

Walton 2019-20 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.

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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, 2016-2017 and 2017-2018 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	60	61	61	62	62	64	66

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	55	56	56	58	54	60	62

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
						27	24
White/African American	36	26	36	33	34		
White/Hispanic	17	16	17	15	16	13	11
Economically Disadvantaged/Non-Economically Disadvantaged	25	23	28	22	24	20	17
Students with Disabilities/Students without Disabilities	39	34	44	32	40	28	26
English Language Learners/ Non-English Language Learners	38	36	40	34	34	32	30

* 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.

Expenditures from the reading allocation will be used for reading professional development, reading support personnel, interventions and Summer Reading Camp, and will impact student achievement in the following ways:

A. Professional Development–

1. Reading Endorsement:

District Reading Coaches will provide Reading Endorsement professional development which includes an intensive yearlong PLC utilizing Voyager Sopris LETRS facilitated by the District Reading Coaches paid through the Reading Allocation. By the end of the year all teachers providing Tier 3 reading intervention (including ESE teachers) will have earned their Reading Endorsement either through the PLC or other means. All K-2 teachers are encouraged to participate in this PLC as well. Increasing the number of Reading Endorsed teachers will enable the district to meet the legislative requirement related to Tier 3 instruction. It will also enable principals to create master schedules which include opportunities for Tier 3 students to receive supports from highly trained teachers. The effective instruction provided by Reading Endorsed Tier 3 teachers will increase student outcomes for all students particularly those in the Lowest Performing Quartile.

2. Using WIDA Assessment Data to Inform Instruction:

By the end of 19.20 all Reading/ELA teachers with ESOL students will participate in professional development focused on using WIDA assessment data to inform instruction facilitated by either a District Reading Coach or a consultant. Currently 78% of WCSD schools with ELL subgroups are meeting ESSA benchmarks for ESOL student proficiency. With increased support in this area, 89% of schools will meet ESSA benchmarks for ELL subgroups by 2020.21 and 100% by 2021.22.

3. ELA Instruction:

District Reading Coaches will provide professional development and resources focused high quality ELA instruction. High quality ELA instruction is described in the WCSD Progress Monitoring Guides (Decision Tree) and includes:

a. Tier 1 Instruction using ReadyGen (K-5) or SpringBoard (6-12) curriculum and Phonics First or Tyner Framework in small group within the ELA block (K-5). High quality ELA instruction daily decreases the need for intervention and increases the outcomes for all subgroups. Therefore, teachers will have the opportunity to participate in core curriculum professional development provided by the District Reading Coaches district wide. Principals will ensure that all teachers new to ELA and all Instructional Coaches participate in this training (see Progress Monitoring Guide- Professional Development of ELA Teachers form). District Reading Coaches will provide an overview to Principals as well as ‘Look-for’ sheets to support administrative expectations for effective curriculum implementation. Each school’s core will be considered ‘Healthy’ when 80% of students or more meet benchmarks (see Progress Monitoring Guide for grade level benchmarks). WCSD has found that when more than 20% of the student population requires Tier 2 instruction, effective supports get diluted which has a deleterious effect on accelerated learning outcomes experienced in small

Tier 2 groups comprised of students with similar needs. Therefore, when more than 20% of students require Tier 2 support, problem solving related to core instructional supports occurs between the school-based administrators, Coordinator of Instructional Support, Supervisor of Curriculum and Instruction, the District Reading Coaches and ELA teacher(s). Professional development for Core Instruction will focus on curriculum implementation and effective instructional practices including student engagement strategies. These professional development opportunities will lead to an increased student achievement and learning gains as demonstrated on FSA, STAR and curriculum-based assessments.

b. Tier 2 Instruction includes small group instruction 30 minutes daily in addition to the 120 ELA block (K-5) using systematic, multi-sensory approach (Lexonik Leaps, Phonics First/Structures, Tyner Small Group Framework, Sonday or other district-reviewed and approved program), or Intensive Reading course (6-12) utilizing Structures, Sonday or Lexonik Leaps as well as Achieve 3000, Teengagement for students who meet Tier 2 criteria (see Progress Monitoring Guide for Tier 2 criteria). Professional Development will be provided by District Reading Coaches and an overview will be provided to Principals. Principals will ensure that all teachers providing Tier 2 instruction have been trained on the programs they are implementing and will coordinate with the Coordinator of Instructional Support and/or the school's assigned District Reading Coach to schedule training as necessary. Additionally, Principals and District Reading Coaches will use the Tier 2 Look-for Form (see Progress Monitoring Guide –Tenets of Tier 2 Instruction) to inform conversations and support and will review data to monitor growth. Each K-5 Reading, 6-10 Intensive Reading, and Intervention teacher will submit a Progress Monitoring LongForm (LongForm) with their class data each quarter (see timeline in Progress Monitoring Guide). The Principal and the school's assigned District Reading Coach will review LongForms to ensure that Tier 2 students are making accelerated growth (according to the Progress Monitoring Guide). If a group of Tier 2 students is not making accelerated growth, the Principal, assigned District Reading Coach and teacher will engage in the problem-solving process. The principal will request training by the District Reading Coach as necessary. Each Tier 2 group is considered healthy when 80% of the group is making accelerated progress. When less than 80% of a Tier 2 group is making accelerated progress, problem-solving will occur between the Principal and District Reading Coach to determine additional supports needed (professional development on materials or reading components, eliminating implementation barriers such as scheduling interruptions, etc.). Each school's Tier 2 system is considered healthy when 80% of Tier 2 groups are making accelerated progress. When less than 80% of the school's or grade level's Tier 2 groups are making progress, the Principal and District Reading Coach will engage in the problem-solving process to determine additional supports needed (grade-level or school-wide professional development on materials or reading components, and analyzing/limiting barriers to success such as scheduling, etc.). Professional development for Tier 2 will increase learning outcomes for students performing in the Lowest Quartile which will increase overall Learning Gains and Achievement district-wide.

