

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

Contact Information

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

District Contact: Lori Sandgren

Contact Email: Lori.Sandgren@WCSB.US

Contact Telephone: 850-926-0065

District-Level Leadership

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

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

Performance Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Overall FSA-ELA	52	*	54	*	56	*	58
District Overall FSA-ELA	59	59	59	61	63	63	64

Growth (Learning Gains) Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Gains FSA-ELA	52	*	54	*	54	*	59
District Gains FSA-ELA	54	55	55	57	59	59	61

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

District Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
White/African American	19	18	17	16	17	14	13
White/Hispanic	8	8	3	3	13	2	1
Economically Disadvantaged/Non-Economically Disadvantaged	20	19	22	19	18	17	5
Students with Disabilities/Students without Disabilities	32	30	32	30	38	27	21
English Language Learners/ Non-English Language Learners	0	0	0	Click here to enter text.	0	0	0

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

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

District goals for student achievement are reviewed upon receipt of the FSA scores each year. We will also review data Renaissance Universal screener (STAR) to help determine the reading needs of our students. Through analyzing data, a grade level reading flow chart of district approved programs has been created to provide guidance to our schools and assure continuity of instruction. This reading flow chart aligns with the MTSS process and helps assure equality of resources for every students. The allocation will pay for the designated reading teachers for our neediest students, help with the cost of literacy programs included in the district flow chart, and combine with other district funds to provide appropriate professional development and assure fidelity of implementation. Each program and curriculum outline has been chosen and/or created to help close the achievement gap. District wide training on each program and implementation will be offered through professional development this summer. Monitoring of implementation will be handled at school level, as well as district level. Through implementation of the grade level reading flow chart, collaboration, and classroom monitoring, student achievement will improve.

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

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

District Instructional Service Staff- A district-level data review calendar has been created to assure timely and effective review of data.

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

K-12 students are assessed through a uniform assessment (STAR Reading) three times per year. This data is reviewed at classroom, school, and district level for the purpose of identifying students who are exceeding, meeting, and struggling to meet district goals. These assessment are given August, January and May. In addition, elementary schools use Standards Based Assessment data to help identify students in need of additional support, and course grades indicate students in need of intervention at the middle and high school levels.

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

Principals are tasked with collecting walk-through data. In addition, Reading Coaches and District Instructional Services staff conduct walk-throughs on a monthly basis. The District Reading Contact meets monthly with Reading Coaches to review data from schools. Monthly administrative meetings with school leaders are also held to review data. Leadership meetings focus on training administrators to address instructional needs identified through the data collections. A plan for data review is outlined in the MTSS Handbook, which requires teachers to review data and set learning goals based on specific student's data. Administrators monitor to assure that instruction aligns with set learning goals. District-level instructional staff will specifically monitor data after each administration of the universal screener, quarterly after each grading period, and during monthly Reading Coach meetings.

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

The primary responsibility lies with the District Reading Contact with support from all District Instructional Service Staff

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

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

District Instructional Services staff is responsible for ensuring classroom instruction is aligned to grade-level Florida Standards, as well as assistant from school-level administration.

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

District Leadership Team will hold monthly meeting to discuss data, curriculum and standards based lessons. Leadership meeting will include training for administrators on how to address instructional needs through standard based lessons. An ongoing district-wide professional development (SATL) is offered to teachers to help assist them in creating standard based lesson plans. A stipend is provided for participation.

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

Standard based lessons and assessment evidence will be turned in once a semester to Instructional Services to ensure alignment and to meet qualification for the designated stipend.

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

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

It is monitored through the District Instructional Services office. The Curriculum Software Specialist monitors usage reports, and walk-throughs, grade level meetings, and administrative meetings are all used to monitor implementation in the classrooms.

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

The district has contracted with Renaissance Place for the purpose of providing a portal for text selections. Grade level teams during the summer work together to identify complex text and create text sets for use in instruction. In addition, the district has worked with the Literacy Design Collaborative to help teachers build modules encompassing a wide variety of complex text. Digital resources are used to provide text in a variety of mediums.

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

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

District and school leadership will monitor implementation, including UDL principles, at least three times during the school year.

