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

Contact Information

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

	Name	**Title**	**Email**	**Phone**
Main District Reading Contact	Tracie Taylor	Director of Curriculum and Instruction	tracie.taylor@calhounflschools.org	(850)-674-8734 ext. 232
Responsibility	**Name**	**Title**	**Email**	**Phone**
Elementary ELA	Robin Richards	District Instructional Coach	robin.richards@calhounflschools.org	(850)-674-8734 ext. 230
Secondary ELA	Robin Richards	District Instructional Coach	robin.richards@calhounflschools.org	(850)-674-8734 ext. 230
Reading Endorsement	Robin Richards	District Instructional Coach	robin.richards@calhounflschools.org	(850)-674-8734 ext. 230
Reading Curriculum	Robin Richards	District Instructional Coach	robin.richards@calhounflschools.org	(850)-674-8734 ext. 230
Professional Development	Tracie Taylor	Director of Curriculum and Instruction	tracie.taylor@calhounflschools.org	(850)-674-8734 ext. 232
Assessment	Tracie Taylor	Director of Curriculum and Instruction	tracie.taylor@calhounflschools.org	(850)-674-8734 ext. 232
Data Element	Tracie Taylor	Director of Curriculum and Instruction	tracie.taylor@calhounflschools.org	(850)-674-8734 ext. 232
Summer Reading Camp	Tracie Taylor	Director of Curriculum and Instruction	tracie.taylor@calhounflschools.org	(850)-674-8734 ext. 232
3rd Grade Promotion	Tracie Taylor	Director of Curriculum and Instruction	tracie.taylor@calhounflschools.org	(850)-674-8734 ext. 232

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

The district communicates the contents of the Comprehensive Evidenced-Based Reading Plan to stakeholders in a variety of ways.

- Administrators are provided with the information included in the 2020-2021 Comprehensive Evidence-based Reading plan during staff meetings.
- Instructional personnel are provided with information included in the 2020-2021 Comprehensive Evidence-based Reading Plan during preschool planning days.
- The Calhoun County School Board approves the plan.
- The 2020-2021 plan is posted on the district website for all stakeholders to access.

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

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

K-5

Component of Reading	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
Oral language	Letterland, EET	Formative, Progress Monitoring	Teacher Observation	Daily, Weekly
Phonological awareness	STAR Early Literacy, STAR Reading, and iReady	Diagnostic, Progress Monitoring	Online Assessment	Three times a year
Phonics	STAR Early Literacy, STAR Reading, and iReady	Diagnostic, Progress Monitoring	Online Assessment	Three times a year
Fluency	STAR Early Literacy, STAR Reading, and iReady	Diagnostic, Progress Monitoring	Online Assessment	Three times a year
Vocabulary	STAR Early Literacy, STAR Reading, and iReady	Diagnostic, Progress Monitoring	Online Assessment	Three times a year
Comprehension	STAR Early Literacy, STAR Reading, and iReady	Diagnostic, Progress Monitoring	Online Assessment	Three times a year

6-12

Progress Monitoring Tool	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
6-8 – iReady Diagnostic	6-8 – iReady – iReady is an adaptive diagnostic assessment that provides insight on each student's ability in the areas of: Phonological Awareness, Phonics, Vocabulary, Comprehension of Literature, Comprehension of Informational Text.	Diagnostic, Progress Monitoring	Online Assessment	Three times a year
6-8 – iReady Growth Monitoring	6-8 – iReady Growth Monitoring provides regular data collection in the following domains: Phonological Awareness, Phonics, Vocabulary, Comprehension of Literature, Comprehension of Informational Text	Progress Monitoring	Online Assessment	Oct., Nov., Dec., Feb., & March

6-12 – STAR Reading	6-12 – STAR Reading – Language, Informational Text, and Literature	Diagnostic, Progress Monitoring	Online Assessment	Three times a year
Teengagement	6-12 – Vocab., Comprehension skills, and critical thinking skills	Formative	Paper Based	Varies
Collections	6-12 – Fluency, vocab, and comprehension skills	Formative	Paper Based	Once a grading period
FOCUS on Reading	6-8 – compare and contrast, making predictions, drawing conclusions, making inferences, recognizing cause and effect,	Formative	Paper Based	Weekly
Rewards	6-8 - Research-based, short-term, and specialized program for students in grades 6–12 who struggle reading long, multisyllabic words and comprehending content-area text.	Formative	Paper Based	Weekly

