Columbia County School District

2022-23 Reading Plan

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Contact Information, Communication Plan, and Student Achievement Goals

Contact Information - Part A

District Contact Information

Reading Contacts

Identify the name, position title, email address, and phone number for each member of the district reading team. The Main District Reading Contact will be the Florida Department of Education's (FDOE) contact for the District K-12 Comprehensive Evidence-Based Reading Plan and is responsible for the plan and its implementation. Other contacts are those who work primarily with an area covered within the plan.

Contact	Name, Title, Email, Phone
Main District Reading Contact	Lang, Justin Director of Instructional Services, Assessment and Accountability langj1@columbiak12.com 386-758-4866
Elementary English Language Arts (ELA)	Jernigan, Hope Assistant Superintendent jerniganh@columbiak12.com 386-755-8015
Secondary ELA	Widergren, Todd Assistant Superintendent widergrent@columbiak12.com 386-755-8015
Reading Endorsement	Lang, Justin Director of Instructional Services, Assessment and Accountability langj1@columbiak12.com 386-758-4866
Reading Curriculum	Bedenbaugh, Brooke Coordinator of Elementary Education bedenbaughb@columbiak12.com 386-758-4867
Professional Development	Adkins, Joe Director of Federal Projects adkinsj@columbiak12.com 386-758-4912
Assessment	Lang, Justin Director of Instructional Services, Assessment and Accountability langj1@columbiak12.com 386-758-4866
Data Element	Crews, Jamie MIS Director crewsj@columbiak12.com 386-755-8027
Summer Reading Camp	Bedenbaugh, Brooke Coordinator of Elementary Education bedenbaughb@columbiak12.com 386-758-4867
Third Grade Promotion	Bedenbaugh, Brooke Coordinator of Elementary Education bedenbaughb@columbiak12.com 386-758-4867
300 Lowest-Performing Elementary Schools	Bedenbaugh, Brooke Coordinator of Elementary Education bedenbaughb@columbiak12.com 386-758-4867
300 Lowest-Performing Elementary Schools	Judkins, Sonya Principal Leader, ESSER III judkinss@columbiak12.com 386-755-8043
Multi-Tiered System of Supports (MTSS)	Abbott, Amy MTSS Facilitator abbotta@columbiak12.com 386-755-8500

Contact	Name, Title, Email, Phone
Multi-Tiered System of Supports (MTSS)	Steinruck, Angelia MTSS Facilitator steinrucka@columbiak12.com 386-755-8500
Professional Development	Odum, Dawn Coordinator of Federal Projects and VPK odumd@columbiak12.com 386-758-4897

Communication of Plan Information

Describe how the district will communicate the contents of its Comprehensive Evidence-Based Reading Plan to all stakeholders, including school administrators, reading leadership teams, literacy coaches, classroom instructors, support staff, and parents.

The Columbia County School District will communicate the contents of the Comprehensive Evidence-Based Reading Plan to all stakeholders in the following ways:

- Instructional Coaches' Meetings, Fall 2022 and beyond, share and discuss
- Elementary and Secondary Principal Meetings, Summer 2022 and beyond, share and discuss
- Faculty Meetings (during pre-planning 2022), administrators are required to share and discuss
- Reading Leadership Teams will meet with the administration (during pre-planning and beyond at each school) to share plan and create goals.
- District Website, will feature the Comprehensive Evidence-Based Reading Plan for parents, teachers, community members, and students.
- District Website will give contact information for District Reading Contact.
- All schools will be given online access, as well as printed copies of the plan during pre-planning of the 2022-2023 school year.

Student Achievement Goals - Part B

Measurable Student Achievement Goals

For each grade, K-12, establish clear and measurable student literacy achievement goals based on screening, progress monitoring, and statewide/districtwide summative assessments.

Previous School Year
Kindergarten - % of Students "Ready" on FLKRS 60%

Previous School Year
Kindergarten - % of Students "Ready" on FLKRS 64%

Describe action steps to meet the district's kindergarten readiness goal.

Our district has an active VPK program at all elementary schools. The district will continue to use Title I funds at the neediest elementary schools to fund full-day VPK programs. The district actively promotes our VPK programs and creates signage throughout the VPK registration process. The district will use transition activities (like Kindergarten Round-Up) during the summer to promote student readiness. Information about Kindergarten is sent out through our elementary schools, school-based VPK programs, and private VPK programs.

Statewide English Language Arts Standardized Assessment:

Grade	Previous School Year % of Students Scoring					Goal for Plan Year % of Students Scoring				
	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5
3	18	26	33	18	5	14	24	36	20	6
4	16	24	29	24	6	12	21	34	26	7
5	15	25	29	22	8	12	22	34	25	7
6	22	26	21	20	11	18	22	26	22	12
7	32	22	24	16	6	27	20	28	18	7
8	31	21	25	16	6	29	19	28	17	7
9	26	26	20	20	8	24	22	24	21	9
10	31	24	18	18	9	29	22	20	19	10

Include additional literacy goals based on screening, progress monitoring, and/or district summative assessments. At a minimum, include specific goals for K-2 students.
Example: For each grade, K-2, increase the percentage of students currently scoring at or above grade level on (the approved district progress monitoring assessment) by 5% this year, from (60%) to (65%).

Columbia County had used i-Ready for Reading progress monitoring, etc. for K-8. This year, we will be transitioning to only FAST PM, using STAR for K-2 and Cambium for 3-10th grade.
It is difficult to know if our goals are realistic because the assessments are new, and they are based on new standards that have not been assessed previously. For K-2, however, we hope that when compared to our i-i-Ready Reading scores from the previous year, we hope that our "on grade-level" scores for Kindergarten will stay at 88% or increase by 1%. For 1st grade we will increase from 68% to 74%, going up 6 percentage points. For Grade 2, meanwhile, our goal is an increase from 66% to 70%, representing a 4% increase.

District Budget for Evidence-Based Reading Instruction Allocation

Budget			
1	Estimated proportional share distributed to district charter		$44,592.00
		FTE	2022-23
			$44,592.00
2	Reading coaches assigned to elementary schools		$0.00
3	Reading coaches assigned to secondary schools		$0.00
4	Intervention teachers assigned to elementary schools		$0.00
5	Intervention teachers assigned to secondary schools		$0.00
6	Supplemental materials or interventions for elementary schools		$515,303.00
		FTE	2022-23
			$515,303.00
7	Supplemental materials or interventions for secondary schools		$0.00
8	Intensive interventions for elementary students reading below grade level		$58,160.00

		FTE	2022-23
			$58,160.00
9	**Intensive interventions for secondary students reading below grade level**		**$0.00**
10	**Professional development**		**$0.00**
11	**Helping teachers earn the reading endorsement**		**$0.00**
12	**Summer reading camps**		**$10,000.00**
		FTE	2022-23
			$10,000.00
13	**Additional hour for 300 lowest-performing elementary schools**		**$0.00**
14	**Early literacy instruction/intervention for VPK completers pursuant to s. 1008.25(8)(c), F.S.**		**$0.00**
	Total:		**$628,055.00**

The use of the reading allocation funds must demonstrate a prioritization of K-3 students identified with a substantial deficiency in reading.

Describe how the district has prioritized reading allocation funds to fully support K- students identified with a substantial deficiency in reading.

Columbia County will use FAST progress monitoring for K-3 students. The data will be analyzed to identify students with substantial reading deficiencies. Columbia County will support students that are identified with a substantial deficiency in reading through supplemental materials and intensive interventions.

School Literacy Leadership Teams

How is the School Literacy Leadership Team requirement communicated to principals?

This requirement is covered in Elementary and Secondary Principal Meetings, as well as email correspondence from the District Reading Contact to all principals.

To whom at the district level is the roster of School Literacy Leadership Teams communicated?

The roster of the School Literacy Leadership Teams is maintained by the District Reading Contact.

Who at the district level is responsible for supporting and monitoring School Literacy Leadership Teams and ensuring compliance?

Supporting and monitoring the school based School Literacy Leadership Teams is the role of the District Reading Contact. Compliance is ensured by the Assistant Superintendent of Elementary Education and the Assistant Superintendent of Secondary Education.

Professional Development

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

- Provide professional development required by Section 1012.98(4)(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;

- Differentiate and intensify professional development 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 development.

* Columbia County utilizes the "Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade" practice guide. This practice guide recommends the following;
1. Teaching students academic language skills, inferential and narrative language, and vocabulary.
2. Teaching students to recognize and manipulate the segments of sounds in speech and how they link to letters.
3. Teaching students to decode words, analyze word parts, and write and recognize words.
4. Ensuring that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

* Progress Monitoring Data will be discussed at Data Meetings, as well as weekly grade level/subject areas meetings. VPK-2nd grade will take the Renaissance: Star Early Literacy/STAR Reading progress monitoring assessment three times a year. 3rd through 10th grade ELA students will take the F.A.S.T progress monitoring assessment three times a year. Assessment and progress monitoring will also be used with the adopted core curriculum, McGraw Hill Wonders and StudySync, and Savvas My Perspective. Data will determine Tier 2 and Tier 3 interventions to be utilized.

*Each school will establish one or more mentor teachers. Each school will establish one or more model classrooms.

Provide a description of how the district will communicate to principals the professional development requirements and how the district will support principals with fulfilling each requirement.

Professional development requirements are shared at Elementary Principals Meetings and Secondary Principals Meetings. These meetings typically occur twice a month.

Who at the district level is responsible for supporting and monitoring the professional development requirements and ensuring compliance?

