitoring data is used to determine the effectiveness of Tier 2 interventions. See the assessments identified above.

The Tier 2 Reciprocal Teaching intervention provided in other content area courses is monitored by school administrators and/or school-based coaches. Professional learning and support for Reciprocal Teaching are provided through the Department of Teaching and Learning.

17. Explain how the effectiveness of Tier 3 interventions is monitored.

Programmatic progress monitoring assessments, district benchmark assessments, and other progress monitoring data is used to determine the effectiveness of Tier 3 interventions. See the assessments identified above.

Grades 7-12 Decision Tree

Tier 1 (Core) Only

Beginning of Year Data

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

The student is **NOT** retained in the current grade AND:

7th Grade

The student has earned a **scale score of 206 or higher on the FAST for ELA** and/or demonstrated satisfactory performance (60% average or higher) in the previous ELA course as evidenced by their performance on the district benchmark assessments and course.

8th Grade

The student has earned a scale score of 210 or higher on the FAST for ELA and/or demonstrated satisfactory performance (60% average or higher) in the previous ELA course as evidenced by their performance on the district benchmark assessments and course.

9th Grade

The student has earned a scale score of 215 or higher on the FAST for ELA and/or demonstrated satisfactory performance (60% average or higher) in the previous ELA course as evidenced by their performance on the district benchmark assessments and course.

10th Grade

The student has earned a scale score of 220 or higher on the FAST for ELA and/or demonstrated satisfactory performance (60% average or higher) in the previous ELA course as evidenced by their performance on the district benchmark assessments and course.

11th-12th Grade:

The student has met the ELA graduation assessment requirement and demonstrated satisfactory performance (60% average or higher) in the previous ELA course as evidenced by their performance on the district benchmark assessments.

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

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

District Benchmark Assessments: 70%

What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction and/or curriculum provided to students?

District and school-based leaders receive professional learning on the PCSD Trend Walk each year. The PCSD Trend Walk is used to help identify strengths and areas of opportunity in Tier 1 instruction. This data informs district-wide, site and team specific, and individualized professional learning opportunities.

School-based leaders share additional needs and concerns related to Tier 1 instruction through Putnam’s Administration Data Con meetings. During these sessions, progress monitoring data is shared, success is celebrated, and challenges are discussed. Through these sessions, revisions and additions to professional learning and instructional support are identified and discussed.

District literacy coaches support Tier 1 instruction proactively through Putnam’s District-wide learning community model. These sessions are designed to promote a deep understanding of the B.E.S.T. Standards, curriculum, assessment expectations, data outcomes, and instructional practices. In these “Communities”, grade level and content specific teams work collaboratively with teachers representing all schools to design lessons, problem-solve common challenges, improve pedagogy through the use of the PCSD Trend Walk tool, and plan for support and interventions. PCSD District-wide Learning Communities meet at least two times annually..

In addition to our “communities”, literacy coaches also support core instructional needs through the facilitation of school-based PLCs and targeted team and grade level planning sessions. These sessions and this structure allow for differentiated support based on individual school, team, and grade level needs.

Individualized support for Tier 1 (core instruction) is provided through prioritized coaching cycles with individual teachers. These focused and rigorous cycles occur over sustained increments of time and occur in the classroom with students so that educators are able to observe, practice implementing with collegial feedback, and problem-solve with literacy coaches.

Finally, demonstration classrooms are highlighted through the “Look and Learn” model. This promotes teacher-to-teacher support for Tier 1 instruction. Teachers may sign up to either demonstrate or highlight a specific practice for their peers or to travel to observe a practice in a “Look and Learn” classroom.

Core Instruction

Indicate the core curriculum utilized. Add additional rows as needed.

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

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

7th Grade:

Student earns a scale score below a 206 on the FAST ELA assessment and/or is not demonstrating satisfactory performance in the ELA course as evidenced by progress on the district benchmark assessments and grade level benchmark aligned formative assessments.

8th Grade:

Student earns a scale score below a 210 on the FAST ELA assessment and/or is not demonstrating satisfactory performance in the ELA course as evidenced by progress on the district benchmark assessments and grade level benchmark aligned formative assessments.