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

Data Analysis and Decision-making				
How often is the data being reviewed and by whom?	*What problem-solving steps are in place for making decisions based on the data?*	*What steps is the district taking to see building and classroom level data and to share findings with individual schools?*	*How are concerns communicated if it is determined that the K-12 Reading Plan is not being implemented in an explicit manner, based on data to meet the needs of students?*	*Who at the district level is responsible for providing plan implementation oversight, support and follow-up?*
The data is reviewed after each assessment by the district office as well as school personnel.	Analyze the data, identify strengths and weaknesses, implement instructional strategies/interventions to support students' needs, use data to evaluate the response to instruction	The district will analyze the data, look for trends, identify strengths and weaknesses at the district level as well as the classroom level. The district will conduct meetings with school personnel to review the data and offer supports as needed.	The district will meet with school administrators to discuss data concerns, review the K-12 Reading Plan, and determine next steps.	District Instructional Coach, and Director of Curriculum and Instruction

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

Practice	**Who ensures that the practice is informed by a specific purpose?**	**How is the purpose communicated?**	**How often is the data being collected?**	**How is the data being shared and by whom?**	**How often is the data being reviewed and by whom?**
Weekly reading walkthroughs by administrators	School Based Administrators District- Director of Curriculum and Instruction and District Instructional Coach	Meetings will be held with administrators to go over the K-12 Reading Plan and discuss weekly reading walkthroughs. Information will be communicated in faculty meetings, grade level meetings, or personal meetings.	The data will be collected each grading period.	Principals will use Google forms to share the data with district office staff.	Quarterly Meetings – School Administration, District Administration

Data chats	Principal	Principals will meet with teachers to discuss student data.	Three times a year	Principals will meet with individual teachers or groups of teachers to discuss classroom data.	Principals will review the data three times a year.
Reading Leadership Team per 6A-6.053(3) F.A.C.	The Principal will identify Reading Leadership Team Members.	The Principal will meet with the Reading Leadership Team to communicate the purposes of the team.	The data will be collected each grading period. Agendas/meeting minutes will be kept by each school team.	The Reading Leadership Team at each school will determine how the data is shared at each school site as well as by whom.	The Principal will review data with Reading Leadership Team Members as needed.
Monitoring of plan implementation	The Principal will monitor the implementation of the K-12 Reading Plan with fidelity.	The Principal will meet with teachers to discuss the process of monitoring the implementation of the K-12 Reading Plan.	Three times a year	The Principal and ELA teachers will meet to review lesson plans, walk through data, and progress monitoring data to ensure that they are in compliance with the K12 Reading Plan.	Principals and teachers will review the data three times a year.
Other: (Specify)					

Implementation and Progress-monitoring		
What problem-solving steps are in place for making decisions based on data?	How are concerns communicated if it is determined that the plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students?	How will district leadership provide plan implementation oversight, support and follow-up?
Analyze the data, identify strengths and weaknesses, implement instructional strategies/interventions to support students' needs, use data to evaluate the response to instruction	The district will meet quarterly with school administrators to discuss data concerns, review the K-12 Reading Plan, and determine next steps. School Level Administrators will communicate new information through faculty meetings, grade level meetings, or personal meetings.	Monthly - The district in conjunction with school leaders will identify needs, determine /set goals, identify BEST practices, and evaluate the data after each progress monitoring assessment.

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

Requirement	How is it communicated to principals?	How is it monitored by principals?	How often is it reported to the district and in what format?	To whom is it reported at the district?	Who at the district level is responsible for following up if the professional development requirement isn't happening?
Training in multisensory reading intervention	Staff Meetings	Walkthroughs	Principals will use Google forms to share the data with district office staff.	District Instructional Coach, and Director of Curriculum and Instruction	Director of Curriculum and Instruction
Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth	Staff Meetings	Walkthroughs, lesson plans, and student data	Principals will use Google forms to share the data with district office staff.	District Instructional Coach, and Director of Curriculum and Instruction	Director of Curriculum and Instruction
Identification of mentor teachers	District Administrators and Principals have the flexibility to determine mentor teachers based on progress monitoring data from intervention programs or diagnostic assessments.	Walkthroughs, lesson plans, student data, and teacher evaluations	Beginning of the year, staff meeting	District Instructional Coach and Director of Curriculum and Instruction	Director of Curriculum and Instruction
Establishing of model classrooms within the school	Staff Meetings – Quarterly data review meetings between School Level Administrators and District Administrators	Walkthroughs, lesson plans, student data, and teacher evaluations	Beginning of the year, staff meeting	District Instructional Coach and Director of Curriculum and Instruction	Director of Curriculum and Instruction
Providing teachers with time weekly to meet together for professional development including lesson study and PLCs	Staff Meetings	Agendas and Sign in sheets	Once a grading period, agendas and sign in sheets	Director of Curriculum and Instruction	Director of Curriculum and Instruction

