

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

## Contact Information

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

	Name	Title	Email	Phone
Main District Reading Contact	Sonya Judkins	Director of Instructional Services	<a href="mailto:judkinss@columbiak12.com">judkinss@columbiak12.com</a>	386-755-8043
Responsibility	Name	Title	Email	Phone
Elementary ELA	Sonya Judkins	Director of Instructional Services	<a href="mailto:judkinss@columbiak12.com">judkinss@columbiak12.com</a>	386-755-8043
Secondary ELA	Sonya Judkins	Director of Instructional Services	<a href="mailto:judkinss@columbiak12.com">judkinss@columbiak12.com</a>	386-755-8043
Reading Endorsement	Sonya Judkins	Director of Instructional Services	<a href="mailto:judkinss@columbiak12.com">judkinss@columbiak12.com</a>	386-755-8043
Reading Curriculum	Sonya Judkins	Director of Instructional Services	<a href="mailto:judkinss@columbiak12.com">judkinss@columbiak12.com</a>	386-755-8043
Professional Development	Sonya Judkins	Director of Instructional Services	<a href="mailto:judkinss@columbiak12.com">judkinss@columbiak12.com</a>	386-755-8043
Assessment	Justin Lang	Assessment and Accountability Coordinator	<a href="mailto:langj1@columbiak12.com">langj1@columbiak12.com</a>	386-758-4866
Data Element	Sherry Williams	MIS Director	<a href="mailto:williamss@columbiak12.com">williamss@columbiak12.com</a>	386-755-8027
Summer Reading Camp	Sonya Judkins	Director of Instructional Services	<a href="mailto:judkinss@columbiak12.com">judkinss@columbiak12.com</a>	386-755-8043
3 <sup>rd</sup> Grade Promotion	Sonya Judkins	Director of Instructional Services	<a href="mailto:judkinss@columbiak12.com">judkinss@columbiak12.com</a>	386-755-8043

## Plan Information

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

This plan has been developed with input from each district school, including school principals, instructional coaches, leadership teams, and reading leadership teams. Each school is being provided a digital and print copy of the plan. Each faculty will review the plan at the beginning of the year. The plan is posted annually on the district website.

## Monitoring of District K-12 Comprehensive Evidence-Based Reading Plan Implementation as required by 6A-6.053(1)(a)

### F.A.C.

District-Level Leadership 6A-6.053(7) F.A.C.

#### K-5

Component of Reading	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
<i>Oral language</i>	KISS (Kindergarten Inventory of State Skills, district assessment)	Progress Monitoring	Paper-based	Every 9 weeks
<i>Phonological awareness</i>	i-Ready, K-5  STAR EL, K	Diagnostics (1-3), Growth Monitoring	Instructional Services monitors completion and performance	Per the assessment calendar, Fall, Winter, Spring
<i>Phonics</i>	i-Ready K-5	Same as above	Same as above	Same as above
<i>Fluency</i>	i-Ready K-5	Same as above	Same as above	Same as above
<i>Vocabulary</i>	i-Ready K-5	Same as above	Same as above	Same as above
<i>Comprehension</i>	i-Ready K-5	Same as above	Same as above	Same as above

#### 6-12

Progress Monitoring Tool	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
i-Ready (6-8)	Phonological awareness, phonics, fluency, vocabulary, comprehension	Diagnostics (1-3), progress monitoring	Computer-based, i-Ready platform and Performance Matters	Fall, Winter, Spring
FSA, FSA Retakes	ELA scaled scores, pass rates	Summative	Computer-based state assessment	Per the state assessment calendar.
Performance Matters 6-12	Unit assessments	Formative	Computer-based, paper-based on the Performance Matters platform	Per the school/district assessment calendar
Achieve 3000 9-12	Reading comprehension	Diagnostic, progress monitoring/formative	Computer based	Fall, Winter, Spring
Exact Path (pilot) 9-12	Reading/ELA Paths	Diagnostics (1-3), progress monitoring	Computer-based	Diagnostics Fall, Winter, Spring and progress monitoring after every 4 <sup>th</sup> skill

K-12 Data Analysis and Decision-making as required by 6A-6.053(1)(b) F.A.C.

<b>Data Analysis and Decision-making</b>				
<i>How often is data being reviewed and by whom?</i>	<i>What problem-solving steps are in place for making decisions based on the data?</i>	<i>What steps is the district taking to see building and classroom level data and to share findings with individual schools?</i>	<i>How are concerns communicated if it is determined that the K-12 Reading Plan is not being implemented in an explicit manner, based on data to meet the needs of students?</i>	<i>Who at the district level is responsible for providing plan implementation oversight, support and follow-up?</i>
Data is reviewed by district and school leadership, grade level teams, and Instructional Services. Data is reviewed at the close of each progress monitoring window. Schools review data through monthly data chats and adjust plans as needed.	Data is analyzed, areas of need are determined, plans are developed/adjusted, and plans are implemented and evaluated.	Regular monitoring of formative and progress monitoring assessments; sharing comparison data with principals.	If data indicates that the reading plan is not being implemented in an explicit manner, the district leadership team will collaborate with the school principal/leadership team to develop supports and address concerns.	Director of Instructional Services

School Level Leadership 6A-6.053(8) F.A.C.