- District Reading Contact
- Director of Instructional Services, Assessment and Accountability
- Assistant Superintendent of Elementary Education
- Assistant Superintendent of Secondary Education

Charter Schools
Charter schools must utilize their proportionate share of the evidence-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.

Does the district ensure charter schools will utilize their proportionate share of the evidence-based reading allocation in accordance with Sections 1002.33(7)(a)2.a. and 1008.25(3)(a), F.S.?
Yes

Literacy Coaches

Literacy Coaches - Part A
If the funding of literacy coaches is part of the reading allocation budget, literacy coaches must be assigned to schools determined to have the greatest need based on student performance data in reading. Districts must use the Just Read, Florida! literacy coach model or explain the evidence-based coaching model used in their district and how they will monitor the implementation and effectiveness of the coaching model. This must include how communication between the district, school administration, and the reading coach throughout the year will address areas of concern.

Coaches must possess the following:

- bachelor's degree and reading endorsement or reading certification;

- highly effective rating on most recent available evaluation that contains student achievement data;

- 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; and

- outstanding presentation, interpersonal, and time-management skills.

How were schools with the greatest need based on student performance data in reading selected for coach services and supports? Attach corresponding rubric, if applicable.

Each school in the district has a site based Instructional Coach. Our district utilizes a coach with experience teaching literacy skills with NEFEC at our Lowest 300 elementary schools. All other Instructional Coaches are currently Reading Endorsed, certified, or in the process of becoming endorsed/certified.

Upload rubric, if applicable
The following documents were submitted as evidence for this section:

No files were uploaded

Literacy Coaches - Part B

Requirements of the Just Read, Florida! Coaching Model

- 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; and

  - providing differentiated instruction and intensive intervention.

- Model effective instructional strategies for teachers.

- Facilitate study groups.

- Train teachers to administer assessments, analyze data, and use data to differentiate instruction.

- Coach and mentor teachers daily.

- 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.

- Participate in reading leadership teams.

- Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies.

- Prioritize time to those teachers, activities, and roles that will have the greatest impact on student achievement in reading, namely coaching and mentoring in classrooms.

- Work frequently with students in whole and small group instruction to model and coach in other teachers' classrooms.

- Work with school principals to plan and implement a consistent program of improving reading achievement using strategies that demonstrate a statistically significant effect on improving student outcomes.

Note: Coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach, and must limit the time spent on administering or coordinating assessments.

Is the district using the Just Read, Florida! coaching model?

Yes

If no, please attach the evidence-based model the district is using.
The following documents were submitted as evidence for this section:

No files were uploaded

If yes, please complete the next section:

How are these requirements being communicated to principals?

Requirements have been sent to all principals and coaches via email. Requirements are also discussed and will continued to be shared and reviewed at Elementary and Secondary Principals Meetings, as well as Instructional Coaches' Meetings.

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 development based on need?

These high-impact coaching priorities are discussed and planned at Instructional Coach Meetings. Evidence of these priorities can be seen in monthly coaching logs and school data.

Who at the district level is supporting and monitoring coach time and tasks?

The District Reading Contact, the Federal Project Director, and the Assistant Superintendents for Elementary Education and Secondary Education.

How often is coaching time, tasks, and impact data being reported and reviewed by the district?

At least monthly, according to documentation shared in the monthly coaching logs. Data is shared after "Data Days," and progress monitoring assessments.

What problem-solving steps are in place for making decisions regarding coaching time and tasks based on the data?

Coaches and principals/administration are given copies of the Just Read, Florida! Coaching Model. It has already been shared and will continue to be discussed in principal meetings, coaches' meetings and through a Google Form requesting their thoughts and opinions of the role and expectations of their positions verses the realities at their job site.

District-Level Monitoring of Plan Implementation

District-Level Monitoring - Part A
Districts must monitor the implementation of the District K-12 Comprehensive Evidence-Based Reading Plan at the school and classroom level. The district must:

- Provide an explanation of the data that will be collected, how it will be collected, and the frequency of review must be provided. Districts must also explain how concerns are communicated if it is determined that the District K-12 Comprehensive Evidence-Based Reading Plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students;

- Ensure all instruction in reading is systematic and explicit, based on data, and uses an evidence-based sequence of reading instruction and strategies to meet the needs of students at the school level and determining appropriate instructional adjustments;

- Ensure that data from formative assessments are used to guide differentiation of reading instruction;

- Ensure incorporation of reading and literacy instruction by all content area teachers into subject areas to extend and build discussions of text in order to deepen understanding; and

- Evaluate District K-12 Comprehensive Evidence-Based Reading Plan implementation and impact on student achievement.

Assessments
Indicate the assessment(s) used to screen and progress monitor K-12 students. For each assessment, indicate the following:

- the full name of the assessment;

- the grade level(s) the assessment is administered, and, where applicable, criteria for identifying students who will be assessed; and

- the components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension) or the standards strand (reading, communication) that will be assessed, the type of assessment, and how often the data will be collected and analyzed to support instruction.

Name of the Assessment	To whom is the assessment administered?	Assessment type	What component of the reading/ strand of standard is being assessed?	How often is the data being collected?
District Developed Assessment	Kindergarten Students	Progress Monitoring, Formative Assessment	Oral Language, Phonological Awareness, Phonics, Vocabulary, Comprehension	Quarterly
i-Ready	All K-8 MTSS Students	Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Monthly, 3 x A Year
FAST - STAR	K-2	Screener, Progress Monitoring, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
FAST - Cambium	All 3-10 students with the exception of those taking FSAA	Screener, Progress Monitoring, Summative	Vocabulary, Comprehension	3 x A Year

District-Level Monitoring - Part B
Provide the following information to depict how the district will meet each of the requirements.

Who at the district level is responsible for providing plan implementation oversight, support, and follow-up?

- District Reading Contact
- Assistant Superintendent for Elementary Education
- Assistant Superintendent for Secondary Education

What process is in place for ensuring all instruction in foundational reading skills is systematic and explicit and all reading instruction is evidence-based?

Our district utilizes the Foundational Skills to Support Reading for Understanding Kindergarten Through 3rd Grade, Educator's Practice Guide from the What Works Clearinghouse to ensure instruction is systematic and explicit, as well as evidence-based.

What process is in place for ensuring that formative assessment data is used to differentiate reading instruction?

Our district will use formative assessments through our ELA Core Curriculum adoptions: McGraw Hill Wonders (K-5), McGraw Hill StudySync (6-8), and Savvas My Perspectives (9-12). We will also continue to use district created Unit Assessments 6-12. These assessments are shared with the district and plotted on our district data wall for feedback and support with principals, faculty, parents, and students.

What steps are the district taking to incorporate literacy instruction into content areas to build discussions of texts in order to deepen understanding?

The district is using many of the Sample Texts from the ELA B.E.S.T. Standards to deepen understanding into other content areas. The district has chosen textbooks that include many of the sample texts. Social Studies, Science, and SEL content is a part of the textbook coverage. The district also purchased texts from the K-12 Civics Literacy Booklist as well.

How are concerns communicated if the plan is not being implemented to meet the needs of students?

Concerns are directed to (and requested by) the District Reading Contact. The Director of Federal Projects also solicits concerns/feedback regarding the reading plan implementation and outcomes.

District-Level Monitoring - Part C
Districts must annually evaluate the implementation of their K-12 Reading plan on the form entitled District K-12 CERP Reflection Tool, after conducting a root-cause analysis of student performance data to evaluate the effectiveness of interventions. The evaluation must:

- Analyze elements of the district's plan, including literacy leadership, literacy coaching, standards, curriculum, instruction, intervention, assessment, professional learning and family engagement;

- Include input from teachers, literacy coaches and administrators at the school level;

- Identify elements in need of improvement and evidence-based strategies to increase literacy outcomes for students; and

- Analyze the effectiveness of interventions implemented in the prior year.

Describe how the district's K-12 Reading Plan has been revised to improve literacy outcomes for students based upon the analysis conducted as part of the District K-12 CERP Reflection Tool.

The district will utilize the Just Read, Florida! Self Reflection Tool, leadership evaluation process, assessment results, ELA Core Curriculum, intervention result, professional development, and family engagement with the AT-Home Reading Plan.

School-Level Monitoring of Plan Implementation

School-level Reading Plan implementation - Part A

Districts must describe the process used by principals to monitor implementation of, and ensure compliance with, the reading plan, including weekly reading walkthroughs conducted by administrators. In addition, districts must describe how principals monitor collection and utilization of assessment data, including progress monitoring data, to determine intervention and support needs of students.

What process is in place to ensure effective implementation?

School administration will conduct weekly reading walkthroughs.

Who at the district level supports effective implementation?

The District Reading Contact, Assistant Superintendents for Elementary and Secondary Education.

What process is in place to identify areas in need of improvement for effective implementation?

The District Reading Contact will work closely with District Administration on consistent weekly walkthroughs data collection using district walkthrough tool. This information will be shared with the District Reading Contact and the District Leadership Team.

Weekly reading walkthroughs by administrators - Part B

What process is in place to ensure effective implementation?

School administration teams (principal, assistant principals) will be required weekly reading walkthroughs. The district will provide walkthrough professional development and support.

Who at the district level supports effective implementation?

- Superintendent
- Assistant Superintendents (Elementary and Secondary
- Director - Instructional Services, Assessment and Accountability
- District Reading Contact
- Coordinator of Elementary Education
The district will utilize a walkthrough data collection system to collect information.

What process is in place to identify areas in need of improvement for effective implementation?