9th Grade:

Student earns a scale score below a 215 on the FAST ELA assessment and/or is not demonstrating satisfactory performance in the ELA course as evidenced by progress on the district benchmark assessments and grade level benchmark aligned formative assessments.

10th Grade:

Student earns a scale score below a 220 on the FAST assessment and/or is not demonstrating satisfactory performance in the ELA course as evidenced by progress on the district benchmark assessments and grade level benchmark aligned formative assessments.

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

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

7th Grade:

Student earns a scale score below a 206 on the FAST ELA assessment and/or did not demonstrate satisfactory performance in the previous ELA course as evidenced by performance on the district benchmark assessments.

8th Grade:

Student earns a scale score below a 210 on the FAST ELA assessment and/or did not demonstrate satisfactory performance in the previous ELA course as evidenced by performance on the district benchmark assessments.

9th Grade:

Student earns a scale score below a 215 on the FAST ELA assessment and/or did not demonstrate satisfactory performance in the previous ELA course as evidenced by performance on the district benchmark assessments.

10th Grade:

Student earns a scale score below a 220 on the FAST ELA assessment and/or did not demonstrate satisfactory performance in the previous ELA course as evidenced by performance on the district benchmark assessments.

11th-12th Grade:

Student has not met the ELA graduation assessment requirement and the student is not currently eligible for a waiver and the student may not have demonstrated satisfactory performance in the previous ELA course as demonstrated by consistently scoring below mastery on district benchmark assessments.

Number of times per week interventions are provided:

Secondary Tier 2 interventions occur 3-4 days per week. Frequency of programmatic Tier 2 interventions may vary based on specific program guidance. Additional guidance may be outlined with more specificity in group and individual student plans.

Number of minutes per intervention session:

Secondary Tier 2 interventions are 15-20 minutes in length. The amount of each session may vary for programmatic Tier 2 interventions based on specific program guidance. Additional guidance may be outlined with more specificity in group and individual student plans.

Course(s) where interventions take place: Intensive Reading 1-4

Supplemental Instruction/Interventions

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

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Grades 7-8 - ALL i-Ready Personalized Instructional Path & i-Ready Pro Personalized Instruction	No available ESSA evidence for specific program; see next column for evidence	i-Ready Personalized Instructional path & i-Ready Pro do not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the

<p>with Teacher-Led Small Group Support</p> <p>Areas of Reading:</p> <ul style="list-style-type: none"> • Phonological Awareness • Phonics • Fluency • Comprehension • Vocabulary 	<p>regarding practices and strategies.</p>	<p>program: Providing Reading Interventions for Students in Grades 4-9</p> <p>Recommendation(s):</p> <ul style="list-style-type: none"> • Build students' decoding skills so they can read complex multisyllabic words. (Strong) • Provide purposeful fluency-building activities to help students read effortlessly. (Strong) • Routinely use a set of comprehension-building practices to help students make sense of the text. (Strong) • Provide students with opportunities to practice making sense of stretch text (i.e. challenging text) that will expose them to complex ideas and information. (Moderate) <p>These recommendations were built into the program by ensuring students have targeted individualized lessons for decoding, fluency, comprehension and vocabulary. The district will support and monitor implementation of this program by having the school based coach, lead interventionist, and/or MTSS coordinator monitor implementation monthly through progress monitoring checks, including district literacy coach facilitated sessions addressing specific strategies embedded in the program for professional learning.</p>
<p>Grades 9 - 12 - ALL</p> <p>Khan Academy</p> <ul style="list-style-type: none"> • Grammar Course • Reading and Vocabulary Course • dSAT Reading and Writing <p>Areas of Reading:</p> <ul style="list-style-type: none"> • Communication • Comprehension • Vocabulary 	<p>No available ESSA evidence for specific program; see next column for evidence regarding practices and strategies.</p>	<p>Khan Academy does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices</p> <p>Recommendation(s):</p> <ul style="list-style-type: none"> • Provide explicit vocabulary instruction. (Strong) • Provide direct and explicit comprehension strategy instruction. (strong) • Provide opportunities for extended discussion of text meaning and interpretation. (moderate) • Increase student motivation and engagement in literacy learning. (moderate) • Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. (Strong) <p>These recommendations were built into the program by ensuring students are assigned targeted lessons in vocabulary and comprehension. The district will support and monitor implementation of this program by having the school based coach, lead</p>