<b>Practice</b>	<b>Who ensures that the practice is informed by a specific purpose?</b>	<b>How is the purpose communicated?</b>	<b>How often is the data being collected?</b>	<b>How is the data being shared and by whom?</b>	<b>How often is the data being reviewed and by whom?</b>
Weekly reading walkthroughs by administrators	School Administrators	School administrators communicate with coaches in lead team meetings; administrators communicate with faculty in grade level meetings, in faculty meetings, and in reading professional development sessions.	Monthly	Principal meetings with Assistant Superintendent and Director of Instructional Services.  Principals collect and compile data to share with leadership teams at each school, as well as Director of Instructional Services.	Monthly

Data chats	School administrators	Principals communicate via faculty meetings, staff newsletters, and emails.	At least quarterly	School administration, lead teams will meet with grade level teams.	Principals, Director of Instructional Services
Reading Leadership Team per 6A-6.053(3) F.A.C.	District Reading contact sets the purpose for the district reading leadership team. Principals are responsible at each school site.	The purpose is communicated by the district reading contact and/or school administrator.	Agendas, minutes, and outcomes are collected quarterly.	District reading contact maintains agendas, minutes, and outcomes.	The reading contact reviews documentation quarterly.
Monitoring of plan implementation	School administrators	School administrators communicate with coaches and grade level teams in faculty meetings and professional development sessions.	Progress monitoring windows.	FOCUS, Performance Matters, i-Ready reports	The district leadership team will review quarterly.
Other: (Specify)					

**Implementation and Progress-monitoring**

What problem-solving steps are in place for making decisions based on data?	How are concerns communicated if it is determined that the plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students?	How will district leadership provide plan implementation oversight, support and follow-up?
Data analysis and walkthroughs, problem identification, plan development, implementation, and evaluation.	Concerns are communicated through school data chats. Principals share concerns with teachers and/or teams as needed.	This will occur on a quarterly basis at principal meetings (both secondary and elementary)

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

Requirement	How is it communicated to principals?	How is it monitored by principals?	How often is it reported to the district and in what format?	To whom is it reported at the district?	Who at the district level is responsible for following up if the professional development requirement isn't happening?
Training in multisensory reading intervention	This is communicated at principals meetings by the District Reading Contact.	Principals are involved in PD planning at the district and school level. They also participate in this PD.	Trainings are reported with agendas, sign-in sheets, and follow-up documentation.	The Director of Instructional Services, Sonya Judkins	The Director of Instructional Services, Sonya Judkins
Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth	This information is shared at principals meetings.	School administrators conduct classroom walkthroughs and observations. They work with instructional coaches to develop professional learning plans for teachers who need additional support.	Quarterly	The Director of Instructional Services, Sonya Judkins	The Director of Instructional Services, Sonya Judkins
Identification of mentor teachers	This information is shared at principals meetings by the Director of Human Resources and Director of Instructional Services.	Principals meet with mentor teachers/new teachers at their schools on a monthly/as needed basis.	The district maintains a list of qualified mentor teachers.	The Director of Instructional Services, Sonya Judkins and Human Resources Director, Frank Moore	The Director of Instructional Services, Sonya Judkins and Human Resources Director, Frank Moore
Establishing of model classrooms within the school	This information is shared with principals at principals meetings throughout the year.	The school principal, instructional coach, and district leadership team will collaborate to	Quarterly through principals meetings.	Director of Instructional Services, Sonya Judkins	Director of Instructional Services, Sonya Judkins

		identify and develop model classrooms within the schools.			
Providing teachers with time weekly to meet together for professional development including lesson study and PLCs	This requirement is shared in ongoing principals/administrator meetings.	Via the master schedule and their presence in these meetings. When they are unavailable to attend, principals will collect documentation from the meetings.	At the beginning of each semester.	Director of Instructional Services, Sonya Judkins	Director of Instructional Services, Sonya Judkins

## Instruction

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

Requirement	How is it communicated to principals?	How is it monitored by principals?	How is it reported to the district?	To whom is it reported at the district?	How often is it reported to the district?
Whole group instruction utilizing an evidence-based sequence of reading instruction	This information is shared through ongoing principals meetings.	Classroom walkthroughs and observations	Observation data	Director of Instructional Services, Sonya Judkins	Annually
Small group differentiated instruction in order to meet individual student needs	This information is shared through ongoing principals meetings.	Classroom walkthroughs and observations	Observation data	Director of Instructional Services, Sonya Judkins	Annually

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

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

The district has prioritized K-3 literacy by providing additional supports at every elementary school. Each elementary school has two reading support paraprofessionals to work with struggling readers in these grade levels.