Instruction

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

Requirement	How is it communicated to principals?	How is it monitored by principals?	How is it reported to the district?	To whom is it reported at the district?	How often is it reported to the district?
Whole group instruction utilizing an evidence-based sequence of reading instruction	Staff Meetings	Walkthroughs, lesson plans, and teacher schedules	Lesson plans	District Instructional Coach and Director of Curriculum and Instruction	Quarterly
Small group differentiated instruction in order to meet individual student needs	Staff Meetings	Walkthroughs, lesson plans, and teacher schedules	Lesson plans	District Instructional Coach and Director of Curriculum and Instruction	Quarterly

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

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

The Calhoun County School District will offer an Intensive Reading Bootcamp, in the fall, to students with reading deficiencies in K-3rd grade. The materials used will be research based and will include multisensory, explicit, and systematic instruction.

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	
District expenditures on reading coaches assigned to elementary schools	
District expenditures on reading coaches assigned to secondary schools	
District expenditures on intervention teachers assigned to elementary schools	197,094
District expenditures on intervention teachers assigned to secondary schools	
District expenditures on supplemental materials or interventions for elementary schools	
District expenditures on supplemental materials or interventions for secondary schools	
District expenditures on reading coaches assigned to elementary schools	
District expenditures on reading coaches assigned to secondary schools	
District expenditures on professional development	
District expenditures on helping teachers earn the reading endorsement	
District expenditures on summer reading camps	
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	
Flexible Categorical Spending	
Sum of Expenditures	197,094
Amount of District Research-Based Reading Instruction Allocation	

Summer Reading Camp

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

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

Calhoun County School District did not have summer reading camp during summer 2020. The district is going to offer an ELA boot camp in the fall for K-3rd grade students with reading deficiencies.

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

If yes, which grade levels? _____

Reading Allocation Literacy Coaches

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

Coaches must meet the following criteria:

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

An addendum will be sent out the last week of August 2020 requesting specific information.
What problem-solving method was used to determine which schools have the greatest need based on student performance data in reading per 6A-6.053 F.A.C.? (Please attach any rubrics or related artifacts)

The Calhoun County School District does not have Reading/Literacy Coaches at the school level that are funded from the Research Based Reading Instruction Allocation. iReady data, STAR data, and FSA data was analyzed to help with decision making. Resource/Intervention teachers are utilized to provide small group/one on one instruction and support as needed.

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

This information was communicated to principals during staff meetings.

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

The Director of Curriculum and Instruction will ensure that these guidelines are followed as well as address any concerns that may arise.

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

Is your district using the Just Read, Florida! coaching model? Yes ☐ No ☒
If you checked no, please complete and submit the Alternative Coaching Model document.
If you checked yes, please fill out the following chart:

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

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

How are these requirements being communicated to principals?	*How are coaches recording their time and tasks?*	*Who at the district level is monitoring this?*	*How often is the data being reviewed?*	*What problem-solving steps are in place for making decisions based on the data?*
NA	NA	NA	NA	NA

Other Considerations

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

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

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

Charter schools per 6A-6.053(5)

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

Instructional Continuity Plan

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

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

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

The Decision Trees must contain the following information:

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

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): K-5th Grade

IF:

Student meets the following criteria at beginning of school year:
Kindergarten: iReady Diagnostic Scale Score – 362 and higher, STAR Early Literacy/FLKRS Scale Score – 500 and above
1st: iReady Diagnostic Scale Score – 434 and higher
2nd: iReady Diagnostic Scale Score – 489 and higher
3rd: iReady Diagnostic Scale Score – 511 and higher, FSA ELA Level 3, Level 4, or Level 5
4th: iReady Diagnostic Scale Score – 557 and higher, FSA ELA Level 3, Level 4, or Level 5
5th: iReady Diagnostic Scale Score – 581 and higher, FSA ELA Level 3, Level 4, or Level 5

THEN: **TIER 1 Only**

TIER 1

Initial instruction:

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

Core Curriculum

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

Calhoun County students in grades K-5 receive reading instruction from the *"Wonders"* series by McGraw Hill. It is a comprehensive core curriculum. There is strong evidence to support reading instructional needs are being met when implemented with fidelity. The programs listed below are used in conjunction with *"Wonders"*.
Letterland – PreK – 3rd Grade phonics program – Strong - https://284ivp1abr6435y6t219n54e-wpengine.netdna-ssl.com/wp-content/uploads/2019/10/Results-Research-Academic-Testimonials.pdf
https://ro.ecu.edu.au/cgi/viewcontent.cgi?article=1499&context=theses_hons
Expanding Expressions, an Oral Language program is used in kindergarten and first grade. Strong – evidenceforessa.org

Progress Monitoring

Assessment & Frequency	***Performance Criteria that indicates Tier 1 is sufficient***	***Performance Criteria to that would prompt addition of Tier 2 interventions***
STAR Early Literacy - Three times a year iReady – Three times a year	Tier I is sufficient as long as students continue to remain in the Green Zone on the iReady Diagnostic or score above the 50th percentile on the iReady Diagnostic	30th – 49th percentile on the iReady Diagnostic

	How is the effectiveness of Tier 1 instruction being monitored? Assessment data is analyzed to ensure students' success and determine next steps. Informal walkthroughs, collaboration meetings, and data chats are additional ways Tier I instruction is being monitored.	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?*** *Administrators use walkthrough data, progress monitoring data, and individual daily student performance data to identify strengths and weaknesses in classroom instruction. If a weakness is identified the following steps are taken.* • *Identify the discrepancy/gap* • *Determine why there is a discrepancy/gap* *(ex. Instruction, curriculum, environment, or learner)* • *Use data to implement changes* • *Monitor changes to ensure student success*
	How is the effectiveness of Tier 1 curriculum being monitored? District assessment data is analyzed to ensure students' success and determine next steps.	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?*** *District administrators analyze data to identify strengths and weaknesses and look for trends.* • *Identify the discrepancy/gap* • *Review curriculum with teacher/teachers – (scope, sequencing, pacing, materials, rigor, format, and relevance)* • *Determine why there is a discrepancy/gap* *(ex. Instruction, curriculum, environment, or learner)* • *Use data to implement changes or make adjustments or support your curriculum with supplemental materials* • *Monitor changes to ensure student success*
	How is instruction modified for students who receive instruction through distance learning? *Modifications will vary based on grade level expectations. Teachers will utilize Google Classroom, Zoom, and online textbooks to make assignments and to provide instruction.*	

IF:	Student meets the following criteria at beginning of school year: Kindergarten: iReady Diagnostic Scale Score – 100-361, STAR Early Literacy/FLKRS Scale Score – 438-499 1st: iReady Diagnostic Scale Score – 347-433 2nd: iReady Diagnostic Scale Score – 419-488 3rd: iReady Diagnostic Scale Score – 474-510 4th: iReady Diagnostic Scale Score – 496-556, FSA ELA Level 2 5th: iReady Diagnostic Scale Score – 542-580, FSA ELA Level 2
THEN:	**TIER 1 instruction and TIER 2 interventions**
TIER 1 instruction and TIER 2 interventions	*Interventions:* • *are 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 feedback* • *occurs during time allotted in addition to core instruction* • *includes accommodations (IEP, ESOL or 504)*

TIER 2 Programs/Materials/Strategies & Duration	*TIER 2 Progress Monitoring*			
	Assessment & Frequency	***Performance Criteria to discontinue Tier 2 intervention***	***Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction***	***Performance Criteria that would prompt addition of Tier 3 interventions***
K -8th Grade - iReady is an online and paper based program that can be used either with individuals or in small groups.	iReady diagnostic – 3x times a year	50th percentile or higher on the iReady Diagnostic	30th – 49th percentile on the iReady Diagnostic	Below 30th percentile on the iReady Diagnostic
Wonders, reading intervention program	iReady diagnostic – 3x times a year	50th percentile or higher on the iReady Diagnostic	30th – 49th percentile on the iReady Diagnostic	Below 30th percentile on the iReady Diagnostic
Letterland, K-3 phonics program	iReady diagnostic – 3x times a year	50th percentile or higher on the iReady Diagnostic	30th – 49th percentile on the iReady Diagnostic	Below 30th percentile on the iReady Diagnostic

Number of times a week intervention provided	5	***Number of minutes per intervention session***	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?