		interventionist, and/or MTSS coordinator monitor implementation monthly through progress monitoring checks, including district literacy coach facilitated sessions addressing specific strategies embedded in the program for professional learning.
<p>Grades 7 - 12 - ALL Teacher Led Small Group SAVVAS: My Perspectives</p> <ul style="list-style-type: none"> • Texts from Independent Learning Section of SAVVAS Units • ACT Practice Tests available in SAVVAS online platform <p>Areas of Reading:</p> <ul style="list-style-type: none"> • Comprehension • Vocabulary 	No available ESSA evidence for specific program; see next column for evidence regarding practices and strategies.	<p>SAVVAS Unit Resources do not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices</p> <p>Recommendation(s):</p> <ul style="list-style-type: none"> • Provide explicit vocabulary instruction. (Strong) • Provide direct and explicit comprehension strategy instruction. (Strong Evidence) • Provide opportunities for extended discussion of text meaning and interpretation. (Moderate Evidence) • Increase student motivation and engagement in literacy learning. (Moderate Evidence) <p>These recommendations were built into the program by ensuring students have grade level texts to support vocabulary and comprehension instruction. .The district will support and monitor implementation of this program by having the school based coach, lead interventionist, and/or MTSS coordinator monitor implementation monthly through progress monitoring checks, including district literacy coach facilitated sessions addressing specific strategies embedded in the program for professional learning.</p>
<p>Grades 7 - 12 - Virtual Lexia Power Up Literacy with Virtual Small Group Teacher-led Lessons and Support</p> <p>Areas of Reading:</p> <ul style="list-style-type: none"> • Phonemic Awareness • Phonic s • Fluency • Comprehension • Vocabulary 	Promising	This intervention is intended for students in virtual school requiring tier 2 support.
<p>Grades 7 - 12 - English Language Learners Imagine Language & Literacy with small group teacher-led lessons and support</p> <p>Areas of Reading:</p> <ul style="list-style-type: none"> • Vocabulary • Comprehension • Oral Language 	Promising	Only T2 or T3 students who scored an overall composite score of 0-2.5 on the WIDA ACCESS Assessment should receive this intervention. Students receiving this specific intervention will continue with this specific intervention until the student earns a 2.6 or higher on the WIDA ACCESS OR other data suggests the student is improving and ready for a change of intervention.

<ul style="list-style-type: none"> • Phonemic Awareness • Phonics • Fluency 		<p>T3= 60 minutes per week/20 minutes 3x's per week</p> <p>The district will support and monitor implementation of this program by having the school based coach, lead interventionist, ESOL contact, and/or MTSS coordinator monitor implementation monthly through progress monitoring checks, including district literacy coach facilitated sessions addressing specific strategies embedded in the program for professional learning.</p>
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Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:

7th Grade:
 Student earns a scale score below a 200 on the FAST ELA assessment and/or is not demonstrating satisfactory performance in the ELA course as evidenced by progress on the district benchmark assessments and grade level benchmark aligned formative assessments and/or the student is not demonstrating a positive response to intervention.

8th Grade:
 Student earns a scale score below a 204 on the FAST ELA assessment and/or is not demonstrating satisfactory performance in the ELA course as evidenced by progress on the district benchmark assessments and grade level benchmark aligned formative assessments.

9th Grade:
 Student earns a scale score below a 209 on the FAST ELA assessment and/or is not demonstrating satisfactory performance in the ELA course as evidenced by progress on the district benchmark assessments and grade level benchmark aligned formative assessments.

10th Grade:
 Student earns a scale score below a 214 on the FAST assessment and/or is not demonstrating satisfactory performance in the ELA course as evidenced by progress on the district benchmark assessments and grade level benchmark aligned formative assessments.

11th-12th Grade:
 Student has not met the ELA graduation assessment requirement and is not currently eligible for a waiver and/or the student may not have demonstrated satisfactory performance in the previous ELA course as demonstrated by consistently scoring below mastery on district benchmark assessments.