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	29,387
District expenditures on reading coaches assigned to elementary schools	
District expenditures on reading coaches assigned to secondary schools	70,000
District expenditures on intervention teachers assigned to elementary schools	
District expenditures on intervention teachers assigned to secondary schools	
District expenditures on supplemental materials or interventions for elementary schools	401,749
District expenditures on supplemental materials or interventions for secondary schools	
District expenditures on reading coaches assigned to elementary schools	
District expenditures on reading coaches assigned to secondary schools	
District expenditures on professional development	
District expenditures on helping teachers earn the reading endorsement	
District expenditures on summer reading camps	8,000
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	
Flexible Categorical Spending	
Sum of Expenditures	
Amount of District Research-Based Reading Instruction Allocation	509,136

## Summer Reading Camp

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

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

Summer Success, Soar to Success (originally Project SUCCESS), and Read Naturally. Additionally, i-Ready Instructional Pathways and the Teacher Toolbox.

Will students in grades other than 3 be served also? Yes  No

If yes, which grade levels? \_\_\_\_\_

## Reading Allocation Literacy Coaches

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

Coaches must meet the following criteria:

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

- excellent communication skills
- outstanding presentation, interpersonal, and time-management skills

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

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

Our schools participated in District Data Chats with the Superintendent and Assistant Superintendents (for Elementary and Secondary). Data Chats for secondary schools were scheduled for January 31 - February 3, 2020. Elementary data chats were scheduled for February 5 - 17, 2020. Each school was provided with a set of Mid-Year Guiding Questions. They were also asked to pull their Diagnostic Growth Report from i-Ready, and place teachers on the quadrant chart for proficiency and growth after the second diagnostic. Our two high schools looked at Achieve 3000 data.

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

This is communicated regularly in principals meeting, both elementary and secondary. This is also discussed at instructional coach meetings, as we cover coach roles and responsibilities.

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

Coaches maintain logs, which are regularly reviewed by the Director of Instructional Services and the Director of Federal Projects. Regular coaches meetings are held as well. The Director of Instructional Services handles these concerns if they arise.

### Coaching Model per 6A-6.053(6)(b) F.A.C.

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

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

If you checked yes, please fill out the following

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



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

<i>How are these requirements being communicated to principals?</i>	<i>How are coaches recording their time and tasks?</i>	<i>Who at the district level is monitoring this?</i>	<i>How often is the data being reviewed?</i>	<i>What problem-solving steps are in place for making decisions based on the data?</i>
Requirements are shared at elementary and secondary principals meetings by the Director of Instructional Services.	Coaches maintain a digital log.	The Director of Instructional Services and the Director of Federal Projects, Joe Adkins	Quarterly	Problem solving meetings with principals are scheduled based on coaching logs and concerns voiced by coaches.

## Other Considerations

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

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

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

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

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

### Instructional Continuity Plan

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

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

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

The Decision Trees must contain the following information:

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

## Curriculum, Instruction, and Assessment Decision Tree

**Grade Level(s):** Kindergarten

**IF:** Student meets the following criteria at beginning of school year:  
*i-Ready Diagnostic 1, 26% and above*  
*STAR Early Literacy – 497-529+*

**THEN:** **TIER 1 Only**

**TIER  
1**

*Initial instruction:*

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

**Core Curriculum**

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

**Journeys, HMH**

*Journeys meets ESSA “Strong Evidence” Criteria.*

[hnhco.com/journeys](http://hnhco.com/journeys)

*i-Ready (Reading), meets ESSA “Promising Evidence” Criteria*

**Saxon Phonics**

**Progress Monitoring**

**Assessment & Frequency**

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

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

i-Ready Diagnostics 1, 2, 3 (Fall, Winter, Spring)

Student scores above the 25<sup>th</sup> percentile on i-Ready.

If student scores in the 11<sup>th</sup>-24<sup>th</sup> percentile, they will receive Tier 2 interventions.

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

School leadership monitors through classroom walkthroughs, observations, and data analysis.

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

School-based data chats and PLC meetings will be used to identify problem areas, develop plans for improvement, and create professional development and/or instructional changes.

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

School leadership monitors through classroom walkthroughs, observations, and data analysis.

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

Data analysis will identify areas of weakness. PLC teams will create additional scaffolds/supports to strengthen the core curriculum.

**How is instruction modified for students who receive instruction through distance learning?**

Instruction is being given through **Columbia Homeroom** by certified teachers. All district programs and materials will be available to students through Clever.