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

The District has implemented an initiative to train all teachers in the use of Kagan structures. The purpose of this training is to increase differentiation, access and engagement in classrooms. This training has included job-embedded coaching and the collection of walk through data to monitor teacher implementation. Additional training will be conducted during the summer.

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

District and school leadership will monitor implementation, including UDL principles, at least three times during the school year.

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

See Appendix A.

Research-Based Reading Instruction Allocation

As per Section 1011.62(c), F.S., funds allocated under this subsection must be used to provide a system of comprehensive reading instruction to students enrolled in the K-12 programs, which may include the following:

- An additional hour per day of intensive reading instruction to students in the 300 lowest-performing elementary schools by teachers and reading specialists who are effective in teaching reading;
- Kindergarten through grade 5 reading intervention teachers to provide intensive intervention during the school day and in the required extra hour for students identified as having a reading deficiency;
- Highly qualified reading coaches to specifically support teachers in making instructional decisions based on student data and improve teacher delivery of effective reading instruction, intervention and reading in the content areas based on student need;
- Professional development for school district teachers in evidence-based reading instruction, including strategies to teach reading in content areas with an emphasis on technical and informational text;
- Summer reading camps, using only teachers or other district personnel who are certified or endorsed in reading consistent with Section 1008.25(7)(b)(3), F.S., for all students in kindergarten through grade 2 who demonstrate a reading deficiency as determined by district and state assessments, and students in grades 3 through 5 who score at Level 1 on the statewide, standardized English Language Arts (ELA) assessment;
- Supplemental instructional materials that are grounded in evidence-based reading research; and
- Intensive interventions for students in kindergarten through grade 12 who have been identified as having a reading deficiency or who are reading below grade level as determined by the statewide, standardized English Language Arts assessment.

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

Professional Development

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

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

District Instructional Service Staff

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

\$10,000.00

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

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

District Instructional Service Staff

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

Yes

Reading/Literacy Coaches

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

Please answer the following questions regarding reading/literacy coaches:

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

Reading Coaches must be high-performing teachers with extensive classroom experience. They are required to have the Reading Endorsement

<http://wakulla.schooldesk.net/Portals/Wakulla/District/docs/Human%20Resources/Certified%20Positions/ReadingCoach2011.pdf?ver=2018-01-21-024941-193>

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

One High School Reading Coach

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

Yes

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

- Elementary:0
- Middle:0
- High:1

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

School wide Florida Standards Assessment, Renaissance STAR Early literacy and Literacy scale score, IReady Assessments, Response to Intervention data.

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

67,493.80

Supports for Identification and Intervention of Students With Reading Deficiencies

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

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

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

1 Intensive teacher at Wakulla Middle School, 1 Intensive teacher at Riverspring Middle School, and 2 Intensive at Wakulla High School

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

Yes

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

- a. Elementary:0
- b. Middle:2
- c. High:2

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

210,980.24

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

Renaissance STAR, IReady, SIPPS, REWARDS, Read 180, Achieve 3000, Teenagement

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

19,951.25

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

N/A

Summer Reading Camps

Please complete the following questions regarding SRC.

1. **SRC Supervisor Name:**Lori Sandgren
2. **Email Address:**Lori.Sandgren@WCSB.US
3. **Phone Number:**850-926-0065

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

Medart Elementary School

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

- a. **Start Date:**June 11th, 2018
- b. **Which days of the week is SRC offered:**Monday-Thursday
- c. **Number of instructional hours per day in reading:**5.50
- d. **End Date:**July 16th, 2018
- e. **Total number of instructional hours of reading:**110

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

Yes

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

1:10

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

2nd grade and 3rd grade

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

Renaissance STAR, IReady Assessments, IReady Phonic Assessments, REWARDS, 3rd grade Portfolio

300 Lowest-Performing Elementary Schools

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

This may be found in Appendix C.