If a weakness is identified the following steps are taken:

- *Identify the discrepancy/gap*
- *Determine why there is a discrepancy/gap*

(ex. Instruction, curriculum, environment, or learner)

- *Ask: Is additional academic engaged time needed?*
- *Use data to implement changes*
- *Monitor changes to ensure student success*

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

"*Wonders*" by McGraw Hill - Strong Evidence - Effective comprehensive core literacy evidence-based reading program with a positive impact on reading achievement.
https://www.schools.utah.gov/file/2616b67e-5c51-4c43-a361-23779571cee9
https://files.eric.ed.gov/fulltext/EJ1131526.pdf (pg. 26)

Letterland – Strong Evidence **-** Letterland is a multisensory, systematic, explicit phonics program with an intervention component.
https://284ivp1abr6435y6t219n54e-wpengine.netdna-ssl.com/wp-content/uploads/2019/10/Results-Research-Academic-Testimonials.pdf
https://ro.ecu.edu.au/cgi/viewcontent.cgi?article=1499&context=theses_hons

iReady - iReady: Meets Level 3- Promising Evidence - iReady, is a standards based program, that provides supplemental learning support on an individualized level.
https://www.curriculumassociates.com/-/media/1a95af7827d74adcb87ccc7a53a7af22.ashx

	How are Tier 2 interventions modified for students who receive interventions through distance learning? *Modifications will vary based on grade level expectations. Teachers will utilize Google Classroom, Zoom, and online textbooks to make assignments and to provide small group instruction. Individualized iReady lessons can be assigned to students based on academic need.*

IF:	Student meets the following criteria at beginning of school year: Kindergarten: iReady Diagnostic Scale Score – 0-99, STAR Early Literacy/FLKRS Scale Score – 437 and below 1st: iReady Diagnostic Scale Score – 100-346 2nd: iReady Diagnostic Scale Score – 100-418 3rd: iReady Diagnostic Scale Score – 100-473 4th: iReady Diagnostic Scale Score – 100-495, 5th: iReady Diagnostic Scale Score – 100-541,			
THEN:	**TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**			
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	Immediate, intensive intervention: • extended time • targeted instruction based on student need • small group or one-on-one instruction • accommodations (IEP, ESOL, or 504) • more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions • *additional **time allotted is in addition** to core instruction and tier 2 interventions*			
	TIER 3 Programs/Materials/Strategies & Duration	***TIER 3 Progress Monitoring***		
		Assessment & Frequency	***Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction***	***Performance Criteria that would prompt changes to Tier 3 interventions***
	SPIRE	SPIRE Assessment - Weekly	Tier 3 interventions will be discontinued when students are making growth and fall within the 30th – 49th percentile range on the iReady Reading Diagnostic Assessment	Tier 3 interventions will be changed and/ or modified if students are not making adequate progress with current Tier 3 interventions. Below 30th percentile on iReady Reading Diagnostic Assessment
	Sounds Sensible	Sounds Sensible - Weekly	Tier 3 interventions will be discontinued when students are making growth and fall within the 30th – 49th percentile range on the iReady	Tier 3 interventions will be changed and/ or modified if students are not making adequate progress with

		Reading Diagnostic Assessment	current Tier 3 interventions. Below 30th percentile on iReady Reading Diagnostic Assessment

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

Number of times a week intervention provided	**5**	***Number of minutes per intervention session***	**30**

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?

If a weakness is identified the following steps are taken:

- *Identify the discrepancy/gap*
- *Determine why there is a discrepancy/gap*

(ex. Instruction, curriculum, environment, or learner)

- *Ask: Is additional academic engaged time needed? Does an adjustment to group size need to be made?*
- *Use data to implement changes*
- *Monitor changes to ensure student success*

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

"*Wonders*" by McGraw Hill - Strong Evidence - Effective comprehensive core literacy evidence-based reading program with a positive impact on reading achievement.
https://www.schools.utah.gov/file/2616b67e-5c51-4c43-a361-23779571cee9
https://files.eric.ed.gov/fulltext/EJ1131526.pdf (pg. 26)