<b>IF:</b>	Student meets the following criteria at beginning of school year: <i>i-Ready Diagnostic 1, 11%-25%</i> <i>STAR Early Literacy – 438-496</i>			
<b>THEN:</b>	<b>TIER 1 instruction and TIER 2 interventions</b>			
<b>TIER 1 instruction and TIER 2 interventions</b>	Interventions: <ul style="list-style-type: none"> <li>● <i>are standards-aligned</i></li> <li>● <i>address gaps and reduce barriers to students’ ability to meet Tier 1 expectations</i></li> <li>● <i>provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</i></li> <li>● <i>are matched to the needs of the students</i></li> <li>● <i>provide multiple opportunities to practice the targeted skill(s) and receive feedback</i></li> <li>● <i>occurs during time allotted in addition to core instruction</i></li> <li>● <i>includes accommodations (IEP, ESOL or 504)</i></li> </ul>			
	<i>TIER 2 Programs/Materials/Strategies &amp; Duration</i>	<i>TIER 2 Progress Monitoring</i>		
		<i>Assessment &amp; Frequency</i>	<i>Performance Criteria to discontinue Tier 2 intervention</i>	<i>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</i>
	i-Ready Instructional Pathway  Individual/small group instruction with attention to oral language, alphabetic principle, concept of word, phonemic awareness, phonics, and vocabulary as identified in i-Ready.	Diagnostics 1, 2, 3 (Fall, Winter, Spring)	Student scores 26 <sup>th</sup> % or above on i-Ready Diagnostic.	Student scores 11-26% on i-Ready Diagnostic.
Use of i-Ready diagnostic data to develop targeted instruction in areas of deficiency, develop differentiated intervention plans for small group instruction (10-15 minutes daily, 1:5)  Use of multi-sensory interventions such as: Leveled Literacy Intervention, Language for Learning, i-Ready Computer-based instruction, teacher-led instruction, Cold Read Strategies, Florida Center for Reading Research Student Center Activities, and Saxon Phonics.				

	If student does not respond to intervention, provide more intensity with additional time, smaller group size, and/or reduced skill focus.				
	<b>Number of times a week intervention provided</b>	3	<b>Number of minutes per intervention session</b>	10-15	
	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</b></p> <p>School leadership and faculty will hold data chats to identify/problem solve areas of weakness in the interventions. Coaching Cycles and/or programs changes may occur.</p>				
	<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <p>i-Ready meets the criteria for ESSA Level 3-Promising Evidence.</p>				
<p><b>How are Tier 2 interventions modified for students who receive interventions through distance learning?</b></p> <p>i-Ready Diagnostics and instruction is being completed at home with Columbia Homeroom teachers. Monitoring is being provided virtually through smaller numbers/class sizes/groupings.</p>					

<b>IF:</b>	Student meets the following criteria at beginning of school year: <i>i-Ready Diagnostic 1, 1<sup>st</sup>-10<sup>th</sup> %</i> <i>STAR Early Literacy-437 and below</i>			
<b>THEN:</b>	<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b>			
<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions</b>	<p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> <li>extended time</li> <li>targeted instruction based on student need</li> <li>small group or one-on-one instruction</li> <li>accommodations (IEP, ESOL, or 504)</li> <li>more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions</li> <li><i>additional <b>time allotted is in addition</b> to core instruction and tier 2 interventions</i></li> </ul>			
	<b>TIER 3 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 3 Progress Monitoring</b>		
		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt changes to Tier 3 interventions</b>
	Individual/small group instruction with attention to oral language, alphabetic principle, concept of word, phonemic awareness as identified in i-Ready diagnostic reports.			
Multi-sensory interventions such as: Leveled Literacy Intervention,	These cut scores are in the process of being set. At this time, we are using iReady data to determine placement.			

	Language for Learning, i-Ready Computer-based Instruction, and Teacher-led Instruction (as found in the Curriculum Associates Teacher Toolkit), and Saxon Phonics (15-20 minutes, 1:4)			
	If student does not respond to intervention, provide more intensity through additional time, smaller group size, and/or reduced skill focus.			
	<b>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</b>			
	<b>Number of times a week intervention provided</b>	<b>4-5</b>	<b>Number of minutes per intervention session</b>	<b>15-20</b>
	<b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</b> School leadership holds data chats with faculty to identify areas of weakness and plan for improvement (through program changes, professional development, and/or coaching cycles).			
	<b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b> i-Ready – Level 3, Promising Evidence Leveled Literacy Intervention – Level 1, Strong Evidence			
<b>How are Tier 3 interventions modified for students who receive interventions through distance learning?</b> Our Columbia Homeroom students are working with their teacher virtually. Those students have access to all instructional materials virtually through the Clever Portal. Teachers conduct individual/small group instruction using Google Meets or Zoom.				