Budget Review

Estimated proportional share distributed to district charter schools	9,631.71
District expenditures on reading coaches	67,493.80
District expenditures on intervention teachers	210,980.24
District expenditures on supplemental materials or interventions	19,951.25
District expenditures on professional development	10,000.00
District expenditures on summer reading camps	3,000.00
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	0
Flexible Categorical Spending	Click here to enter text.
Sum of Expenditures	321,057.00
Amount of district research-based reading instruction allocation for 2018-2019	321,057.00

BASE Meeting

Attendance at each meeting:

Exceptional Student Education Director----Tanya English
Special Programs and Procedures---Sue Anderson
Chief of Academic---Sunny Chancy
Curriculum Coordinator---Lori Sandgren
Human Resources----Angie Walker
Program Specialist----Vicki Benton

Meeting dates: January 8th, 2018, March 3, 2018, April 3rd, 2018, and May 1st, 2018.

Agenda:

- District Wide data on Phonics and Interventions
 - Introduce SIPPS K-3
 - Multisensory Handout with training
- SATL: Standards Approach to Learning
 - New Curriculum Framework
 - New Calendars of Standards
 - New District Assessments
- District Collaboration Team
 - Classroom Assessments being created
 - SIPPS training
 - District Wide Grade level meetings
- Wakulla Writes
 - Redo of District writing prompts
- Professional and Development Day Workshop
 - SIPPS review
 - Multisensory and Dyslexia training by Instructional Coaches

APPENDIX B

Identification of Students with Reading Deficiencies and Intervention Supports

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

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

The charts must contain the following information:

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

Identification/Intervention Decision Tree – K-5

DTI – Wakulla County Schools

Grade	Assessment	Performance Benchmark(s)) <i>Fall Scale Score</i>	Intervention	Intervention Modification	Correlation to MTSS Plan
K	Florida Kindergarten Readiness Screener Universal Screener – STAR Early Literacy	Scaled Score of 521+ (BOY: 50 th percentile alignment)	Core instruction (all students): <ul style="list-style-type: none"> • Expanding Expressions (oral language) • Harcourt Journeys with Interactive Read Alouds and Vocabulary Instruction; district aligned trade books • Daily instruction in phonemic and phonological awareness; phonics; decoding fluency; SIPPS beginning • Differentiated small and whole group instruction • 90 – 120 minutes daily 	Targeted small group instruction occurs at point of need. If student fails to meet growth benchmark(s), one of the following will occur: <ul style="list-style-type: none"> • Additional diagnosis with aligned instruction; • More frequent progress monitoring with aligned instruction; • Creation of a Tier I Plan with parent contact, which outlines specific classroom interventions and expected growth targets. 	Effective Tier I Instruction STAR Early Literacy will be implemented three times a year. Based on the scale score, aligned classroom interventions will occur throughout the year.
		Scaled Score of 471-520; (BOY)	Core Instruction + Targeted Intervention; Identification of specific area(s) of need with aligned daily small group instruction. 15 – 20 minutes per day in targeted small group; Group size ≤ 5 students; Supplemental Instructional Materials: <ul style="list-style-type: none"> • iReady; PALS; FCRR activities small group instruction • SIPPS beginning • SIPPS: Intensive Multisensory Instruction 	--Parents of student(s) not on level (at or above SS 594) by the mid-year assessment must be notified of reading deficiency as required in FS 1008.25. --If progress monitoring indicates the student is not making adequate progress toward on-level achievement, one of the following will occur: <ul style="list-style-type: none"> • Increased time/frequency of targeted instruction; • Increased problem-solving; Change of target or type of intervention based on problem solving. • Reference Tier II Toolbox (pg. 23) for Response to Intervention, located in the MTSS Handbook. http://www.wakullaschooldistrict.org/Portals/Wakulla/District/docs/Employee Resources/RTI/RtI Handbook 2016final.pdf (Revised, Summer 2015) Students will be determined to have a substantial reading deficiency if they meet the following: <ul style="list-style-type: none"> • Scoring below the 50th percentile STAR Early Literacy • STAR Reading Scale Score: Grade K (STAR Early Literacy) =below 521 • Kindergarten students who have mastered less than 75% of letters and sounds (When thinking of 52 letter names – upper and lowercase- and 26 sounds – all consonants plus short vowel sounds – for a total of 78, student should have at least 59.) 	Student is placed on the Watch List. Progress Monitoring will determine the need of a Tier I Plan with possible increase of intervention intensity to Tier II.