District Reading Walkthrough Team will meet with principals throughout the year to verify data and findings and create next steps.

Use of data to determine interventions and support needs of students - Part C

What process is in place to ensure effective implementation?

Data Days are held three times each year, at the beginning, middle, and spring. Grade level teachers are scheduled for these meetings, lasting approximately one-half day each. Teachers meet with the administration, the Instructional Coach, and Curriculum Resource Teacher, Guidance Counselor, and ESE staff to go over effective implementation and current data.

Who at the district level supports effective implementation?

The District Reading Contact, as well as the Assistant Superintendents of Elementary and Secondary Education. The Director of Federal Projects also helps oversee Instructional Coach and Curriculum Resource Teachers' roles in the process.

What process is in place to identify areas in need of improvement for effective implementation?

The district has access to all student data and implementation oversight. As Data Days are completed at each school site, implementation plan changes/tier changes are reported to the District Reading Contact and MIS Director.

Summer Reading Camp

Reading Camp - Part A
For Summer Reading Camps required by Section 1008.25(7), F.S., districts must:

- Provide instruction to grade 3 students who score Level 1 on the statewide standardized assessment for ELA;

- Implement evidence-based explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension; and

- Provide instruction by a highly effective teacher endorsed or certified in reading.

All district Summer Reading Camp teachers are highly effective and reading endorsed/certified.

Yes

Describe the district's plan to meet each requirement for Summer Reading Camps required by Section 1008.25(7), F.S. Include a description of the evidence-based instructional materials that will be utilized.

All students who do not score a Level 2 or higher on the FSA are invited to attend Summer Reading Camp. Additionally, the District has the discretion to invite Level 2 students as well. Those programs were held at Summers Elementary and Fort White Elementary. The teachers utilize McGraw Hill Wonders curriculum components, iReady, Study Island, and Accelerated Reader. All work is done utilizing small group learning with teacher, followed by paraprofessional continued small group support. See Hattie's Ranking .47, for small group learning, https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/.

All Summer Reading Camp teachers were reading endorsed or certified.

Districts have the option of providing summer reading camps to students in grades K-2 who demonstrate a reading deficiency as determined by district and state assessments, and students in grades 4-5 who score Level 1 on the statewide, standardized ELA assessment.

Will the district implement this option?

No

If yes, describe the district's instructional plan, include a description of the evidence-based instructional materials that will be utilized.

NA

Attendance - Part B
Complete below depicting the number and percentage of students attending summer reading camps.

Number of Students Attending Summer Reading Camp

Third grade students who score Level 1 and at risk of retention (1008.25(7)(a)2., F.S.)
107

Students who demonstrate a reading deficiency in grades K-2
0

Students who score Level 1 in grades 4-5

0

Percentage of Students Attending Summer Reading Camp

Third grade students who score Level 1 and at risk of retention (1008.25(7)(a)2., F.S.)

79%

Students who demonstrate a reading deficiency in grades K-2

0%

Students who score Level 1 in grades 4-5

0%

Family Engagement through a Read-At-Home Plan
In accordance with Section 1008.25(5)(c), F.S., parents of students identified with a substantial deficiency in reading must be provided a read-at-home plan that the parent can use to help with reading at home.

Describe the district's plan for providing a read-at-home plan to parents of students identified with a substantial deficiency in reading. Include literacy partnerships or programs the district has to increase support for families to engage in literacy activities and reading at home.

Student identified with a substantial reading deficiency will be given a Read-at-Home plan developed by the district in conjunction with the FDOE's required Read@Home resources.
The plan incorporate resources and information focused on oral language, fluency, phonics and phonological awareness, vocabulary and comprehension.
The plan will be sent home with each student with an identified with a substantial deficiency in reading in print form. It will also be available on the district Web site and home page of each elementary school. This way it will be made available to all families, not just those who have a K-3 student identified with a substantial deficiency in reading.
In conjunction with the district plan for K-3 students, ALL students will be encouraged to read outside of school with family/community oversight using the additional following methods, depending on grade level:

Grade 1-6
Accelerated Readers, based on appropriate AR level. Expected points are individually based, and reading/assessing is monitored, "Book in Bag" program with readers and AR books. K-1 parents read with and sign Reading Logs. Grade 2-6 parents sign Reading Logs and read with/monitor student reading.

Grades 7-12
Assigned reading from the B.E.S.T. ELA Booklist. This includes books and excerpts. This will also include some leveled readers for approaching, on-level, accelerated, and ELL students) McGraw Hill Wonders and Savvas My Perspectives).

Who at the district is responsible for monitoring this requirement?

District Reading Contact

Assessment, Curriculum, and Instruction

Requirements - Part A
Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.

Provide whole group instruction utilizing an evidence-based sequence of reading instruction.

How does the district support and monitor implementation?

The 90-minute reading block is evidenced in the master schedule of each elementary school. Principals share with faculty and students the importance of this block of time to avoid all interruptions and distractions. The 90-minute block consists of phonemic awareness, phonics instruction, vocabulary, fluency, and comprehension. Our district utilizes McGraw Hill Wonders (state-approved instructional materials), which includes Tier 2 supports.

Who at the district is responsible for supporting and monitoring this requirement?

District Reading Contact, and all members of the District Walkthrough Team.

Use texts to increase students' background knowledge and literacy skills in social studies, science, and the arts.

How does the district support and monitor implementation?

The district has ordered books for all grade levels from the K-12 Civics Literacy Booklist. These books have been distributed to all schools. Additionally, the Core adopted ELA Core Curriculum, McGraw Hill Wonders, includes content related to Social Studies, Science, the arts, and where appropriate, social-emotional learning.

Who at the district is responsible for supporting and monitoring this requirement?

District Reading Contact

Provide small group differentiated instruction in order to meet individual student needs.

How does the district support and monitor implementation?

Small group differentiated instruction is required by principals at all schools to meet individual needs. The implementation can be seen inschool/district walkthroughs, as well as through teacher lesson plans.

Who at the district is responsible for supporting and monitoring this requirement?

District Reading Contact, and all members of the District Walkthrough Team.

Florida's Revised Formula For Success - Part B
K-12 reading instruction will align with Florida's Revised Formula for Success, 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, 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, differentiated instruction, and corrective feedback; 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);

- **Supplemental Instruction/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 corrective feedback; and occurs in addition to core instruction; and

- **Intensive, Individualized Instruction/Intervention (Tier 3):** 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 1011.62(8)(d), F.S., intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading.

Describe how the district will align K-12 reading instruction with Florida's Revised Formula for Success.

The district is meeting the requirements of Florida's Revised Formula for Success but will need to identify students with a substantial reading deficiency, also with a federally required student plan (IEP or IPMP). Those Tier 3 students will be served by a reading certified or endorsed teacher.

How does the district support and monitor implementation?

The district will monitor this implementation by examining student data for each school, including progress monitoring data, iReady data, ExactPath data, and the Tier 2 and Tier 3 data. Intervention data will be reviewed and monitoring will occur through district walkthroughs.

Who at the district is responsible for supporting and monitoring this requirement?

The District Walkthrough Team, which includes Superintendent, Assistant Superintendents (for Elementary and Secondary Education), the District Reading Contact, Director of Instructional Services, Assessment and Accountability, and Coordinator of Elementary Education.

Assessment/Curriculum Decision Trees - Part C

Requirements

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 the Assessment/Curriculum Decision Tree template 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 screening, progress monitoring, diagnostic, local assessment, statewide assessment, or teacher observations used within the district. Pursuant to Section 1002.69, F.S., the Florida Kindergarten Readiness Screener (FLKRS) must be used as a component of identification for kindergarten students, and according to section (12) of the plan rule, the assessment tool used to identify students in grades K-3 with a substantial deficiency. Florida Standards Assessment-English Language Arts (FSA-ELA) must be one of the components used for grades 3-12 pursuant to Section 1008.25(4)(a), F.S.;

- Target audience (grade level);

- Performance criteria used for decision-making for each instrument;

- Assessment/curriculum connection, including evidence-based curriculum materials and practices used in instruction and intervention, 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;

- An explanation of how instruction will be modified for students who have been identified as having a substantial deficiency in reading who are in need of intensive intervention; and

- Specific criteria for when a student is identified to receive intensive reading interventions, 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. Districts must identify the multisensory intervention provided to students in grades K-3 who have a substantial deficiency in reading and include a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

Tier 1
Core Instruction:

- *is standards-aligned;*

- *builds background and content knowledge;*

- *provides print-rich, systematic, scaffolded, differentiated instruction, and corrective feedback;*

- *incorporates writing in response to reading;*

- *includes accomodations (IEP, ESOL, or 504);*

- *incorporates the principles of Universal Design for Learning; and*

- *includes specially designed instruction for students with disabilities.*

Grade Levels: Kindergarten-Grade 2

IF Student meets the following criteria at the beginning of the school year:
(Enter assessment criteria that will be used)

i-Ready Diagnostic 3, one grade level below or above (end of 2021-22 year)
STAR Early Literacy, 497-529+ or above 24PR (Kindergarten)
STAR Reading (K-2), 825 (unified) or above or above 24PR

THEN TIER 1 Only

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.