Letterland – Strong Evidence **-** Letterland is a multisensory, systematic, explicit phonics program with an intervention component.
https://284ivp1abr6435y6t219n54e-wpengine.netdna-ssl.com/wp-content/uploads/2019/10/Results-Research-Academic-Testimonials.pdf
https://ro.ecu.edu.au/cgi/viewcontent.cgi?article=1499&context=theses_hons

iReady - iReady: Meets Level 3 - Promising Evidence - iReady, is a standards based program, that provides supplemental learning support on an individualized level.
https://www.curriculumassociates.com/-/media/1a95af7827d74adcb87ccc7a53a7af22.ashx

SPIRE and Sounds Sensible – Strong Evidence - SPIRE and Sounds Sensible provide explicit, systematic, and multisensory reading and language arts instruction.
http://www.concordspedpac.org/articles/SPIRE-Sounds-Sensible.pdf
https://eps.schoolspecialty.com/EPS/media/Site-Resources/Downloads/research-papers/SPIRE-effectiveness.pdf?ext=.pdf

How are Tier 3 interventions modified for students who receive interventions through distance learning?
Modifications will vary based on student need and grade level expectations. Teachers will utilize Google Classroom, Zoom, and online textbooks to make assignments and to provide one on one or small group instruction. Individualized iReady lessons can be assigned to students based on academic need.

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 6th – 12th Grade

IF:

Student meets the following criteria at beginning of school year:
Level 3, 4 or 5 on FSA ELA Assessment
6th Grade iReady Diag. Assessment 598 and higher
7th Grade iReady Diag. Assessment 609 and higher
8th Grade iReady Diag. Assessment 620 and higher

THEN: **TIER 1 Only**

TIER 1

Initial instruction:

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

Core Curriculum

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

Calhoun County students in grades 6-12 receive reading instruction from the "Collections" series by Houghton Mifflin Harcourt. It is a comprehensive core curriculum. There is strong evidence to support reading instructional needs are being met when implemented with fidelity.

Progress Monitoring

Assessment & Frequency	***Performance Criteria that indicates Tier 1 is sufficient***	***Performance Criteria to that would prompt addition of Tier 2 interventions***
Grades 6-10 - STAR Reading - Three times a year Grades 6-8 - iReady – Three times a year	50th percentile or above on the iReady Reading Diagnostic	30th – 49th percentile on the iReady Reading Diagnostic

How is the effectiveness of Tier 1 instruction being monitored?
Assessment data is analyzed to ensure students' success and determine next steps. Informal walkthroughs, collaboration meetings, and data chats are additional ways Tier I instruction is being monitored.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?
Administrators use walkthrough data, progress monitoring data, and individual daily student performance data to identify strengths and weaknesses in classroom instruction. If a weakness is identified the following steps are taken.

- Identify the discrepancy/gap
- Determine why there is a discrepancy/gap

(ex. Instruction, curriculum, environment, or learner)

- Use data to implement changes
- Monitor changes to ensure student success

	How is the effectiveness of Tier 1 curriculum being monitored? District assessment data is analyzed to ensure students' success and determine next steps.	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?*** District administrators analyze data to identify strengths and weaknesses and look for trends. • Identify the discrepancy/gap • Review curriculum with teacher/teachers – (scope, sequencing, pacing, materials, rigor, format, and relevance) • Determine why there is a discrepancy/gap (ex. Instruction, curriculum, environment, or learner) • Use data to implement changes or make adjustments or support your curriculum with supplemental materials • Monitor changes to ensure student success
	How is instruction modified for students who receive instruction through distance learning? Modifications will vary based on grade level expectations. Teachers will utilize Google Classroom, Zoom, and online textbooks to make assignments and to provide instruction.	

IF:	Student meets the following criteria at beginning of school year: Level 2, on FSA ELA Assessment **AND/OR** 6th Grade iReady Diag. Assessment 566-597 7th Grade iReady Diag. Assessment 583-608 8th Grade iReady Diag. Assessment 594-619				
THEN:	**TIER 1 instruction and TIER 2 interventions**				
TIER 1 instruction and TIER 2 interventions	*Interventions:* • *are 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 feedback* • *occurs during time allotted in addition to core instruction* • *includes accommodations (IEP, ESOL or 504)*				
	TIER 2 Programs/Materials/Strategies & Duration	***TIER 2 Progress Monitoring***			
		Assessment & Frequency	***Performance Criteria to discontinue Tier 2 intervention***	***Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction***	***Performance Criteria that would prompt addition of Tier 3 interventions***
	6th-8th Grade - iReady is an online and paper based program that can be used either with individuals or in small groups.	iReady diagnostic – 3x times a year -	Tier 2 interventions will be discontinued when students meet Tier 1 expectations.	Tier 2 interventions will be continued as long as students are showing growth but still	Tier 3 interventions will be added if students are not making adequate progress with