		<p>Scaled Score Below 471; (BOY)</p>	<p>Core Instruction + Targeted Intervention + Intensive Intervention; Intensive Targeted classroom instruction occurring daily. Additional 20 minutes per day; Group size ≤ 3 Supplemental Instructional Materials:</p> <ul style="list-style-type: none"> ● iReady with direct instruction component; Harcourt Journeys Intervention Station ● FCRR Activities in one on one intervention ● SIPPS beginning ● SIPPS: Intensive Multisensory Instruction 	<p>--Parents of student(s) not on level (at or above SS 594) by the mid-year assessment must be notified of reading deficiency as required in FS 1008.25. --If progress monitoring indicates the student is not making adequate progress toward on-level achievement, one of the following will occur:</p> <ul style="list-style-type: none"> ● Increased time/frequency of targeted instruction; ● Increased problem-solving; Change of target or type of intervention based on problem solving. ● Reference Tier II (pg.23) and Tier III (pg.29) Toolboxes for Response to Intervention, located in the MTSS Handbook. http://www.wakullaschooldistrict.org/Portals/Wakulla/District/docs/Employee Resources/RTI/RtI Handbook 2016final.pdf (Revised, Summer 2015) <p>Students will be determined to have a substantial reading deficiency if they meet the following:</p> <ul style="list-style-type: none"> ● Scoring below the 50th percentile STAR Early Literacy ● STAR Reading Scale Score: Grade K (STAR Early Literacy) =below 521 ● Kindergarten students who have mastered less than 75% of letters and sounds (When thinking of 52 letter names – upper and lowercase- and 26 sounds – all consonants plus short vowel sounds – for a total of 78, student should have at least 59. 	<p>Teacher creates a Tier I Plan with parent contact and monitors progress. Progress Monitoring determines increase of intensity of intervention to Tier II and/or Tier III.</p>
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Grade	Assessment	Performance Benchmark(s) <i>Fall Scale Score</i>	Intervention	Intervention Modification	Correlation to MTSS Plan
Grade1, 2, and 3	Universal Screener – STAR Reading	First Grade, Second Grade, and Third Grade: 50th percentile or above	Core instruction: <ul style="list-style-type: none"> Expanding Expressions (oral language) – first grade only Harcourt Journeys with Interactive Read Alouds and Vocabulary Instruction; district aligned trade books Daily instruction in phonemic and phonological awareness; phonics; decoding fluency, as notes in the curriculum organizer 1st: SIPPS Extension/2nd: SIPPS: beginning of Challenge/ 3rd: SIPPS Challenge Differentiated small and whole group instruction 90 – 120 minutes daily 	Targeted small group instruction occurs at point of need. If student fails to meet growth benchmark(s), one of the following will occur: <ul style="list-style-type: none"> Additional diagnosis with aligned instruction; More frequent progress monitoring with aligned instruction; Creation of a Tier I Plan with parent contact. 	Effective Tier I Instruction Student is placed on the Watch List.
		First Grade, Second Grade, and Third Grade: (and retained 3 rd grade students) 21 st percentile-49 th percentile	Administer STAR Early Literacy to help target intervention. Core Instruction + Targeted Intervention; Identification of specific area(s) of need with aligned daily small group instruction. 15 – 20 minutes per day in targeted small group; Group size ≤ 5 students; Supplemental Instructional Materials: <ul style="list-style-type: none"> iReady; PALS SIPPS: Intensive Multisensory Instruction based on placement <u>**All retained 3rd grade students must receive Tiered interventions as outlined in SS 1008.25.</u>	--Parents of student(s) not on level by the mid-year assessment must be notified of reading deficiency as required in FS 1008.25. (<50 th percentile) --If progress monitoring (STAR Reading) indicates the student is not making adequate progress toward on-level achievement, one of the following will occur: <ul style="list-style-type: none"> Increased time/frequency of targeted instruction; Increased problem-solving; Change of target or type of intervention based on problem solving. Reference Tier II (pg.23) Toolbox for Response to Intervention, located in the MTSS Handbook. http://www.wakullaschooldistrict.org/Portals/Wakulla/District/docs/Employee_Resources/RTI/RTI_Handbook_2016final.pdf (Revised, Summer 2018) Students will be determined to have a substantial reading deficiency if they meet the following: <ul style="list-style-type: none"> Scoring below the 50th percentile on STAR Reading or STAR Early Literacy <ul style="list-style-type: none"> Grade 1: STAR Reading=below 75 OR STAR Early Literacy=below 639 STAR Reading Scale Score: Grade 2= below 316/Grade 3= below 428 An average of below 70% on District Standard-Based Assessments for the first semester 	Progress Monitoring will determine the need of a Tier I Plan with possible increase of intervention intensity to Tier II.