<b>Curriculum, Instruction, and Assessment Decision Tree</b>	
<b>Grade Level(s): 1 - 5</b>	
<b>IF:</b>	Student meets the following criteria at beginning of school year: <i>i-Ready Diagnostic 1, 26% and above</i>
<b>THEN:</b>	<b>TIER 1 Only</b>
<b>TIER 1</b>	<p><i>Initial instruction:</i></p> <ul style="list-style-type: none"> <li>● <i>is standards-aligned</i></li> <li>● <i>builds background and content knowledge, motivation</i></li> <li>● <i>provides print rich, systematic, scaffolded, and differentiated instruction</i></li> <li>● <i>incorporates writing in response to reading</i></li> <li>● <i>includes accommodations (IEP, ESOL or 504)</i></li> <li>● <i>incorporates the principles of Universal Design for Learning</i></li> <li>● <i>includes specially designed instruction for students with disabilities</i></li> </ul>
	<b>Core Curriculum</b>

<i>Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.</i>		
<p><i>Journeys, HMH</i>  <i>Meets ESSA "Strong" Evidence Criteria.</i>  <a href="http://hnhco.com/journeys">hnhco.com/journeys</a>  <i>i-Ready Instruction Program meets ESSA Criteria for Promising Evidence.</i>  <i>Saxon Phonics</i></p>		
<b>Progress Monitoring</b>		
<b>Assessment &amp; Frequency</b>	<b>Performance Criteria that indicates Tier 1 is sufficient</b>	<b>Performance Criteria to that would prompt addition of Tier 2 interventions</b>
i-Ready Diagnostics 1, 2, 3 (Fall, Winter, Spring) and progress monitoring.	26% or above	11-25%
<b>How is the effectiveness of Tier 1 instruction being monitored?</b> School leadership monitors through classroom walkthroughs/observations and frequent data analysis.	<b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</b> School-based data chats with school leaders and teachers/teams will help identify problem, create improvement plans. This may involve instructional changes and/or additional professional development.	
<b>How is the effectiveness of Tier 1 curriculum being monitored?</b> School leadership will conduct classroom walkthroughs and observations, as well as frequent data analysis.	<b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</b> Data analysis will identify areas of weakness. School leadership, teachers, and teams will develop scaffolding and additional supports.	
<b>How is instruction modified for students who receive instruction through distance learning?</b> Columbia Homeroom students take diagnostic assessments at home with teacher virtual proctoring/monitoring. i-Ready instructional path is utilized at home. Students have online access to Journeys for distance learning. Students have access to instruction by Columbia Homeroom teacher.		

<b>IF:</b>	Student meets the following criteria at beginning of school year: <i>i-Ready Diagnostic 1, 11%-25%</i>
<b>THEN:</b>	<b>TIER 1 instruction and TIER 2 interventions</b>
<b>TIER 1 instruction and TIER</b>	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> <li>● <i>are standards-aligned</i></li> <li>● <i>address gaps and reduce barriers to students' ability to meet Tier 1 expectations</i></li> <li>● <i>provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</i></li> <li>● <i>are matched to the needs of the students</i></li> <li>● <i>provide multiple opportunities to practice the targeted skill(s) and receive feedback</i></li> <li>● <i>occurs during time allotted in addition to core instruction</i></li> <li>● <i>includes accommodations (IEP, ESOL or 504)</i></li> </ul>

<b>2 inter venti ons</b>	<b>TIER 2 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 2 Progress Monitoring</b>			
		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to discontinue Tier 2 intervention</b>	<b>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt addition of Tier 3 interventions</b>
	i-Ready Instructional Pathway	i-Ready diagnostics 1, 2, 3 (Fall, Winer, Spring)	Student scores at or above the 26%	Student scores 11-25%	Student scores 10% or below
	i-Ready Teacher Toolkit				
	Journeys Write-In Reader, Decoding Power	These cut scores are in the process of being set. At this time, we are using iReady data to determine placement.			
	<b>Number of times a week intervention provided</b>	3	<b>Number of minutes per intervention session</b>	15	
	<b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</b>				
	Data chats and problem-solving cycles will help school leadership identify areas of weakness. Together, improvement will be planned, and may include coaching cycles or program change.				
	<b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b>				
Journeys (HMH) meets ESSA "STRONG" Evidence Criteria. <a href="http://hnhco.com">hnhco.com</a>					
<b>How are Tier 2 interventions modified for students who receive interventions through distance learning?</b>					
Small group setting will be established through Google Meets or Zoom.					