c. Tier 3 intensified intervention for students who meet Tier 3 criteria (see Progress Monitoring Guide). Tier 3 occurs in addition to Tier 1 and Tier 2 instruction. Principals will ensure that all teachers who provide Tier 3 interventions participate in Reading Endorsement Competencies unless they are already Reading Certified or Reading Endorsed. Additionally, Principals will schedule training with District Reading Coaches and/or the Coordinator of Instructional Supports to ensure all teachers implementing specific reading interventions are trained in the program. School-based MTSS teams will participate in the problem-solving process for students who are not making progress in Tier 3. Additional funds from Student Services support Tier 3 intervention professional development. Professional development related to Tier 3 instruction will increase Learning Gains for students performing in the Lowest Quartile.

4. Specific Conditions Impacting Reading:

Professional development and materials for educators including teachers, Guidance Counselors, Instructional Coaches and Principals 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 indicial student needs. This customized training provided by District Reading Coaches will 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 for reading instruction, including multisensory intervention strategies. As a result, outcomes will increase for all students, particularly those performing in the Lowest Quartile and students in the SwD subgroup. Additional funds from Student Services will support Tier 3 instruction professional development.

5. Early Intervention for Early Literacy:

District data indicate many Kindergarten students are arriving without pre-reading skills. 40% of the district's Kindergarten cohort participate in VPK or PreKD. High quality instruction is the best intervention so PreK teachers will be offered training on effective early literacy instruction based on Voyager Sopris LETRS. As a result, overall FLKRS scores will increase for Kindergarten students who participated in WCSD Pre-K.

6. ESE Teachers:

By the end of 19.20 all ESE teachers who teach reading will participate in professional development around assessment data to inform instruction and multi-sensory instructional techniques provided by District Reading Coaches. Currently 63% of Walton County Schools with ESE subgroups are meeting ESSA benchmarks. With increased support in this area, 75% of schools will meet ESSA benchmarks for ESE subgroups by 2020.21. Additional funds from Student Services will support Tier 3 instruction professional development.

7. Writing Instruction:

In 2018.19 TNTP (The New Teacher Project) supported District Reading Coaches with foundational writing instruction. The District Reading Coaches shared with K-2 teachers at their assigned schools. Walkthrough data reveals there continues to be potential for growth in writing. District Reading Coaches will offer writing professional development district wide (through webinar or face-to-face) for K-2 teachers. In June and July 2019

District Reading Coaches will participate in professional development related to writing instruction and FSA Writing implications. Professional Development Modules will be created to support 3rd – 10th grade teachers with writing instruction aligned to FSA Specifications (through webinar or face-to-face). District Reading Coaches will work with teachers to integrate FSA Writing-aligned tasks into ReadyGen and SpringBoard and will create quarterly District Writes as a tool to drive instruction and monitor progress. Principals will schedule these opportunities for their teachers as supported by data. As a result, overall FSA Writing achievement will increase.

8. Self-selected Independent Reading:

WCSD recognizes the importance of self-selected, just-right reading as a means to support the love of literacy. A professional development module has been created of exemplar practices in independent reading including student conferences and running records. Elementary District Reading Coaches will share this module with Principals and teachers and provide support for similar implementation district-wide. As a result, an increased number of teachers will implement self-selected independent reading conferences leading to increase student growth and achievement.

9. Instructional Practice Guide:

Instruction Partners and The New Teacher Project (TNTP) have supported administrators and coaches in using the Instructional Practice Guide (IPG) as a tool to drive conversations centered on teaching and learning. By ensuring teachers are using district-approved materials for core ELA instruction (K-5: Ready-Gen and Foundations First or Tyner; 6-12 SpringBoard), administrators can focus on Core Action 2 and 3. Core Action 2 analyzes questions and tasks and Core Action 3 focuses on student engagement. Supportive professional development, through TNTP, Instruction Partners or District Reading Coaches will be provided for administrators and coaches new to instructional leadership roles. This focus will enrich supports provided to teachers as they plan engaging and rigorous tasks connected to complex core materials.