		<p>First Grade, Second Grade, and Third Grade: (and retained 3rd grade students)</p> <p>20th percentile and below</p> <p>Retained 3rd FSA ELA (Level 2/285)</p>	<p>Administer STAR Early Literacy to help target intervention.</p> <p>Core Instruction + Targeted Intervention + Intensive Intervention; Intensive Targeted classroom instruction occurring daily. Additional 20 minutes per day; Group size ≤ 3</p> <p>Supplemental Instructional Materials:</p> <ul style="list-style-type: none"> • iReady with direct instruction component; Harcourt Journeys Intervention Station • SIPPS: Intensive Multisensory Instruction based on placement <p><u>**All retained 3rd grade students must receive Tiered interventions as outlined in SS 1008.25.</u></p>	<p>--Parents of student(s) not on level by the mid-year assessment must be notified of reading deficiency as required in FS 1008.25. (<50th percentile)</p> <p>--If progress monitoring (STAR Reading) indicates the student is not making adequate progress toward on-level achievement, one of the following will occur:</p> <ul style="list-style-type: none"> • Increased time/frequency of targeted instruction; • Increased problem-solving; Change of target or type of intervention based on problem solving. • Reference Tier II (pg.23) and Tier III (pg.29) Toolboxes for Response to Intervention, located in the MTSS Handbook. http://www.wakullaschooldistrict.org/Portals/Wakulla/District/docs/Employee Resources/RTI/RtI Handbook 2016final.pdf (Revised, Summer 2018) <p>Students will be determined to have a substantial reading deficiency if they meet the following:</p> <ul style="list-style-type: none"> • Scoring below the 50th percentile on STAR Reading or STAR Early Literacy <ul style="list-style-type: none"> ○ Grade 1: STAR Reading=below 75 OR STAR Early Literacy=below 639 ○ STAR Reading Scale Score: Grade 2= below 316/Grade 3= below 428 <p>An average of below 70% on District Standard-Based Assessments for the first semester</p>	<p>Teacher creates a Tier I Plan with parent contact and monitors progress. Progress Monitoring determines increase of intensity of intervention to Tier II and/or Tier III.</p>
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Grade	Assessment	Performance Benchmark(s) <i>FSA Scale Score (previous year)</i>	Intervention	Intervention Modification	Correlation to MTSS Plan
Grade 4 and 5	FSA-ELA Scale Score	<p>Fourth Grade: Scaled Score at or above 311</p> <p>Fifth Grade: Scaled Score of at or above 321</p>	<p>Core instruction:</p> <ul style="list-style-type: none"> • Harcourt Journeys with close reading and Vocabulary Instruction; district-aligned trade books; • Close reading and vocabulary instruction using content-area texts (science, social studies, etc.) • REWARDS with ongoing instruction as needed in multisyllabic word decoding, affixes, and spelling patterns 	<p>Targeted small group instruction occurs at point of need. If student fails to meet growth benchmark(s), one of the following will occur:</p> <ul style="list-style-type: none"> • Additional diagnosis with aligned instruction; • More frequent progress monitoring with aligned instruction; • Creation of a Tier I Plan with parent contact. 	<p>Effective Tier I Instruction</p> <p>Students who exhibit at risk characteristics are included on the Watch List with frequent progress monitoring.</p>
		<p>Fourth Grade: Scaled Score of 297-310</p>	<p>Administer DAR to help target intervention.</p>	<p>--Parents of student(s) not on level (<50th percentile) by the mid-year interim assessment (STAR Reading) must be notified of reading deficiency.</p>	<p>A Tier I Plan is created with parental input. Progress Monitoring will</p>