ESSA Evidence Level
McGraw-Hill Education's Wonders program is supported by Tier III promising evidence under ESSA guidelines
based on analysis of the results of scientific studies in multiple implementation settings.
• A study recently published in the Journal of Organizational and Educational Leadership found that Wonders
users in six Title I public schools in North Carolina significantly increased their performance from pre-test
to post-test on three measures of reading and literacy, including DIBELS (Dorsey, 2015). Based on the statistically significant positive correlation between Wonders use and student outcomes this study meets
the criteria for ESSA Tier III, or "Promising" evidence.
• An analysis of NWEA MAP reading assessment data revealed that, on average, more than 600 fifth-grade
students using Wonders in the Champaign Unit 4 School District in Illinois significantly outperformed their
norm-based projected growth scores during the 2015-2016 school year. The findings from this correlational
study meet the criteria for ESSA Tier III, or "Promising" evidence.
We have confidence in the positive impact that Wonders can have on students because we have documented
its effectiveness with different students, in different states, and on different outcomes. Additional research
on the impact of the new ©2020 Wonders program is planned to establish the evidence base of this updated
version of the Wonders program. These plans include research studies designed to meet Tiers I and II of the
evidence levels outlined in ESSA.

Progress Monitoring

Assessment & Frequency
FAST ELA/Reading - PM 1, PM 2, & PM 3 (Fall, Winter, Spring)

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
Students score 25 PR or above on new FAST K-2 (STAR) PM

Grade Levels: Kindergarten-Grade 2

Progress Monitoring

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark

If students score below 25 PR but above 9 PR 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 provided to in-person students? Provided to distance learning students?

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? Provided to distance learning students?

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

How is instruction provided to students who receive instruction through distance learning?

N/A for Columbia in 2022-23

Grade Levels: Grades 6-8

IF Student meets the following criteria at the beginning of the school year:
(Enter assessment criteria that will be used)

Student meets the following criteria at beginning of school year:
FSA ELA 3 or higher in the most recently tested year (2021-22)
● Grade 6 FSA ELA Scale score of 321- 385
● Grade 7 FSA ELA Scale score of 326-391
● Grade 8 FSA ELA Scale score of 333-397

OR students averaged scores of 65% or higher on the 2021-22 StudySync Benchmark Test for Quarters 1, 2, and 3.

THEN TIER 1 Only

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.

McGraw Hill's Florida StudySync program is supported by Tier III promising evidence under ESSA guidelines based on analysis of the results of scientific studies in multiple implementation settings using prior editions. We have confidence in the positive impact that StudySync can have on students because we have documented its effectiveness with different students in different states, and on different outcomes. Please review the summaries of the existing research evidence which supports the effectiveness of StudySync and validates this rating:
Results of a 2019 study revealed positive outcomes for StudySync users in a Wisconsin high school on the ACT Aspire, ACT, and STAR assessments. Specifically, 9th graders using StudySync performed significantly better on the Reading and Composite portions of the ACT Aspire than the published norm comparisons. Similarly, nearly two-thirds of 10th graders met ACT Aspire growth benchmarks for English and Composite after using StudySync for one school year. About three-fourths of 11th graders exhibited average or above average growth on the ACT during the year they used StudySync based on their prior year ACT Aspire results. Additionally, higher percentages of 9th and 10th graders met the STAR Assessment's spring benchmarks while using StudySync than in the two years prior to adopting StudySync. Finally, during the year in which StudySync was implemented 10th graders, on average, exceeded their expected growth score on the STAR Assessment by more than two and a half times (42 units expected vs. 119 units actual growth). Based on the use of norm comparisons and the presence of positive findings we believe that this study meets the criteria for ESSA Tier 3, or "Promising" evidence.
A 2015 quasi-experimental study of StudySync use in one Kansas district revealed that high school students enrolled in classes that used StudySync performed statistically significantly better on the English and reading portions of the ACT Aspire assessment compared to similar students in the same school district enrolled in classes that did not use StudySync. On the reading portion, students in classes that used StudySync averaged scores that placed them one ACT Readiness Level above similar students enrolled in classes that did not use StudySync (Interpretive Guide for ACT Aspire, 2015). Based on the quasi-experimental design and statistically significant positive findings we believe that this study meets the criteria for ESSA Tier 3, or "Promising" evidence.
Results of a 2015 study showed that after controlling for performance on a beginning of year assessment, 7th graders in classes that used StudySync scored significantly better on a district-created end-of-year assessment than students in classes that did not use the program. On average, the students in this Oklahoma school district in classes that used StudySync scored 7% higher on the end-of-year assessment than their counterparts. Based on the quasi-experimental design and statistically significant positive findings we believe that this study meets the criteria for ESSA Tier 3, or

Grade Levels: Grades 6-8

"Promising" evidence.
In two districts in northern California, 7th- and 8th-grade students' average Smarter Balanced Summative Assessment (SBAC) ELA scores increased by 24 points from the year before adopting StudySync (2015-2016) to the first year of StudySync implementation (2016-2017). Additionally, the average score for the 8th grade 2016-2017 cohort increased from "Standard Nearly Met" in 2015-2016 to "Standard Met" in 2016-2017. Based on the positive findings of this correlational study, we believe it meets the criteria for ESSA Tier 3, or "Promising" evidence.

Instructional Strategies:
● Provide explicit vocabulary instruction (Strong Evidence according to WWC)
● Provide direct and explicit comprehension strategy instruction (Strong Evidence according to WWC)
● Provide opportunities for extended discussion of text meaning and interpretation. (Moderate Evidence according to WWC)
● Increase student motivation and engagement in literacy learning. (Moderate Evidence according to WWC)
Link to above evidence on What Works Clearinghouse: https://ies.ed.gov/ncee/wwc/PracticeGuide/8

Progress Monitoring

Assessment & Frequency

StudySync Benchmark Test quarterly, three times per year;
Florida FAST PM ELA/Reading three times a year (Fall, Winter, Spring - PM 1, 2 & 3)

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
StudySync Benchmark Test scores of 60% or higher;
StudySync Benchmark Test scores showing significant growth from one quarterly StudySync Benchmark Test to the next.
FAST PM Achievement Level 2 or higher or if percentile is provided then 26% or higher

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark
StudySync Benchmark Test scores below 60%
FAST PM ELA Reading Achievement Level below 2, or if percentile provided then 25% or below

How is the effectiveness of Tier 1 instruction being monitored?

Analysis of quarterly StudySync Benchmark data. Annual FSA ELA data.
Teacher assignments and evaluation of students and now FAST PM Data being analyzed.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students?

District, school and teacher analysis of StudySync Benchmark data with an eye towards standards that require re-teaching and with an eye towards students for whom Tier I is not effective. Teachers meet with the district curriculum specialist to review FSA and StudySync Benchmark reports to analyze how effectively standard mastery is being met.

How is the effectiveness of Tier 1 curriculum being monitored?

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

Grade Levels: Grades 6-8

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Provided to distance learning students?

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

How is instruction provided to students who receive instruction through distance learning?

N/A for Columbia in 2022-23

Grade Levels: Grades 9-12

IF Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used)

Student meets the following criteria at beginning of school year:
FSA ELA 3 or higher in the most recently tested year (2021-22)
● Grade 9 FSA ELA Scale score of 337-403
● Grades 10-12 FSA ELA Scale score of 343-407

OR student averaged scores of 65% or higher on the 2021-22 AIMS ELA for Quarters 1, 2, and 3.

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THEN TIER 1 Only

</div>

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.

myPerspectives by Savvas is the core curriculum for the following courses:
● 1001310 ENG 1
● 1001320 ENG HON 1
● 1001340 ENG 2
● 1001350 ENG HON 2
● 1001370 ENG 3
● 1001380 ENG HON 3
● 1001400 ENG 4
● 1001410 ENG HON 4
myPerspectives meets ESSA's "Promising" evidence criteria.
Study completed by: JEM & R, LLC
Available here: https://assets.savvas.com/asset_mgr/current/202038/
myPerspectives_Savvas_Research_Overview.pdf
Year: 2016-2017
Study description: The study focused on improving seventh and ninth grade students' critical literacy skills using a core secondary literacy program. Teachers implemented myPerspectives every day for the course of the school year for core reading instruction. Results were analyzed for 656 students taught by 9 teachers across 5 schools in 4 states, with matched pretest/ posttest scores.
Students using myPerspectives achieved statistically significant growth on the Measure of Academic Progress (MAP) after one year of implementation.
• Students grew by 7 percentiles on the MAP Reading Test.
• Students grew by 9 percentiles on the MAP Language Test.
Students using myPerspectives achieved accelerated learning gains compared to the MAP norm group.
• Student growth was over 1 RIT score higher for Reading.
• Student growth was over 1.4 RIT score for Language Use.
Instructional Strategies:
● Provide explicit vocabulary instruction (Strong Evidence according to WWC)
● Provide direct and explicit comprehension strategy instruction (Strong Evidence according to WWC)
● Provide opportunities for extended discussion of text meaning and interpretation. (Moderate Evidence according to WWC)
● Increase student motivation and engagement in literacy learning. (Moderate Evidence according to WWC)
Link to above evidence on What Works Clearinghouse: https://ies.ed.gov/ncee/wwc/PracticeGuide/8

Grade Levels: Grades 9-12

Progress Monitoring

Assessment & Frequency

Savvas ELA Diagnostic Test, three times per year (9-12)
FAST PM ELA/Reading (Fall, Winter, Spring - PM 1, 2 & 3) - Grades 9 & 10

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students

Savvas Diagnostic scores of 65% or higher; Savvas Diagnostic scores showing significant growth from one Savvas Diagnostic to the next.
FAST PM ELA Reading scores with achievement Level 2 or higher, or percentile above 30% if available

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark

Savvas Diagnostic scores below 65%
FAST PM ELA/Reading scores below Level 2, or percentile below 30%

How is the effectiveness of Tier 1 instruction being monitored?