			iReady Diagnostic Assessment 50th percentile and above	not meeting Tier I expectations. iReady Diagnostic Assessment 31st to 49th Percentile	Tier 2 interventions. iReady Diagnostic 30th Percentile or below
	6th – 12th – Teengagement – Supplemental Reading Program that incorporates critical thinking through purposeful, relevant, rigorous, engaging units of study.	Varies	Tier 2 interventions will be discontinued when students meet Tier 1 expectations. iReady Diagnostic Assessment 50th percentile and above	Tier 2 interventions will be continued as long as students are showing growth but still not meeting Tier I expectations. iReady Diagnostic Assessment 31st to 49th Percentile	Tier 3 interventions will be added if students are not making adequate progress with Tier 2 interventions. iReady Diagnostic 30th Percentile or below
	6th – 12th Grade –Harcourt *Collections* –Utilize Levelup tutorials to reteach key skills covered in the core instructional program	*Collections* assessment – once a grading period	Tier 2 interventions will be discontinued when students meet Tier 1 expectations. iReady Diagnostic Assessment 50th percentile and above	Tier 2 interventions will be continued as long as students are showing growth but still not meeting Tier I expectations. i-Ready Scale Score 31st to 49th Percentile	Tier 3 interventions will be added if students are not making adequate progress with Tier 2 interventions. I-Ready Scale Score 30th Percentile and below

Number of times a week intervention provided	3-5	***Number of minutes per intervention session***	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?

If a weakness is identified the following steps are taken:

- Identify the discrepancy/gap
- Determine why there is a discrepancy/gap

(ex. Instruction, curriculum, environment, or learner)

- Ask: Is additional academic engaged time needed?
- Use data to implement changes
- Monitor changes to ensure student success

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

***"Collections"* by HMH –** Demonstrates a Rationale - https://prod-hmhco-vmg-craftcms-private.s3.amazonaws.com/documents/WF994235_ESSA_2019_NTL_Evidence-Overviews_Revision_Collections_FO.pdf?X-Amz-Content-Sha256=UNSIGNED-PAYLOAD&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Credential=AKIAJMFIFLXXFP4CBPDA%2F20200622%2Fus-east-1%2Fs3%2Faws4_request&X-Amz-Date=20200622T162331Z&X-Amz-SignedHeaders=host&X-Amz-Expires=3600&X-Amz-Signature=413ea37a1f2b9165ef916c6727fbb1fcd28bdf51d7d9f5d417e4e7e8a9987881

iReady - iReady: Meets Level 3 - Promising Evidence - iReady, is a standards based program, that provides supplemental learning support on an individualized level.
https://www.curriculumassociates.com/-/media/1a95af7827d74adcb87ccc7a53a7af22.ashx

Teengagement – Strong Evidence **-** *Teengagement is a supplemental Reading Program that incorporates critical thinking through purposeful, relevant, rigorous, engaging units of study*.
http://teengagement.com/wp-content/uploads/Teengagement-White-Paper-Design-Results-Research.pdf

How are Tier 2 interventions modified for students who receive interventions through distance learning?
Modifications will vary based on grade level expectations. Teachers will utilize Google Classroom, Zoom, and online textbooks to make assignments and to provide small group instruction. Individualized iReady lessons can be assigned to students based on academic need.

IF:

Student meets the following criteria at beginning of school year:
Level 1, on FSA ELA Assessment **AND/OR**
6th Grade iReady Diag. Assessment 565 and below
7th Grade iReady Diag. Assessment 582 and below
8th Grade iReady Diag. Assessment 593 and below

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

TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions

Immediate, intensive intervention:

- extended time
- targeted instruction based on student need
- small group or one-on-one instruction
- accommodations (IEP, ESOL, or 504)
- more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions
- *additional* ***time allotted is in addition*** *to core instruction and tier 2 interventions*