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions

Beginning of Year Data

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

7th Grade:
 Student earns a scale score below a 200 on the FAST ELA assessment and/or did not demonstrate satisfactory performance in the previous ELA course as evidenced by performance on the district benchmark assessments.

8th Grade:
 Student earns a scale score below a 204 on the FAST ELA assessment and/or did not demonstrate satisfactory performance in the previous ELA course as evidenced by performance on the district benchmark assessments.

9th Grade:

Student earns a scale score below a 209 on the FAST ELA assessment and/or did not demonstrate satisfactory performance in the previous ELA course as evidenced by performance on the district benchmark assessments.

9th Grade:

Student earns a scale score below a 214 on the FAST ELA assessment and/or did not demonstrate satisfactory performance in the previous ELA course as evidenced by performance on the district benchmark assessments.

11th-12th Grade:

Student has not met the ELA graduation assessment requirement and is not currently eligible for a waiver and/or the student did not demonstrate satisfactory performance in the previous ELA course as demonstrated by consistently scoring below mastery on district benchmark assessments.

Number of times per week interventions are provided:

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

Number of minutes per intervention session:

Tier 3 interventions occur for 25-30 minutes per day. The amount of each session may vary for programmatic Tier 3 interventions based on specific program guidance. Additional guidance may be outlined with more specificity in group and individual student plans.

Course(s) where interventions take place: Intensive Reading 1 - 4

Intensive, Individualized Instruction/Interventions

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

Name of Program		Verbiage (as needed)
<p>Grades 7 - 8 i-Ready Personalized Instructional Path & i-Ready Pro Personalized Instruction with Teacher-Led Small Group Support</p> <p>Areas of Reading:</p> <ul style="list-style-type: none"> ● Phonemic Awareness ● Phonics ● Comprehension ● Fluency ● Vocabulary 	<p>No available ESSA evidence for specific program; see next column for evidence regarding practices and strategies.</p>	<p>i-Ready Personalized Instructional path & i-Ready Pro do not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9.</p> <p>Recommendation(s):</p> <ul style="list-style-type: none"> ● Build students' decoding skills so they can read complex multisyllabic words. (Strong Evidence) ● Provide purposeful fluency-building activities to help students read effortlessly. (Strong Evidence) ● Routinely use a set of comprehension-building practices to help students make sense of the text. (Strong Evidence) ● Provide students with opportunities to practice making sense of stretch text (i.e. challenging text) that will expose them to complex ideas and information. (Moderate Evidence) <p>These recommendations were built into the program by ensuring students receive targeted individualized essential skills lessons for phonics</p>

		and fluency or elevate lessons for vocabulary and comprehension with support from the teacher. The district will support and monitor implementation of this program by having the school based coach, lead interventionist, and/or MTSS coordinator monitor implementation monthly through progress monitoring checks, including district literacy coach facilitated sessions addressing specific strategies embedded in the program for professional learning.
<p>Grades 7 - 12 Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) with explicit multisensory component added</p> <p>Areas of Reading:</p> <ul style="list-style-type: none"> • Phonemic Awareness • Phonics • Fluency 	Moderate	
<p>Grades 7 - 12 Teacher Led Small Group SAVVAS: My Perspectives</p> <ul style="list-style-type: none"> • Texts from Independent Learning Section of SAVVAS Units • ACT Practice Tests available in SAVVAS online platform <p>Areas of Reading:</p> <ul style="list-style-type: none"> • Comprehension • Vocabulary 	No available ESSA evidence for specific program; see next column for evidence regarding practices and strategies.	<p>SAVVAS Unit Resources do not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices.</p> <p>Recommendation(s):</p> <ul style="list-style-type: none"> • Provide explicit vocabulary instruction. (Strong Evidence) • Provide direct and explicit comprehension strategy instruction. (Strong Evidence) • Provide opportunities for extended discussion of text meaning and interpretation. (Moderate Evidence) • Increase student motivation and engagement in literacy learning. (Moderate Evidence) • Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. (Strong Evidence) <p>The district will support and monitor implementation of this program by having the school based coach, lead interventionist, and/or MTSS coordinator monitor implementation monthly through progress monitoring checks, including district literacy coach facilitated sessions addressing specific strategies embedded in the program for professional learning.</p>
<p>Grades 7 - 12 (Putnam Virtual School) Lexia Power Up Literacy with Virtual</p>	Promising	