		<p>Fifth Grade: Scaled Score of 304-320</p>	<p>Core Instruction + Targeted Intervention; Identification of specific area(s) of need with aligned daily small group instruction. 15 – 20 minutes per day in targeted small group; Group size ≤ 5 students; Supplemental Instructional Materials:</p> <ul style="list-style-type: none"> • iReady; REWARDS 	<p>--If progress monitoring (STAR Reading) indicates the student is not making adequate progress toward on-level achievement, one of the following will occur:</p> <ul style="list-style-type: none"> • Increased time/frequency of targeted instruction; • Increased problem-solving; Change of target or type of intervention based on problem solving. • Reference Tier II (pg. 23) Toolbox for Response to Intervention, located in the MTSS Handbook. http://www.wakullaschooldistrict.org/Portals/Wakulla/District/docs/Employee Resources/RTI/RtI Handbook 2016final.pdf (Revised, Summer 2018) 	<p>determine the need for possible increase of intervention intensity to Tier II.</p>
		<p>Fourth Grade: Scaled Score at or below 296</p> <p>Fifth Grade: Scaled Score of at or below 303</p>	<p>Administer DAR to help target intervention.</p> <p>Core Instruction + Targeted Intervention + Intensive Intervention; Intensive Targeted classroom instruction occurring daily. Additional 20 minutes per day; Group size ≤ 3 Supplemental Instructional Materials:</p> <ul style="list-style-type: none"> • iReady with direct instruction component; Harcourt Journeys Intervention Station • REWARDS 	<p>--Parents of student(s) not on level (<50th percentile) by the mid-year interim assessment (STAR Reading) must be notified of reading deficiency.</p> <p>--If progress monitoring (STAR Reading) indicates the student is not making adequate progress toward on-level achievement, one of the following will occur:</p> <ul style="list-style-type: none"> • Increased time/frequency of targeted instruction; • Increased problem-solving; Change of target or type of intervention based on problem solving. • Reference Tier II (pg.23) and Tier III (pg. 29) Toolboxes for Response to Intervention, located in the MTSS Handbook. http://www.wakullaschooldistrict.org/Portals/Wakulla/District/docs/Employee Resources/RTI/RtI Handbook 2016final.pdf (Revised, Summer 2018) 	<p>If full data review indicates ongoing deficiency, problem solving must occur to increase level of intervention to Tier II and/or Tier III.</p>