Tier 1 effectiveness is monitored annually using FSA ELA data on
district, school, teacher and student levels. Tier 1 effectiveness
is also monitored three times a year using Savvas Diagnostic data on district, school, teacher and student levels. Tier 1 effectiveness is also monitored by school administrators during formal and informal observations.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students?

Annual FSA ELA data is examined on a district level, school level, and at a teacher level.
● Savvas Diagnostic data is examined on a district level, school level, and at a teacher level.
● District Wide ELA professional development is adjusted based on the data trends from the FAST PM, FSA ELA and Savvas Diagnostic results.
● After each quarterly formative assessment, district personnel create and disseminate data-driven remediation lessons focused on targeted standards highlighted by the AIMS results.
● District personnel work with school administrators and teachers to review FSA and Savvas Diagnostic data on a school and teacher level and make instructional adjustments based on the data. These meetings occur annually to review FSA data and quarterly to review Savvas Diagnostic data. And now FAST PM data.
● Teacher teams provide ongoing input to adjust quarterly curriculum maps

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? Provided to distance learning students?

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

How is instruction provided to students who receive instruction through distance learning?

Grade Levels: Grades 9-12

N/A for Columbia in 2022-23

Grade Levels: Grade 3-5

IF Student meets the following criteria at the beginning of the school year:
(Enter assessment criteria that will be used)

i-Ready Diagnostic 3, one grade level below or above (end of 2021-22 year)
FSA ELA Level 3 or higher at end of 2021-22 year
FAST PM 1 - on grade level or above (Level 3 or above achievement) or 26th percentile or above

THEN TIER 1 Only

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.

ESSA Evidence Level
McGraw-Hill Education's Wonders program is supported by Tier III promising evidence under ESSA guidelines
based on analysis of the results of scientific studies in multiple implementation settings.
• A study recently published in the Journal of Organizational and Educational Leadership found that Wonders
users in six Title I public schools in North Carolina significantly increased their performance from pre-test
to post-test on three measures of reading and literacy, including DIBELS (Dorsey, 2015). Based on the statistically significant positive correlation between Wonders use and student outcomes this study meets
the criteria for ESSA Tier III, or "Promising" evidence.
• An analysis of NWEA MAP reading assessment data revealed that, on average, more than 600 fifth-grade
students using Wonders in the Champaign Unit 4 School District in Illinois significantly outperformed their
norm-based projected growth scores during the 2015-2016 school year. The findings from this correlational
study meet the criteria for ESSA Tier III, or "Promising" evidence.
We have confidence in the positive impact that Wonders can have on students because we have documented
its effectiveness with different students, in different states, and on different outcomes. Additional research
on the impact of the new ©2020 Wonders program is planned to establish the evidence base of this updated
version of the Wonders program. These plans include research studies designed to meet Tiers I and II of the
evidence levels outlined in ESSA.

Progress Monitoring

Assessment & Frequency
FAST 3-5 (PM 1, PM 2, PM 3 - Fall, Winter, Spring)

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
Student scores above 25th percentile if given, or achievement Level 3 or above

Grade Levels: Grade 3-5

Progress Monitoring

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark

If student scores between 11th and 25th percentile, or below Level 3, 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 provided to in-person students? Provided to distance learning students?

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? Provided to distance learning students?

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

How is instruction provided to students who receive instruction through distance learning?

N/A for Columbia County in 2022-23

[enter grade levels]

Tier 2
Supplemental Instruction/Intervention:

- *is standards-aligned;*

- *address gaps and reduce barriers to students' ability to meet Tier 1 expectations;*

- *provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills;*

- *are matched to the needs of the students;*

- *provide multiple opportunities to practice the targeted skill(s) and receive corrective feedback;*

- *occurs during time allotted in addition to core instruction; and*

- *includes accommodations (IEP, ESOL, or 504).*

Grade Levels: Kindergarten-Grade 2

IF Student meets the following criteria at the beginning of the school year:
(Enter assessment criteria that will be used)

i-Ready Diagnostic 3 (end of 2021-22 school year) one grade level below
STAR Early Literacy – 438-496 (Kindergarten) or 10-24 PR Range
STAR Reading (1-2) below 825 but PR 10-24 range

THEN TIER 1 Instruction and TIER 2 Interventions
Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Individual/small group instruction with attention to oral language, alphabetic principle, concept of word, phonemic awareness, phonics, and vocabulary as identified in FAST PM K-2 (STAR)
Use of FAST PM data to develop targeted instruction in areas of deficiency, develop differentiated intervention plans for small group instruction (15 minutes daily, 1:5)
https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/
Use of multi-sensory interventions such as: Leveled Literacy Intervention, Language for Learning, i-Ready Computer-based instruction (MTSS), iReady Toolbox, teacher-led instruction, Cold Read Strategies, Florida Center for Reading Research Student Center Activities, Saxon Phonics and Read Naturally.
If student does not respond to intervention, provide more intensity with additional time, smaller group size, and/or reduced skill focus.

Assessment & Frequency
FAST PM (STAR) 3x a year (Fall, Winter, Spring)

Performance Criteria to discontinue Tier 2 interventions
At or above 25 PR on FAST K-2 (STAR)

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
K-2 FAST (STAR) scores of 10 to 24 PR

Performance Criteria that prompts the addition of Tier 3 interventions
Student scores below 10 PR on FAST K-2 PR

Number of times per week intervention provided

3-5

Number of minutes per intervention session

15-30

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

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.

Grade Levels: Kindergarten-Grade 2

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

Leveled Literacy Intervention
Leveled Literacy Intervention (LLI) is a one-to-three small-group tutoring model taught by literacy specialists to struggling readers in grades K-2. Sessions are 30 minutes each day for about 16-18 weeks. The content focuses on oral language, phonics, fluency, vocabulary, and comprehension. Lessons alternate between "independent level" texts and more challenging "instructional level" texts, which students may also take back to their classrooms or homes.

LLI has been evaluated in two qualifying studies. In one, in rural and suburban Georgia and New York, students were randomly assigned to LLI or control conditions. Across 5 DIBELS scales, the average effect size was +0.17, with significant differences on Non-Word Fluency and Oral Reading Fluency. In a second study in Denver, there were very positive outcomes on the DRA2 in kindergarten but not in first or second grade, for a significant but small meaningful effect size of +0.10. Averaging the two studies, the effect size was +0.13.

McGraw Hill Wonders, Tier 2 Interventions, state-adopted instructional material
McGraw-Hill Education's Wonders program is supported by Tier III promising evidence under ESSA guidelines
based on analysis of the results of scientific studies in multiple implementation settings.
• A study recently published in the Journal of Organizational and Educational Leadership found that Wonders
users in six Title I public schools in North Carolina significantly increased their performance from pre-test
to post-test on three measures of reading and literacy, including DIBELS (Dorsey, 2015). Based on the statistically significant positive correlation between Wonders use and student outcomes this study meets
the criteria for ESSA Tier III, or "Promising" evidence.
• An analysis of NWEA MAP reading assessment data revealed that, on average, more than 600 fifth-grade
students using Wonders in the Champaign Unit 4 School District in Illinois significantly outperformed their
norm-based projected growth scores during the 2015-2016 school year. The findings from this correlational
study meet the criteria for ESSA Tier III, or "Promising" evidence.
We have confidence in the positive impact that Wonders can have on students because we have documented
its effectiveness with different students, in different states, and on different outcomes. Additional research
on the impact of the new ©2020 Wonders program is planned to establish the evidence base of this updated
version of the Wonders program. These plans include research studies designed to meet Tiers I and II of the
evidence levels outlined in ESSA.

How are Tier 2 interventions provided to students who receive interventions through distance learning?

N/A for Columbia County in 2022-23

Grade Levels: Grades 3-5

IF Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used)

i-Ready Diagnostic 3 (end of 2021-22 school year) one grade level below
FAST PM 3-10 - Students scoring below grade level on PM but above Level 1
FSA Reading end of 2021-22 - below Level 3 but above Level 1

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Individual/small group instruction with attention to oral language, alphabetic principle, concept of word, phonemic awareness, phonics, and vocabulary as identified in FAST PM 3-10.
Use of FAST PM data to develop targeted instruction in areas of deficiency, develop differentiated intervention plans for small group instruction (15 minutes daily, 1:5)
https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/
Use of multi-sensory interventions such as: Leveled Literacy Intervention, Language for Learning, i-Ready Computer-based instruction (MTSS), iReady Toolbox, teacher-led instruction, Cold Read Strategies, Florida Center for Reading Research Student Center Activities, Saxon Phonics and Read Naturally.
If student does not respond to intervention, provide more intensity with additional time, smaller group size, and/or reduced skill focus.

Assessment & Frequency
FAST PM 3-10 3X a year (Fall, Winter, Spring)

Performance Criteria to discontinue Tier 2 interventions
Score on grade level (3 or higher) on FAST PM 3-10

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Score below Level 3 on FAST PM 3-10 but above 2

Performance Criteria that prompts the addition of Tier 3 interventions
Score below Level 2 on FAST PM 3-10

Number of times per week intervention provided

3-5

Number of minutes per intervention session

15-30

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

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.

Grade Levels: Grades 3-5

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

Leveled Literacy Intervention
Leveled Literacy Intervention (LLI) is a one-to-three small-group tutoring model taught by literacy specialists to struggling readers in grades K-2. Sessions are 30 minutes each day for about 16-18 weeks. The content focuses on oral language, phonics, fluency, vocabulary, and comprehension. Lessons alternate between "independent level" texts and more challenging "instructional level" texts, which students may also take back to their classrooms or homes.