<p>Small Group Teacher-led Lessons and Support</p> <p>Areas of Reading:</p> <ul style="list-style-type: none"> ● Phonemic Awareness ● Phonics ● Fluency ● Comprehension ● Vocabulary 		
<p>Grades 7 - 12</p> <p>Imagine Language & Literacy with Small Group Teacher-led Lessons and Support</p> <p>Areas of Reading:</p> <ul style="list-style-type: none"> ● Vocabulary ● Comprehension ● Oral Language ● Phonemic Awareness ● Phonics ● Fluency 	<p>Promising</p>	<p>Only T2 or T3 students who scored an overall composite score of 0-2.5 on the WIDA ACCESS Assessment should receive this intervention. Students receiving this specific intervention will continue with this specific intervention until the student earns a 2.6 or higher on the WIDA ACCESS OR other data suggests the student is improving and ready for a change of intervention.</p> <p>T3= 60 minutes per week/20 minutes 3x's per week</p> <p>The district will support and monitor implementation of this program by having the school based coach, lead interventionist, ESOL contact, and/or MTSS coordinator monitor implementation monthly through progress monitoring checks, including district literacy coach facilitated sessions addressing specific strategies embedded in the program for professional learning.</p>
<p>What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?</p> <p>School principals, MTSS coordinators, and/or district literacy coaches monitor the effectiveness of the delivery of interventions to ensure integrity to the strategies, structure, and programmatic guidance. Interventionists receive professional learning and support based on areas of need.</p> <p>Data-based problem solving is the process used to make educational decisions within our MTSS. We encourage a common four-step problem solving model that can be used to improve student outcomes across content areas, grade levels, and tiers.</p> <p>The four-step process includes: 1) defining what students should know and be able to do (including comparisons of expected and current levels of performance), 2) identifying possible reasons why students are not meeting expectations, 3) developing and implementing a plan based on evidence-based strategies to address reasons why students are not meeting expectations, and 4) evaluating the effectiveness of the plan (or student response to instruction/intervention).</p> <p>This problem solving may also be used to address systemic barriers to school and district wide implementation of the practices associated with an effective MTSS.</p>		

5) Professional Learning (Rule 6A-6.053(9)(b)3.f.—j., F.A.C.)

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

- Provide professional learning required by ss. [1012.585\(3\)\(f\)](#) and [1012.98\(5\)\(b\)11., F.S.](#), which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency,

vocabulary and text comprehension strategies into an explicit, systematic and sequential approach to reading instruction, including multisensory intervention strategies;

- Provide professional learning in B.E.S.T. ELA Standards and evidence-based reading practices and programs;
- Provide professional learning to help instructional personnel and certified PreK teachers funded in the FEEP earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction;
- Differentiate and intensify professional learning for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional learning.

Our schedule of district and school-based professional learning events are informed by student data, PCSD Trend Walk Data, educator evaluations, professional learning feedback and surveys, and staff changes. The Department of Teaching & Learning, along with the Department of School Improvement, works in tandem with administrators to identify trending strengths, needs, and challenges. A calendar of district-wide professional learning communities is then created to address the prioritized, cross district needs. These larger communities typically occur 3-4 times per year and are a blend of knowledge and skill acquisition and practice and focused and facilitated backwards instructional planning. During the 25-26 school year, some grade level and content areas will engage in both district-wide professional learning communities and regional communities. We are basing those decisions and specific structures on the data sources listed above.

As we continue our process of differentiating professional learning based on more specific needs during the 25-26 school year, PCSD district literacy coaches will be assigned to support PLCs and provide individualized instructional coaching at every school. The amount of time spent on each campus and the focus areas are determined by specific school data. The Department of Teaching & Learning supports coaches as they design, secure, facilitate, support, and evaluate professional learning. Rather than the PCSD Professional Learning Implementation Form and Hour Log, these literacy coach led sessions promote strong Bridge to Practice and Look & Learn implementation activities and support sessions. These Bridge to Practice implementations garner higher satisfaction with professional learning, increased confidence of educators around the content and high-leverage, evidence-based practices, and often has a stronger impact on student achievement.