Grade	Assessment	Performance Benchmark(s) <i>FSA Scale Score</i>	Intervention	Intervention Modification	Correlation to MTSS Plan
Grade 6,7, and 8	FSA Scale Score from previous year. Universal Screener – STAR Reading	<p>Sixth Grade: Scaled Score of at or above 321;</p> <p>Seventh Grade: Scaled Score of at or above 326;</p> <p>Eighth Grade: Scaled Score of at or above 333 (FSA Achievement Level 3-5)</p>	<p>Core instruction: ELA Class + Critical Thinking Class</p> <ul style="list-style-type: none"> Harcourt <u>Collections</u> with a focus on close reading and vocabulary instruction; (ELA) CIS and LDC (Critical Thinking Class) District-aligned trade books on District Reading List (ELA/Critical Thinking) REWARDS (Sixth grade)/REWARDS PLUS Social Studies (Seventh grade)/ REWARDS PLUS Science (Eighth grade); Daily instruction/support for decoding multisyllabic words; affixes; root words (ELA and Critical Thinking Classes) Text-based writing (ELA and Critical Thinking Classes) <u>Teengagement</u> Solutions (Critical Thinking Class) 	<p>Targeted small group instruction occurs at point of need. If student fails to meet growth benchmark(s), one of the following will occur:</p> <ul style="list-style-type: none"> Additional diagnosis with aligned instruction; More frequent progress monitoring with aligned instruction; Creation of a Tier I Plan with parent contact. 	<p>Effective Tier I Instruction</p> <p>Universal screener may indicate the need of a Tier I Plan if student scored at the low end of Level 3.</p>
		<p>Sixth Grade: Scaled Score of 304-320;</p> <p>Seventh Grade: Scaled Score of 309-325;</p> <p>Eight Grade: Scaled Score of 318-332 (FSA Achievement Level 2)</p>	<p>Review Universal Screener information to determine targeted area(s) of need.</p> <p>Core Instruction + Targeted Intervention;</p> <ul style="list-style-type: none"> Content-area Reading Class or intensive Reading Class (in addition to ELA Class) – Daily; Integrated and targeted small-group instruction within class – groups of 5 – 7 students; Achieve 3000 	<p>--Parental notification as described in the MTSS plan.</p> <p>--If progress monitoring indicates the student is not making adequate progress toward on-level achievement, one of the following will occur:</p> <ul style="list-style-type: none"> Increased time/frequency of targeted instruction; Increased problem-solving; Change of target or type of intervention based on problem solving. Reference Tier II (pg.23) Toolbox for Response to Intervention, located in the MTSS Handbook. http://www.wakullaschooldistrict.org/Portals/Wakulla/District/docs/Employee Resources/RTI/RtI Handbook 2016final.pdf 	<p>Tier I Plan with parental communication; progress monitoring and follow up</p> <p>Progress monitoring will determine the need to create a Tier II plan to define increased intensity.</p>
Grade	Assessment	Performance Benchmark(s) <i>FSA Scale Score</i>	Intervention	Intervention Modification	Correlation to MTSS Plan

<p>Grade 6,7, and 8 (con'd)</p>	<p>FSA Scale Score from previous year.</p> <p>Universal Screener – STAR Reading</p>	<p>Sixth Grade: Scaled Score of at or below 257-303;</p> <p>Seventh Grade: Scaled Score of at or below 259-308;</p> <p>Eight Grade: Scaled Score of at or below 267-317</p> <p>(FSA Achievement Level 1)</p>	<p>Review data from universal screener to determine area(s) of need. If sufficient information is not available, administer DAR to plan intervention.</p> <p>Core Instruction + Targeted Intervention + Intensive Intervention;</p> <ul style="list-style-type: none"> • 90-minute Intensive Reading Class in addition to ELA Class (daily); • Small group differentiated instruction; groups of 3 – 7. <p>Diagnostic will determine student placement in the following programs.</p> <ul style="list-style-type: none"> • Read 180 Universal • Read 180: Systems 44- Daily instruction in phonemic and phonological awareness; phonics; decoding fluency 	<p>--Parental notification as described in the MTSS plan.</p> <p>--If progress monitoring indicates the student is not making adequate progress toward on-level achievement, one of the following will occur:</p> <ul style="list-style-type: none"> • Increased time/frequency of targeted instruction; • Increased problem-solving; Change of target or type of intervention based on problem solving. • Reference Tier II (pg.23) and Tier III (pg.29) Toolboxes for Response to Intervention, located in the MTSS Handbook. <p>http://www.wakullaschooldistrict.org/Portals/Wakulla/District/docs/Employee Resources/RTI/RtI Handbook 2016final.pdf</p>	<p>Duration of student deficiency will determine whether the teacher creates a Tier I Plan with parental communication or intensifies problem solving to Tier II and/or Tier III.</p>
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Identification/Intervention Decision Tree – 9-12