<b>IF:</b>	Student meets the following criteria at beginning of school year: <i>i-Ready Diagnostic 1, 1<sup>st</sup>-10<sup>th</sup> %</i>		
<b>THEN:</b>	<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b>		
<b>TIER 1 instruction, TIER 2 inter</b>	Immediate, intensive intervention: <ul style="list-style-type: none"> <li>• extended time</li> <li>• targeted instruction based on student need</li> <li>• small group or one-on-one instruction</li> <li>• accommodations (IEP, ESOL, or 504)</li> <li>• more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions</li> <li>• <i>additional time allotted is in addition to core instruction and tier 2 interventions</i></li> </ul>		
	<b>TIER 3 Progress Monitoring</b>		



<b>vent ions, and TIER 3 Inte nsiv e Inter vent ions</b>	<b>TIER 3 Programs/Materials/Strategies &amp; Duration</b>	<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt changes to Tier 3 interventions</b>			
	i-Ready Teacher Toolkit	Daily	i-Ready Diagnostic improves to 11-25%	No positive response to interventions			
	Leveled Literacy Intervention FCRR activities Saxon Phonics Read Naturally Great Leaps Soar to Success	These cut scores are in the process of being set. At this time, we are using iReady data to determine placement.					
	<b>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</b>						
	<b>Number of times a week intervention provided</b>	<b>3-5</b>	<b>Number of minutes per intervention session</b>	<b>20-30</b>			
	<b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</b>						
	<ul style="list-style-type: none"> <li>-Master Schedules allot time for small group/individual instruction and interventions</li> <li>-Schedule for paraprofessionals and tutors to be placed in classrooms during intervention</li> <li>-Classroom Walkthroughs by Administration (school and district level)</li> <li>-Data Analysis of i-Ready Results</li> <li>-Data Chats/Analysis in PLC's</li> <li>-Coaching Cycle/Support</li> <li>-Utilization of Model Classrooms, Mentors</li> <li>-Allocating funds for Professional Development, materials, and/or tutors</li> </ul>						
	<b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b>						
	<p>All curriculum materials are evidence-based and have an ESSA rating of Strong, Moderate, or Promising.</p> <p>We incorporate the use of explicit, systematic, and multisensory reading interventions, including intensive language, phonics, and vocabulary instructions, and use of speech-language therapists if necessary, that have proven results in accelerating student reading achievement within the same school year.</p>						
<b>How are Tier 3 interventions modified for students who receive interventions through distance learning?</b>							
These students have access to the same materials, assessments, and certified teachers through Columbia Homeroom.							

## Curriculum, Instruction, and Assessment Decision Tree

**Grade Level(s): 6-8**

**IF:**

Student meets the following criteria at beginning of school year:  
*i-Ready Diagnostic 1, 26% and above*

**THEN:**

**TIER 1 Only**

**TIER  
1**

*Initial instruction:*

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

**Core Curriculum**

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

**Pearson Literature, Florida (state adopted)**  
***i-Ready Reading Instructional Paths and Teacher Toolbox (Promising ESSA Rating)***

**Progress Monitoring**

**Assessment & Frequency**

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

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

i-Ready Diagnostics 1, 2, 3 (Fall, Winter, Spring)

Percentile Ranking of 26% and above.

Percentile ranking of 25% and below.

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

Classroom walkthroughs, observations, lesson plans, data analysis.

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

School-based data chats will be held to identify areas of weakness. School administration will work with teacher/team to identify the problem and develop an improvement plan. Instructional changes or professional development may result.

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

Unit assessments per the district pacing guide, walkthroughs and observations, Columbia Writes.

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

Data analysis will identify areas of weakness. PLC teams will develop additional scaffolds and supports to strengthen the core curriculum. Supports and scaffolds are recorded in lesson plans.

**How is instruction modified for students who receive instruction through distance learning?**  
 Teachers provide virtual instruction through Columbia Homeroom. Students have access to all instructional materials through Clever.

<b>IF:</b>	Student meets the following criteria at beginning of school year: <i>i-Ready Diagnostic 1, 11%-25%</i>				
<b>THEN:</b>	<b>TIER 1 instruction and TIER 2 interventions</b>				
<b>TIER 1 instruction and TIER 2 interventions</b>	<i>Interventions:</i> <ul style="list-style-type: none"> <li>● <i>are standards-aligned</i></li> <li>● <i>address gaps and reduce barriers to students' ability to meet Tier 1 expectations</i></li> <li>● <i>provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</i></li> <li>● <i>are matched to the needs of the students</i></li> <li>● <i>provide multiple opportunities to practice the targeted skill(s) and receive feedback</i></li> <li>● <i>occurs during time allotted in addition to core instruction</i></li> <li>● <i>includes accommodations (IEP, ESOL or 504)</i></li> </ul>				
	<b>TIER 2 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 2 Progress Monitoring</b>			
		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to discontinue Tier 2 intervention</b>	<b>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt addition of Tier 3 interventions</b>
	Students are scheduled into Research course, utilizing Leveled Literacy Intervention. (Grade 6) Classes feature smaller class size and small group instruction.	Leveled Literacy assessments weekly, i-Ready Diagnostics 1, 2, 3.	i-Ready Diagnostic 2, 26% or above.	i-Ready Diagnostic 2 remains 11 – 25%.	i-Ready Diagnostic 2 falls to 10% or below.
	These cut scores are in the process of being set. At this time, we are using iReady data to determine placement.				
Students are scheduled into research course or intensive reading. (Grade 7-8) Classes feature smaller class sizes and small group instruction, with para support. Computer-based instruction is used as well.	i-Ready Diagnostics 1, 2, 3	i-Ready Diagnostic 2, 26% or above	i-Ready Diagnostic 2 remains 11 – 25%.	i-Ready Diagnostic 2 falls to 10% or below.	