LLI has been evaluated in two qualifying studies. In one, in rural and suburban Georgia and New York, students were randomly assigned to LLI or control conditions. Across 5 DIBELS scales, the average effect size was +0.17, with significant differences on Non-Word Fluency and Oral Reading Fluency. In a second study in Denver, there were very positive outcomes on the DRA2 in kindergarten but not in first or second grade, for a significant but small meaningful effect size of +0.10. Averaging the two studies, the effect size was +0.13.

McGraw Hill Wonders, Tier 2 Interventions, state-adopted instructional material
McGraw-Hill Education's Wonders program is supported by Tier III promising evidence under ESSA guidelines
based on analysis of the results of scientific studies in multiple implementation settings.
• A study recently published in the Journal of Organizational and Educational Leadership found that Wonders
users in six Title I public schools in North Carolina significantly increased their performance from pre-test
to post-test on three measures of reading and literacy, including DIBELS (Dorsey, 2015). Based on the statistically significant positive correlation between Wonders use and student outcomes this study meets
the criteria for ESSA Tier III, or "Promising" evidence.
• An analysis of NWEA MAP reading assessment data revealed that, on average, more than 600 fifth-grade
students using Wonders in the Champaign Unit 4 School District in Illinois significantly outperformed their
norm-based projected growth scores during the 2015-2016 school year. The findings from this correlational
study meet the criteria for ESSA Tier III, or "Promising" evidence.
We have confidence in the positive impact that Wonders can have on students because we have documented
its effectiveness with different students, in different states, and on different outcomes. Additional research
on the impact of the new ©2020 Wonders program is planned to establish the evidence base of this updated
version of the Wonders program. These plans include research studies designed to meet Tiers I and II of the
evidence levels outlined in ESSA.

How are Tier 2 interventions provided to students who receive interventions through distance learning?

N/A for Columbia County for 2022-23

Grade Levels: Grades 6-8

IF Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used)

Student meets the following criteria at beginning of school year:
No single data point should be used to indicate that a student has a need for Tier 2 interventions. Indicators may include data points below as well as the following: retention in previous grade or if during the year, student is being considered for retention in current school year due to a deficiency in reading, previous placement in the MTSS process, IEP targeted intervention goals or ELL Plan goals.

FSA ELA of a 1.6 or higher in the most recently tested year (2021-22)
- Grade 6 FSA ELA Scale score of 289-320
- Grade 7 FSA ELA Scale score of 293-325
- Grade 8 FSA ELA Scale score of 301-332

Savvas Diagnostic average is 64% or below on the 2021-22 Savvas for Quarters 1, 2, and 3.

FAST PM 3-10 PM 1 below mid-Level 2 achievement

THEN TIER 1 Instruction and TIER 2 Interventions
Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
StudySync by McGraw Hill is the core curriculum for the following courses:
- 1001010 M/J LANG ARTS
- 1001020 M/J LANG ARTS 1 ADV
- 1001040 M/J LANG ARTS 2
- 1001050 M/J LANG ARTS 2 ADV
- 1001070 M/J LANG ARTS 3
- 1001080 M/J LANG ARTS 3 ADV
The instructional materials are embedded with strategies to engage with complex text; building knowledge through reading content-related texts motivates readers by providing a built-in purpose for reading. Differentiated instruction is provided for use with students who are below level. Text complexity rubrics for each selection provide information that helps teachers identify and plan modifications for making texts accessible for all students working at different levels.
Connections by Perfection Learning (state-adopted curriculum) Vocabu-Lit curriculum
Teachers will use these activities to provide direct and explicit comprehension strategy instruction and direct vocabulary instruction according to IES recommendations 1 and 2.
.
Additional Instructional Materials:
- CPalms standards-based lessons, tutorials, and instructional resources
- CommonLit: Direct, explicit, systematic instruction in vocabulary and comprehension.
- Vocabulary instruction using print and digital resources from Vocabulary.com.
- Khan Academy SAT Prep course with an individualized instructional plan based on data from the College Board PSAT reports (for Grade 8 students with a PSAT score).

Assessment & Frequency
StudySync Benchmark, quarterly, three times per year,
FAST PM 3-10 3X per year (Fall, Winter, Spring)

Performance Criteria to discontinue Tier 2 interventions
StudySync Benchmark of 65% or higher
FAST PM 3-10 Level 3 or higher (or PR if it can be determined)

Grade Levels: Grades 6-8

Progress Monitoring
Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction   StudySync Benchmark average 45% to 64%   FAST PM 3-10 Level 2 or below (or certain PR, when it is able to be determined)

Performance Criteria that prompts the addition of Tier 3 interventions

StudySync Benchmark average of less
than 45% with no signs of growth in StudySync or FAST PM 3-10
OR
FAST PM 3-10 score of mid Level 1 or below (or certain PR, when it is able to be determined)

Number of times per week intervention provided

3

Number of minutes per intervention session

20

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

- Regular, consistent district, school, and teacher-level review of i-Ready usage and lesson pass rate. Review of diagnostic data at the mid-year to ensure that students are on track for growth goals.
- Students take the quarterly StudySync Benchmark assessment to ensure that they are on track with standards-based instruction as well as the adaptive online reading instruction.
- Ongoing teacher and school administrator professional development in analyzing reading report data to inform reading instruction.
- MTSS Core Team Meetings and MTSS student-specific meetings

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

McGraw Hill's Florida StudySync program is supported by Tier III promising evidence under ESSA guidelines based on analysis of the results of scientific studies in multiple implementation settings using prior editions. We have confidence in the positive impact that StudySync can have on students because we have documented its effectiveness with different students in different states, and on different outcomes. Please review the summaries of the existing research evidence which supports the effectiveness of StudySync and validates this rating:
Results of a 2019 study revealed positive outcomes for StudySync users in a Wisconsin high school on the ACT Aspire, ACT, and STAR assessments. Specifically, 9th graders using StudySync performed significantly better on the Reading and Composite portions of the ACT Aspire than the published norm comparisons. Similarly, nearly two-thirds of 10th graders met ACT Aspire growth benchmarks for English and Composite after using StudySync for one school year. About three-fourths of 11th graders exhibited average or above average growth on the ACT during the year they used StudySync based on their prior year ACT Aspire results. Additionally, higher percentages of 9th and 10th graders met the STAR Assessment's spring benchmarks while using StudySync than in the two years prior to adopting StudySync. Finally, during the year in which StudySync was implemented 10th graders, on average,

Grade Levels: Grades 6-8

exceeded their expected growth score on the STAR Assessment by more than two and a half times (42 units expected vs. 119 units actual growth). Based on the use of norm comparisons and the presence of positive findings we believe that this study meets the criteria for ESSA Tier 3, or "Promising" evidence.

A 2015 quasi-experimental study of StudySync use in one Kansas district revealed that high school students enrolled in classes that used StudySync performed statistically significantly better on the English and reading portions of the ACT Aspire assessment compared to similar students in the same school district enrolled in classes that did not use StudySync. On the reading portion, students in classes that used StudySync averaged scores that placed them one ACT Readiness Level above similar students enrolled in classes that did not use StudySync (Interpretive Guide for ACT Aspire, 2015). Based on the quasi-experimental design and statistically significant positive findings we believe that this study meets the criteria for ESSA Tier 3, or "Promising" evidence.

Results of a 2015 study showed that after controlling for performance on a beginning of year assessment, 7th graders in classes that used StudySync scored significantly better on a district-created end-of-year assessment than students in classes that did not use the program. On average, the students in this Oklahoma school district in classes that used StudySync scored 7% higher on the end-of-year assessment than their counterparts. Based on the quasi-experimental design and statistically significant positive findings we believe that this study meets the criteria for ESSA Tier 3, or "Promising" evidence.

In two districts in northern California, 7th- and 8th-grade students' average Smarter Balanced Summative Assessment (SBAC) ELA scores increased by 24 points from the year before adopting StudySync (2015-2016) to the first year of StudySync implementation (2016-2017). Additionally, the average score for the 8th grade 2016-2017 cohort increased from "Standard Nearly Met" in 2015-2016 to "Standard Met" in 2016-2017. Based on the positive findings of this correlational study, we believe it meets the criteria for ESSA Tier 3, or "Promising" evidence.

Link to above evidence on What Works Clearinghouse: https://ies.ed.gov/ncee/wwc/PracticeGuide/8

How are Tier 2 interventions provided to students who receive interventions through distance learning?

N/A for Columbia County for 2022-23

Grade Levels: Grades 9-12

IF Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used)

Student meets the following criteria at beginning of school year:
No single data point should be used to indicate that a student has a need for Tier 2 interventions.
Indicators may include data points below as well as the following: retention in previous grade or if during the year, student is being considered for retention in current school year due to a deficiency in reading, previous placement in the MTSS process, IEP targeted intervention goals or ELL Plan goals.

FSA ELA of a 1.6 or higher in the most recently tested year (2021-22)
- Grade 9 FSA ELA Scale score of 306-336
- Grades 10-12 FSA ELA Scale score of 311-342
Savvas Diagnostic average is 64% or below on the 2021-22 Savvas for Quarters 1, 2, and 3.