DT3 – Wakulla County Schools

Grade	Assessment	Performance Benchmark(s) <i>FSA Scale Score</i>	Intervention	Intervention Modification	Correlation to MTSS Plan
Grade 9 and 10	FSA Scale Score from Previous Year;	<p>Ninth Grade: Scaled Score of at or above 337</p> <p>Tenth Grade and above: Scaled Score of at or above 343</p> <p>(FSA Achievement Levels 3-5)</p>	<p>Core instruction:</p> <ul style="list-style-type: none"> • Harcourt Collections with an emphasis on close reading, text-based writing, and Vocabulary Instruction; • District-aligned trade books from District Reading List • Teengagment Solutions-Critical Thinking 	<p>Targeted small group instruction occurs at point of need. If student fails to meet growth benchmark(s), one of the following will occur:</p> <ul style="list-style-type: none"> • Additional diagnosis with aligned instruction; • More frequent progress monitoring with aligned instruction; • Creation of a Tier I Plan with parent contact. 	Effective Tier I Instruction
	Universal Screener – STAR Reading	<p>Ninth Grade: Scaled Score of 322-336</p> <p>Tenth Grade: Scaled Score of 328-342;</p> <p>Eleventh and Twelfth grades: not meeting graduation requirements</p> <p>(FSA Achievement Level 2)</p>	<p>Review of Universal Screener data will help target instruction.</p> <p>Core Instruction + Targeted Intervention;</p> <p>Content-Area Reading Class or Intensive Reading Class – 45-minutes daily</p> <ul style="list-style-type: none"> • Achieve 3000- Differentiated small and whole group instruction with progress monitoring. 	<p>--Parent notification occurs as outlined in the MTSS Handbook.</p> <p>--If progress monitoring indicates the student is not making adequate progress toward on-level achievement, one of the following will occur:</p> <ul style="list-style-type: none"> • Increased time/frequency of targeted instruction; • Increased problem-solving; Change of target or type of intervention based on problem solving. • Reference Tier II (pg.23) Toolbox for Response to Intervention, located in the MTSS Handbook. <p>http://www.wakullaschooldistrict.org/Portals/Wakulla/District/docs/EmployeeResources/RTI/RtI Handbook 2016final.pdf</p>	<p>Tier I Plan with parental communication; progress monitoring and follow up</p> <p>In 10th grade: Progress monitoring will determine the need to create a Tier II plan to define increased intensity.</p> <p>In 11th grade: Intervention intensity must be at a minimum Tier II level and increased to Tier III based on student progress monitoring.</p>

Identification/Intervention Decision Tree – 9-12

DT3 – Wakulla County Schools

Grade	Assessment	Performance Benchmark(s) <i>FSA Scale Score</i>	Intervention	Intervention Modification	Correlation to MTSS Plan
<p>Grade 9 and 10; 11th and 12th who have not met graduation requirements</p>	<p>FSA Scale Score from Previous Year; Universal Screener – STAR Reading</p>	<p>Ninth Grade: Scaled Score of at below 274-321</p> <p>Tenth Grade: Scaled Score of at or below 276-327</p> <p>Eleventh and Twelfth grades: not meeting graduation requirements</p> <p>(FSA Achievement Level 1)</p>	<p>Review data from universal screener to determine area(s) of need. If sufficient information is not available, administer DAR to plan intervention.</p> <p>Core Instruction + Targeted Intervention + Intensive Intervention; Intensive Reading Class; 45 – 90 minutes daily</p> <ul style="list-style-type: none"> • Achieve 3000- Intensive Targeted classroom instruction occurring daily to build basic skills while continuing participation in core instruction. 	<p>--Parental notification occurs as outlined in the MTSS Handbook.</p> <p>--If progress monitoring indicates the student is not making adequate progress toward on-level achievement, one of the following will occur:</p> <ul style="list-style-type: none"> • Increased time/frequency of targeted instruction; • Increased problem-solving; Change of target or type of intervention based on problem solving. • Reference Tier II (pg.23) and Tier III (pg.29) Toolboxes for Response to Intervention, located in the MTSS Handbook. http://www.wakullaschooldistrict.org/Portals/Wakulla/District/docs/EmployeeResources/RTI/RtI_Handbook_2016final.pdf 	<p>9th Grade: Tier I Plan with parental communication; progress monitoring and follow up determines need to increase level of intervention.</p> <p>In 10th grade: Progress monitoring will determine the need to create a Tier II plan to define increased intensity.</p> <p>In 11th grade: Intervention intensity must be at a minimum Tier II level and increased to Tier III based on student progress monitoring.</p> <p>In 12th grade: intensity must be at Tier III.</p>