	These cut scores are in the process of being set. At this time, we are using iReady data to determine placement.			
	<b>Number of times a week intervention provided</b>	2-3 Block	<b>Number of minutes per intervention session</b>	45
	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</b></p> <p>Through school-based data chats, school administration will work with the teacher/team to identify the problem and develop a plan for improvement. This may include instructional changes or additional professional development.</p>			
	<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <p>i-Ready ESSA Rating – Promising Evidence with Favorable Results, Level 3</p>			
<p><b>How are Tier 2 interventions modified for students who receive interventions through distance learning?</b></p> <p>Columbia Homeroom students will have access to teacher instruction and small group guidance virtually. They will also have access to all available instructional materials virtually. These students will continue to work on their i-Ready instructional path, as well as teacher-assigned areas of need.</p>				

<b>IF:</b>	Student meets the following criteria at beginning of school year: <i>i-Ready Diagnostic 1, 1<sup>st</sup>-10<sup>th</sup> %</i>			
<b>THEN:</b>	<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b>			
<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions</b>	<p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> <li>● extended time</li> <li>● targeted instruction based on student need</li> <li>● small group or one-on-one instruction</li> <li>● accommodations (IEP, ESOL, or 504)</li> <li>● more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions</li> <li>● <i>additional time allotted is in addition to core instruction and tier 2 interventions</i></li> </ul>			
	<b>TIER 3 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 3 Progress Monitoring</b>		
		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt changes to Tier 3 interventions</b>
	Para and inclusion teacher support in ELA and World History classes. Class sizes are smaller and feature small group instruction with supports. (Grade 6)	i-Ready Diagnostic 1, 2, 3	Student scores 11 <sup>th</sup> – 25 <sup>th</sup> NPR on i-Ready Diagnostic	Student score remains at or below 10 <sup>th</sup> NPR

	Para support in ELA, Civics, US History. Class sizes are smaller and feature small group instruction with supports. (Grade 7-8)	Para and inclusion teacher support will be utilized in these interventions. Placement decisions will be based on iReady.		
	Ready Toolbox	Standards Mastery will be utilized. Placement decisions will be based on iReady diagnostics.		
	<b>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</b>			
	<b>Number of times a week intervention provided</b>	Block scheduling, every other day.	<b>Number of minutes per intervention session</b>	45-60
	<b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</b> School-based data chats with school administration, teacher/team will identify problems and develop plans for improvement, which may include instructional changes or professional development.			
	<b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b>			
	<b>How are Tier 3 interventions modified for students who receive interventions through distance learning?</b>			

<b>Curriculum, Instruction, and Assessment Decision Tree</b>	
<b>Grade Level(s):</b> Grades 9-12	
<b>IF:</b>	Student meets the following criteria at beginning of school year:  <i>Level 3 or above on prior-prior FSA</i>
<b>THEN:</b>	<b>TIER 1 Only</b>
<b>TIER 1</b>	<i>Initial instruction:</i> <ul style="list-style-type: none"> <li>● <i>is standards-aligned</i></li> <li>● <i>builds background and content knowledge, motivation</i></li> <li>● <i>provides print rich, systematic, scaffolded, and differentiated instruction</i></li> <li>● <i>incorporates writing in response to reading</i></li> <li>● <i>includes accommodations (IEP, ESOL or 504)</i></li> <li>● <i>incorporates the principles of Universal Design for Learning</i></li> <li>● <i>includes specially designed instruction for students with disabilities</i></li> </ul>
	<i>Core Curriculum</i>