TIER 3 Programs/Materials/Strategies & Duration	***TIER 3 Progress Monitoring***		
	Assessment & Frequency	***Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction***	***Performance Criteria that would prompt changes to Tier 3 interventions***
Rewards - Research-based, short-term, and specialized program for students in grades 6–12 who struggle reading long, multisyllabic words and comprehending content-area text.	Weekly	Tier 3 interventions will be discontinued when students are making growth and meet Tier 2 expectations.	Tier 3 interventions will be changed and/ or modified if students are not making adequate

		iReady Scale Score of 30th to 49th Percentile	progress with current Tier 3 interventions. iReady Scale Score below 30th Percentile
FOCUS on Reading – It is a supplemental program comprised of the following strategies: comparing and contrasting, making predictions, drawing conclusions, making inferences, recognizing cause and effect, sequence, and main idea and details.	Weekly	Tier 3 interventions will be discontinued when students are making growth and meet Tier 2 expectations. iReady Scale Score of 30th to 49th Percentile	Tier 3 interventions will be changed and/ or modified if students are not making adequate progress with current Tier 3 interventions. iReady Scale Score below 30th Percentile
9th – 12th – Teengagement – Supplemental Reading Program that incorporates critical thinking through purposeful, relevant, rigorous, engaging units of study.	Varies	Tier 3 interventions will be discontinued when students are making growth and meet Tier 2 expectations iReady Scale Score of 30th to 49th Percentile	Tier 3 interventions will be changed and/ or modified if students are not making adequate progress with current Tier 3 interventions iReady Scale Score below 30th Percentile

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

Number of times a week intervention provided	***3-5***	***Number of minutes per intervention session***	***30***

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?

- ***Identify the discrepancy/gap***
- ***Determine why there is a discrepancy/gap***

(ex. Instruction, curriculum, environment, or learner)

- ***Ask: Is additional academic engaged time needed? Does an adjustment to group size need to be made?***
- ***Use data to implement changes***
- ***Monitor changes to ensure student success***

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

Calhoun County students in grades 6-8 receive reading instruction from Rewards. It is a research-based, short-term, and specialized program for students in grades 6-8 *who struggle reading long, multisyllabic words and comprehending content-area text. FOCUS on Reading is a supplemental program comprised of the following strategies: comparing and contrasting, making predictions, drawing conclusions, making inferences, recognizing*

cause and effect, sequence, and main idea and details. *There is strong evidence to support reading instructional needs are being met when these programs are implemented with fidelity.*

***"Collections"* by HMH –** Demonstrates a Rationale – https://prod-hmhco-vmg-craftcms-private.s3.amazonaws.com/documents/WF994235_ESSA_2019_NTL_Evidence-Overviews_Revision_Collections_FO.pdf?X-Amz-Content-Sha256=UNSIGNED-PAYLOAD&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Credential=AKIAJMFIFLXXFP4CBPDA%2F20200622%2Fus-east-1%2Fs3%2Faws4_request&X-Amz-Date=20200622T162331Z&X-Amz-SignedHeaders=host&X-Amz-Expires=3600&X-Amz-Signature=413ea37a1f2b9165ef916c6727fbb1fcd28bdf51d7d9f5d417e4e7e8a9987881

iReady - iReady: Meets Level 3 - Promising Evidence - iReady, is a standards based program, that provides supplemental learning support on an individualized level. https://www.curriculumassociates.com/-/media/1a95af7827d74adcb87ccc7a53a7af22.ashx

Teengagement – Strong Evidence **-** *Teengagement is a supplemental Reading Program that incorporates critical thinking through purposeful, relevant, rigorous, engaging units of study*. **http://teengagement.com/wp-content/uploads/Teengagement-White-Paper-Design-Results-Research.pdf**

FOCUS on Reading – Demonstrating a rationale - ***FOCUS on Reading is a supplemental program comprised of the following strategies: comparing and contrasting, making predictions, drawing conclusions, making inferences, recognizing cause and effect, sequence, and main idea and details***. ***https://www.curriculumassociates.com/-/media/mainsite/files/additional-products/focus-on-reading-research.pdf***

Rewards- Moderate Evidence **-** It is a research-based, short-term, and specialized program for students in **grades 6-8** who struggle reading long, multisyllabic words and comprehending content-area text. ***https://www.voyagersopris.com/literacy/rewards/research-results*** https://www.voyagersopris.com/docs/default-source/literacy/rewards/rewards_florida_center_for_reading_research.pdf?sfvrsn=1146a5f1_2

How are Tier 3 interventions modified for students who receive interventions through distance learning? Modifications will vary based on student need and grade level expectations. Teachers will utilize Google Classroom, Zoom, and online textbooks to make assignments and to provide one on one or small group instruction. Individualized iReady lessons can be assigned to students based on academic need.