Coaches provide an additional layer of differentiated professional learning support through the coaching model. This may include supports such as modeling, co-teaching/co-planning, observing, reflective questioning, goal setting, targeted lesson planning, and more. Coaches provide educators with support during the most critical phase of new learning - implementation in classrooms with students.

Multisensory Requirement

In addition to embedding multisensory techniques and strategies into all ELA core and intervention specific professional learning sessions, Putnam encourages and promotes the following FDLRS courses to meet the 40-hour multisensory requirement:

- PDA Exploring Structured Literacy - Facilitated, Virtual, 40 Inservice Points
- Structured Literacy through a Multisensory Approach - Independent Study, Virtual, 20 Inservice Points
- Making Reading Instruction Explicit - Facilitated, Face-toFace, 20

Inservice Points

Literacy Microcredentials

PCSD has a strong partnership with the Lastinger Center. Leaders strongly encourage participation in these microcredentialing opportunities and send out flyers and emails as new cohorts are available. VPK and other educators working through the program are often supported by school-based and district-based literacy coaches who help deepen understanding, answer questions, and offer encouragement and celebration as staff complete the modules contained within the programs. The VPK coordinator and multiple district and school-based coaches completed the microcredential process in its early stages so that they could serve as a model and advocate for the power of these opportunities.

Literacy Coach Endorsement

Over the past two years, PCSD has promoted and prioritized time and resources for several literacy coaches to attend both the UF Lastinger Center's Coach Endorsement program and the FCRR Coach Endorsement program. Putnam has also had district literacy coaches attend the train-the-trainer sessions for both the Lastinger and FCRR programs. In the 25-26 school year, we will be offering a cohort model for the FCRR Literacy Coach Endorsement program for 15 nominated educators. This first cohort will contain both district and school-based literacy coaches.

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

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

Name of Tutoring Program	Target Audience	Description
RAISE	10-12th graders supporting K-3rd graders at RAISE schools	During the 24-25 school year, we had many high school tutors earn the seal.
KhanMigo	9-12th graders (11th grade focus through UF grant)	Putnam already purchases a district licensing subscription for multiple secondary grade levels. During the 25-26 school year, we will add Khanmigo and the new AI Writing feedback tool through two semester courses offered primarily to 11th grade students and 9-12th grade intensive reading.

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

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

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

Along with the At-home Reading Plan, PCSD also invites families of all eligible students to enroll in the New Worlds Reading Initiative. This program provides families with an opportunity to enroll to receive 9 free at-home reading books per year. We currently have 1200 students enrolled in this program throughout the district.

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

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

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

See above for information regarding New Worlds Reading Initiative.

Putnam also partnered with the United Way of St. Johns during the 24-25 school year to provide free books and bookmarks to elementary school students for their at-home libraries. We hope to continue this valued partnership during the 25-26 school year.

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

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

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

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

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

House Bill 1255 amends section 1003.4201, Florida Statutes, and adds a component of the reading instruction plan to provide a description of how the district prioritizes the assignment of highly effective teachers from kindergarten to grade 2.

9) Highly Effective Teachers

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

<p>Putnam provides mentor teachers for all new hires from 0-5 years. These mentor teachers are highly effective and provide the critical initial supports necessary to ensure that more K-2 educators reach the highly effective status.</p> <p>In addition, Title 2 funds have been prioritized for the 25-26 school year to hire two additional K-2 instructional support coaches to support high-leverage, evidence-based practices in K-2. Eligibility for these new positions requires 5 years of experience in teaching or directly supporting K-2 educators and a highly effective evaluation rating.</p> <p>This critical support is crucial to increasing the number of highly effective K-2 educators in our schools.</p>

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

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

Initials	Assurance
JIA	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that includes phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
JIA	b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of s. 1008.25(4)(c), F.S., to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with Rule 6A-6.053(6)(c), F.A.C.
JIA	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S. All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
JIA	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
JIA	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
JIA	f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.
JIA	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
JIA	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
JIA	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

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

Signature:

Jennifer Ayala

Date:

7/1/2025