	<b>Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.</b>		
	Collections, HMH, state adopted.		
	<b>Progress Monitoring</b>		
	<b>Assessment &amp; Frequency</b>	<b>Performance Criteria that indicates Tier 1 is sufficient</b>	<b>Performance Criteria to that would prompt addition of Tier 2 interventions</b>
	Standards-based unit assessments, Performance Matters; at least quarterly	Student scores above 60% on Performance Matters assessments	Student scores below 60% on Performance Matters assessments
	<b>How is the effectiveness of Tier 1 instruction being monitored?</b> Walk-throughs, observations, lesson plans, unit assessment data	<b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</b> School-based data chats with administration, teacher, and/or teams will identify the problem and develop a plan for improvement, including instructional changes or additional professional development.	
	<b>How is the effectiveness of Tier 1 curriculum being monitored?</b> Performance Matters data, observations, walkthroughs	<b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</b> Data analysis with administration, teams and/or teachers will identify areas of need and develop scaffolds for additional support	
	<b>How is instruction modified for students who receive instruction through distance learning?</b> Our district is using Google Classroom to provide quality instruction virtually. Students have access to all appropriate instructional materials through the Clever Portal. Small group/individual instruction occurs through Google Meets, Zoom.		

<b>IF:</b>	Student meets the following criteria at beginning of school year: Student scores Level 2 on prior-prior FSA/ELA	
<b>THEN:</b>	<b>TIER 1 instruction and TIER 2 interventions</b>	
<b>TIER 1 instruction and TIER 2 inter</b>	<i>Interventions:</i> <ul style="list-style-type: none"> <li>● are standards-aligned</li> <li>● address gaps and reduce barriers to students' ability to meet Tier 1 expectations</li> <li>● provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</li> <li>● are matched to the needs of the students</li> <li>● provide multiple opportunities to practice the targeted skill(s) and receive feedback</li> <li>● occurs during time allotted in addition to core instruction</li> <li>● includes accommodations (IEP, ESOL or 504)</li> </ul>	
		<b>TIER 2 Progress Monitoring</b>

<b>venti ons</b>	<b>TIER 2 Programs/Materials/Strategies &amp; Duration</b>		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to discontinue Tier 2 intervention</b>	<b>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt addition of Tier 3 interventions</b>
	Exact Path Reading Diagnostics and Instructional Paths (Edmentum)		Each quarter	Student scores above the 25% on Exact Path	Student scores 11-25% on Exact Path	Student scores below 11% on Exact Path
	Student is scheduled into research, intensive reading, or critical thinking classes with smaller class size and small group instruction					
	<b>Number of times a week intervention provided</b>		2-3 block	<b>Number of minutes per intervention session</b>		45
	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</b></p> <p>Administrators work with teachers/teams through school-based data chats to identify problem areas and develop plans for improvement. Plans may include additional professional development nor instructional changes.</p>					
	<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <p>Exact Path (by Edmentum) has an ESSA rating of Moderate Evidence.</p>					
	<p><b>How are Tier 2 interventions modified for students who receive interventions through distance learning?</b></p> <p>Our school district is using Google Classroom for Columbia Homeroom students. These students have the same quality teachers, plans, and pacing guides. Teachers deliver instruction virtually, and even meet with small group/individual students via Google Meets or Zoom.</p>					

<b>IF:</b>	Student meets the following criteria at beginning of school year: Student scores Level 1 or prior-prior year FSA.	
<b>THEN:</b>	<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b>	
<b>TIER 1 instruction, TIER 2 interventions, and</b>	<p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> <li>● extended time</li> <li>● targeted instruction based on student need</li> <li>● small group or one-on-one instruction</li> <li>● accommodations (IEP, ESOL, or 504)</li> <li>● more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions</li> <li>● <i>additional time allotted is in addition to core instruction and tier 2 interventions</i></li> </ul>	
	<b>TIER 3 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 3 Progress Monitoring</b>

<b>TIER 3 Intensive Interventions</b>		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt changes to Tier 3 interventions</b>
	Exact Path Reading Diagnostics and Instructional Paths	Quarterly	Student scores in the 11-25 <sup>th</sup> percentile on Exact Path.	Student scores below the 11 <sup>th</sup> percentile on Exact Path.
	Student is scheduled into Research, Intensive Reading, or Critical Thinking class with smaller class size and individual/small group instruction.	Daily per master schedule (block)		
	Inclusion teacher support and para support	Daily per master schedule (block)		
	<b>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</b>			
	<b>Number of times a week intervention provided</b>	2-3 (Block)	<b>Number of minutes per intervention session</b>	60
	<b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</b> School administration, teachers, and/or teams will hold school-based data chats. In this way, problems can be identified and plans can be developed that address instructional changes or additional professional development.			
	<b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b> Exact Path has an ESSA Rating of Moderate Evidence.			
	<b>How are Tier 3 interventions modified for students who receive interventions through distance learning?</b> Columbia Homeroom students receive direct instruction through Google Classroom. Teachers also conduct individual and small group instruction as well. All students have access through all relevant instructional materials through the Clever Portal.			