FAST PM 3-10 PM 1 below mid-Level 2 achievement

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
myPerspectives by Savvas is the core curriculum for the following courses:
1001310 ENG 1
1001320 ENG HON 1
1001340 ENG 2
1001350 ENG HON 2
1001370 ENG 3
1001380 ENG HON 3
1001400 ENG 4
1001410 ENG HON 4
The instructional materials are embedded with strategies to engage with complex text; building knowledge through reading content-related texts motivates readers by providing a built-in purpose for reading. Differentiated instruction is provided for use with students who are below level. Text complexity rubrics for each selection provide information that helps teachers identify and plan modifications for making texts accessible for all students working at different levels.
Teachers will use this curriculum and these activities to provide direct and explicit comprehension strategy instruction and direct vocabulary instruction according to IES recommendations 1 and 2.
- Building background knowledge with intentional nonfiction selections.
- Foundational and Application Vocabulary Practices
- Students strategies for Staying connected to the text during reading
- Built-in progress monitoring in order to form small groups intervention lessons.
Connections by Perfection Learning Vocabu-Lit curriculum
8207310 Digital Information Technology
2109310 World History
1700320 Research 3
1700370 Critical Thinking and Study Skills
Additional Instructional Materials:
- CPalms standards based lessons, tutorials and instructional resources
- CommonLit: Direct, explicit, systematic instruction in vocabulary and comprehension.
- Vocabulary instruction using print and digital resources from Vocabulary.com.
- Khan Academy SAT Prep course with an individualized instructional plan based on data from the College Board PSAT reports.

Grade Levels: Grades 9-12

Progress Monitoring
Assessment & Frequency FAST PM 3-10 3x a year (Fall, Winter, Spring) Savvas Diagnostic, quarterly, three times per year

Performance Criteria to discontinue Tier 2 interventions

FAST PM 3-10 mid-Level 2 or higher achievement
Savvas Diagnostic average of 65% or higher

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction FAST PM 3-10 below mid-Level 2 achievement Savvas Diagnostic average between 45% and 64% with no sign of growth

Performance Criteria that prompts the addition of Tier 3 interventions

FAST PM 3-10 below mid Level 2 achievement Savvas Diagnostic average

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Number of times per week intervention provided

3-5

Number of minutes per intervention session

20

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

Regular, consistent teacher-level review of the teacher-created, standards-based formative assessments. Students take the Perfection Learning Unit Assessments to ensure that they are on track with standards-based instruction. Unit assessment the quarterly Savvas Diagnostic assessment to ensure that they are on track with standards-based instruction as well as the adaptive online reading instruction.
- MTSS Core Team Meetings and MTSS student-specific meetings.

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

Instructional Strategies:
- Provide explicit vocabulary instruction (Strong Evidence according to WWC)
- Provide direct and explicit comprehension strategy instruction (Strong Evidence according to WWC)
- Provide opportunities for extended discussion of text meaning and interpretation. (Moderate Evidence according to WWC)
- Increase student motivation and engagement in literacy learning. (Moderate Evidence according to WWC)

How are Tier 2 interventions provided to students who receive interventions through distance learning?

N/A for Columbia County for 2022-23

Tier 3
Intensive, Individualized Instruction/Intervention:

- *is targeted instruction based on student need;*

- *provides small group or one-on-one instruction;*

- *includes accommodations (IEP, ESOL, or 504);*

- *includes more frequent progress monitoring than Tier 1 instruction and Tier 2 interventions; and*

- *ensures additional **time allotted is in addition** to core instruction and Tier 2 interventions.*

All Tier 3 interventions must be provided by a teacher who is certified in reading or has the reading endorsement.

Grade Levels: Kindergarten-Grade 2

IF Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used)

iReady Diagnostic (end of 2021-22) two or more grade levels below
FAST K-2 PM (STAR) below 10 PR
Possible iReady Diagnostic 1 (MTSS students) 10% or below percentile

THEN TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
Individual/small group instruction with attention to oral language, alphabetic principle, concept of word, phonemic awareness as identified in FAST PM (STAR) and/or i-Ready diagnostic reports.

Assessment & Frequency
FAST PM K-2 (STAR) 3x a year (Fall, Winter, Spring)
iReady Diagnostic 3 x a year (Fall, Winter, Spring)

Performance Criteria to discontinue Tier 3 interventions
Above 10th PR FAST K-2 (STAR)
and/or
Above 10% on iReady Diagnostic

Performance Criteria indicating continuation of Tier 3 interventions
Score at or below 10th PR FAST K-2 (STAR)
and/or
Score at or below 10% on iReady Diagnostic

Performance Criteria that prompts intensified Tier 3 interventions
Score at or below 5th PR FAST K-2 (STAR)
and/or
Score at or below 5% on iReady Diagnostic

Number of times per week intervention provided

4-5

Number of minutes per intervention session

30

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

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.
-Master Schedules allot time for small group/individual instruction and interventions
-Schedule for paraprofessionals and tutors to be placed in classrooms during intervention
-Classroom Walkthroughs by Administration (school and district level)
-Data Analysis of FAST PM K-2 and/or i-Ready Results
-Data Chats/Analysis in PLC's

Grade Levels: Kindergarten-Grade 2

-Coaching Cycle/Support
-Utilization of Model Classrooms, Mentors
-Allotting funds for Professional Development, materials, and/or tutors

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

All curriculum materials are evidence-based and have an ESSA rating of Strong, Moderate, or Promising.
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.
i-Ready – Level 3, Promising Evidence (MTSS)
Leveled Literacy Intervention – Level 1, Strong Evidence

How are Tier 3 interventions provided to students who receive interventions through distance learning?

N/A for Columbia County for 2022-23

Grade Levels: Grade 3-5

IF Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used)

iReady Diagnostic 3 (end of 2021-22 school year) two or more grade levels below
FAST PM 3-10 below Level 2 achievement
Possibly iReady Diagnostic 1 (MTSS) at or below 10% percentile

THEN TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
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
Strong Evidence
https://www.fountasandpinnell.com/research/lli/
Language for Learning
Great Leaps (meets WWC standards without reservation)
i-Ready Computer-based Instruction (certain schools) and Teacher-led Instruction (as found in the Curriculum Associates Teacher Toolbox)
https://www2.curriculumassociates.com/aboutus/Press-Release-C urriculum-Associates-i-Ready-meets-ESSA-Federal-Funding-Requirements.aspxolkit)
If student does not respond to intervention, provide more intensity through additional time, smaller group size, and/or reduced skill focus.

Assessment & Frequency
FAST PM 3-10 3x a year (Fall, Spring, Winter)

Performance Criteria to discontinue Tier 3 interventions
FAST PM 3-10 score Level 2 or higher achievement (will update with percentile if it is available)

Performance Criteria indicating continuation of Tier 3 interventions
FAST PM 3-10 score below Level 2 achievement (will update with percentile if it is available)

Performance Criteria that prompts intensified Tier 3 interventions
FAST PM 3-10 score below mid-Level 1 achievement (will update with percentile if it is available)

Number of times per week intervention provided

4-5

Number of minutes per intervention session

30

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

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.
-Master Schedules allot time for small group/individual instruction and interventions

Grade Levels: Grade 3-5

-Schedule for paraprofessionals and tutors to be placed in classrooms during intervention
-Classroom Walkthroughs by Administration (school and district level)
-Data Analysis of FAST PM 3-10 and/or i-Ready Results
-Data Chats/Analysis in PLC's
-Coaching Cycle/Support
-Utilization of Model Classrooms, Mentors
-Allotting funds for Professional Development, materials, and/or tutors

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

All curriculum materials are evidence-based and have an ESSA rating of Strong, Moderate, or Promising.
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.
i-Ready – Level 3, Promising Evidence (MTSS)
Leveled Literacy Intervention – Level 1, Strong Evidence

How are Tier 3 interventions provided to students who receive interventions through distance learning?

N/A for Columbia County for 2022-23

Grade Levels: Grades 6-8

IF Student meets the following criteria at the beginning of the school year:
(Enter assessment criteria that will be used)

No single data point should be used to indicate that a student has a need for Tier 3 interventions. Indicators may include data points below as well as the following: retention in previous grade or if during the year, student is being considered for retention in current school year due to a deficiency in reading, previous placement in the MTSS process, IEP targeted intervention goals or ELL Plan goals.

FSA ELA below Level 2 in the most recently tested year 2021-22:
● Grade 6 FSA ELA Scale score of 259-292
● Grade 7 FSA ELA Scale score of 267-300
● Grade 8 FSA ELA Scale score of 274-305

StudySync Benchmark average below 45% on the 2021-22 StudySync Benchmark for Quarters 1, 2, and 3.

FAST PM 3-10 PM 1 below achievement Level

THEN TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions
Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Connections by Perfection Learning is the core curriculum for the following courses
- 1700000 M/J Research 1
- 1700010 M/J Research 2
- 1700020 M/J Research 3
Supplemental: iReady Toolbox & Study Island reading practice
Students will also receive teacher-facilitated or higher differentiated small group instruction using lessons and resources contained in the Teacher Toolbox and additional supplemental programs including phonics, high-frequency words, vocabulary, and comprehension). Lessons target student needs based on data from the students' diagnostic plans.
Teachers will use these activities to provide direct and explicit comprehension strategy instruction and direct vocabulary instruction according to IES recommendations 1 and 2.

Assessment & Frequency
FAST PM 3-10 3x a year (Fall, Winter, Spring)
StudySync Benchmark, quarterly, three times per year
iReady (three times a year, diagnostic) & growth monitoring (MTSS students only)

Performance Criteria to discontinue Tier 3 interventions
FAST PM 3-10 Level 2 achievement or higher
StudySync Benchmark average of 45% or higher

Performance Criteria indicating continuation of Tier 3 interventions
FAST PM 3-10 less than Level 2 achievement
StudySync benchmark average below 45%

Performance Criteria that prompts intensified Tier 3 interventions
FAST PM 3-10 achievement less than mid-Level 1
StudySync Benchmark average of less than 45% with no signs of growth on progress monitoring

Number of times per week intervention provided

Grade Levels: Grades 6-8

5

Number of minutes per intervention session

50

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

Regular, consistent district, school, and teacher level review of iReady usage and lesson pass rate. Review of diagnostic data at the mid-year to ensure that students are on track for growth goals.
- Students take the quarterly AIMS ELA assessment to ensure that they are on track with standards-based instruction as well as the adaptive online reading instruction.
- Ongoing teacher and school administrator professional development in analyzing reading report data to inform reading instruction.
- MTSS Core Team Meetings and MTSS student-specific meetings.

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

While the Connections ELA program does no meet strong, moderate, or promising levels of evidence, it is based on a 5-step research-based theory of change that results in an improvement in student achievement. According to the IES Improving Adolescent Literacy: Effective Classroom and Intervention Practice guide,
there is a Promising level of evidence for Tier 3 in the following practices: Provide explicit vocabulary instruction, Provide direct and explicit comprehension strategy instruction, Provide opportunities for extended discussion of text meaning and interpretation, and in Increasing student motivation and engagement in literacy learning. The Connections ELA curriculum accomplishes these best practices in the following ways:
Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. of change is well-constructed and well-established using the logic model of gradual release of responsibility and balanced literacy. The adopted logic model focuses on the closed reading model, dynamic discussions, locating and annotating textual evidence, application of skills and strategies, assessment, and extended learning opportunities which allows instructional flexibility. The adopted logic model provides comprehensive standards coverage and modular design to permit easy integration into the curriculum to meet students' individual and group needs. The level of progress monitoring is grounded in the expected outcomes, tracking of implementation, collection of follow up data and analysis of data elements which are embedded lesson activities, as well as, in the provided language and differentiation activities.

How are Tier 3 interventions provided to students who receive interventions through distance learning?

N/A for Columbia County for 2022-23

Grade Levels: Grades 9-12

IF Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used)

No single data point should be used to indicate that a student has a need for Tier 2 interventions. Indicators may include data points below as well as the following: retention in previous grade or if during the year, student is being considered for retention in current school year due to a deficiency in reading, previous placement in the MTSS process, IEP targeted intervention goals or ELL Plan goals. FSA ELA below mid Level 2 in the most recently tested year (2021-22)
● Grade 9 FSA ELA Scale score of 274-305
● Grades 10-12 FSA ELA Scale score of 276-310
Savvas Diagnostic average is 44% or below on the 2021-22 Savvas for Quarters 1, 2, and 3.

FAST PM 3-10 PM 1 below Level 2 achievement

THEN TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

English class with Reading Endorsed teacher OR a co-teach/ support facilitation instructional model for English.
myPerspectives by Savvas is the core curriculum for the following courses:
- 1001310 ENG 1
- 1001320 ENG HON 1
- 1001340 ENG 2
- 1001350 ENG HON 2
- 1001370 ENG 3
- 1001380 ENG HON 3
- 1001400 ENG 4
- 1001410 ENG HON 4
The instructional materials are embedded with strategies to engage with complex text; building knowledge through reading content-related texts motivates readers by providing a built-in purpose for reading. Differentiated instruction is provided for use with students who are below level. Text complexity rubrics for each selection provide information that helps teachers identify and plan modifications for making texts accessible for all students working at different levels.
Intensive Reading class with a Reading Endorsed teacher and with Teengagement instructional materials.
Teachers will use these activities to provide direct and explicit comprehension strategy instruction and direct vocabulary instruction according to IES recommendations 1 and 2.
- Building background knowledge with intentional nonfiction selections.
- Foundational and Application Vocabulary Practices
- Students strategies for Staying connected to the text during reading
- Built-in progress monitoring in order to form small groups intervention lessons.
Connections by Perfection Learning is the core curriculum for the following courses
1700300 Research 1
1700310 Research 2
1700320 Research 3
1700370 Critical Thinking and Study Skills
1700380 Career Research and Decision Making
Small group and/ or one-on-one instruction based on teacher-created, standards-based formative assessment from a reading endorsed teacher OR small group and/ or one-on-one instruction based on formative assessments based on modified Access Points standards.

Grade Levels: Grades 9-12

Progress Monitoring

Additional Instructional Materials:
- CPalms standards-based lessons, tutorials, and instructional resources
- CommonLit: Direct, explicit, systematic instruction in vocabulary and comprehension.
- Vocabulary instruction using print and digital resources from Vocabulary.com.
- Khan Academy SAT Prep course with an individualized instructional plan based on data from the College Board PSAT reports.

Assessment & Frequency

FAST PM 3-10 3x a year for 9th & 10th grade (Fall, Winter, Spring)
Otherwise
Weekly monitoring and Savvas Diagnostic quarterl

Performance Criteria to discontinue Tier 3 interventions

FAST PM 3-10 achievement Level 2 or higher for 9th & 10th grade
Savvas Diagnostic, quarterly, three times per year AND signs of growth in Perfection Learning Unit Tests, twice a quarter, six times a year

Performance Criteria indicating continuation of Tier 3 interventions

FAST PM 3-10 below achievement Level 2 for 9th & 10th grade
Savvas Diagnostic, quarterly, three times per year AND no signs of growth in Perfection Learning Unit Tests, twice a quarter, six times a year.

Performance Criteria that prompts intensified Tier 3 interventions

FAST PM 3-10 below mid-Level 1 for 9th & 10th grade
Savvas Diagnostic average of less than 45% with no signs of growth in Savvas Diagnostic or the Perfection Learning Unit Tests.
Savvas Diagnostic data to determine placement.

Number of times per week intervention provided

5

Number of minutes per intervention session

48-50

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

Biweekly teacher-level review of Perfection Learning Unit Tests or teacher-made formative assessments. Students take the quarterly Savvas Diagnostic assessment to ensure that they are on track with standards-based instruction as well as the adaptive online reading instruction.
MTSS Core Team Meetings and MTSS student-specific meetings

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

While the Connections ELA program does no meet strong, moderate, or promising levels of evidence, it is based on a 5-step research-based theory of change that results in an improvement in student achievement. According to the IES Improving Adolescent Literacy: Effective Classroom and

Grade Levels: Grades 9-12

Intervention Practice guide,
there is a Promising level of evidence for Tier 3 in the following practices: Provide explicit vocabulary instruction, Provide direct and explicit comprehension strategy instruction, Provide opportunities for extended discussion of text meaning and interpretation, and in Increasing student motivation and engagement in literacy learning. The Connections ELA curriculum accomplishes these best practices in the following ways:
Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. of change is well-constructed and well-established using the logic model of gradual release of responsibility and balanced literacy. The adopted logic model focuses on the closed reading model, dynamic discussions, locating and annotating textual evidence, application of skills and strategies, assessment, and extended learning opportunities which allows instructional flexibility. The adopted logic model provides comprehensive standards coverage and modular design to permit easy integration into the curriculum to meet students' individual and group needs. The level of progress monitoring is grounded in the expected outcomes, tracking of implementation, collection of follow up data and analysis of data elements which are embedded lesson activities, as well as, in the provided language and differentiation activities.
Co-teaching models have been established in research as an instructional delivery method to provide instruction to diverse students in an inclusive general education setting. Research of inclusive classrooms where general education and special education teachers co-instruct indicates learning for students with learning disabilities (LD) is improved (Cramer, Liston, Nevin & Thousand, 2010).

How are Tier 3 interventions provided to students who receive interventions through distance learning?

N/A for Columbia County for 2022-23

Identification of Students with a Substantial Reading Deficiency

In accordance with Section 1008.25(4)(c), F.S., students identified with a substantial reading deficiency as determined in Section 1008.25(5)(a), F.S., must be covered by a federally required student plan, such as an individual education plan (IEP) or an individualized progress monitoring plan, or both, as necessary. A kindergarten through grade 3 student is identified as having a substantial deficiency in reading if any of the following criteria are met:

- The student scores at the lowest achievement level/benchmark as identified by the publisher during a universal screening period, on an assessment listed in the district's approved District K-12 Comprehensive Evidence-Based Reading Plan; and beginning in 2022-2023 school year, students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F.S.;

- The student scores at the lowest achievement level/benchmark as identified by the publisher during progress monitoring administration at any time during the school year, on an assessment listed in the district's approved District K-12 Comprehensive Evidence-Based Reading Plan and beginning in 2022-2023 school year, students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F.S.; or

- The student has demonstrated, through consecutive formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; reading fluency; and reading comprehension.

Describe the district's process for identifying students with a substantial deficiency in reading based on the criteria above.

Students scoring at the lowest achievement level (at or below the 10th percentile) on iReady (K-8) will be identified as having a Substantial Reading Deficiency.

Students scoring at the lowest achievement level (at or below the 10th percentile) on ExactPath (9-12) will be identified as having a Substantial Reading Deficiency.

Students may also be identified through consecutive formative assessments or teacher observation that exhibits minimum skills in one or more of the following areas: phonological awareness, phonics, vocabulary, oral language skills, fluency, and comprehension. This will include ELA textbook assessments McGraw Hill Wonders, StudySync, and Savvas My Perspective.