B. Instructional Support-

1. District Reading Coaches:

District Reading Coaches are job-embedded professional developers who support teachers in implementing research-based best practices including providing engaging standards-aligned instruction; planning lessons which include complex text and scaffolded questions, as well as embedded formative assessments with exemplar responses; aligning Tier 2 interventions to student need and monitoring data to ensure accelerated growth; and facilitating Professional Learning Communities and other professional development opportunities focused on increased reading outcomes for all students. District Reading Coaches provide district-wide support to all schools (see professional development listed in item A of this District Leadership section), and more intensified supports to Tier 2 and Tier 3 schools. School tier determination is based on ELA data including subgroup data. The district has six District Reading Coach positions. Currently five of these positions are filled with 3.5 elementary coaches and 1.5 secondary coaches. A full cadre of District Reading Coaches will enable WCSD to provide job-embedded professional development leading to increased learning outcomes for all students.

2. Coordinator of Instructional Supports:

The Coordinator of Instructional Supports coordinates reading district-wide including supervision of District Reading Coaches, coordination of ongoing K-12 ELA Professional Development opportunities for District Reading Coaches, Instructional Coaches, Teachers, Administrators and Instructional Aides; implementation of ELA initiatives including coordination of standards-aligned materials and feedback related to ELA instruction; analyzation of student data and engagement in the multi-tiered problem solving process; and participation in ongoing School Improvement site visits which include classroom walkthroughs and feedback. The Coordinator of Instructional Support analyzes district-wide STAR data each quarter to re-align resources as needed. The Coordinator of Instructional Support reviews each school's Literacy Care Plan which is created by the school's assigned District Reading Coaches and Principal using STAR data, School Improvement Goals and classroom walkthrough data to support teachers in providing highly effective instruction leading to increased learning outcomes for all students. The District Reading Coaches and Coordinator of Instructional Support review each school's Literacy Care Plan after each data collection period (see Progress Monitoring Guide for plan template and data collection periods). The Coordinator of Instructional Support also collaborates with each school Principal to regarding classroom walkthroughs focused on standards-aligned instruction. 20% of the Coordinator of Instructional Supports salary is paid through the Reading Allocation. The remaining portion of the Coordinator of Instructional Supports salary is paid through other budgets related to other duties as assigned. Coordinated strategic and collaborative supports including coaching and professional development will lead to increased learning outcomes for all students.

C. Instructional Materials

To close the achievement gap, the WCSD District Reading Plan supports Tier 1, Tier 2 and Tier 3 instruction. Tier 1 reading materials are paid for through the Instructional Materials budget. Tier 2 reading materials (Phonics First, Tyner, Achieve3000, Actively Learn, Teengagement) are paid for through the Reading Allocation, Instructional Materials or Supplemental Academic Instruction. Tier 3 reading materials are paid for through Reading Allocation, Supplemental Academic Instruction or Student Services. Implementation is monitored through Literacy Walkthroughs or School Improvement Walkthroughs. Growth is monitored through STAR results, District Reading Assessments, program data (Lexiles, etc.) and reading records. Problem solving occurs between the District Reading Coach, school administrator, MTSS team including implementing teachers when less than 80% of students are making growth according SGP and other Tier 1, Tier 2 and/or Tier 3 data (see Progress Monitoring Guide for specifics).

D. Summer Reading Camp

WCSD offers Summer Reading Camp to 3rd Grade students who score Level 1 on FSA. Highly trained teachers and instructional aides provide interventions throughout the summer. Summer intervention has led to increased student outcomes for students performing in the Lowest Quartile.

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?

The Coordinator of Instructional Support K-12 Literacy, the Coordinator of Instructional Support ESOL (ELL subgroup), Director of Student Services (Tier 3 students and ESE subgroup) and Coordinator of Federal Programs (all subgroups) collaborate to collect and analyze student progress monitoring data after STAR administration (each quarter) and when FSA results arrive. District Reading Coaches collaborate with the Coordinator of Instructional Support K-12 Literacy to analyze LongForm data to inform school-based Literacy Care Plans and to identify district-wide trends as well as school-based or grade level trends. The Supervisor of Curriculum and Instruction, Assistant Superintendent and the Coordinators of Instructional Support will use school literacy data to inform conversations during School Improvement visits and district-wide trend data to inform professional development sessions for administrators, coaches and teachers.

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.

The district will collect the following progress monitoring data to determine that students are progress towards district goals. Benchmarks can be found in the Progress Monitoring Guide.

Kindergarten:

Star Early Literacy Early Fall, Late Fall/Early Winter, Mid-Winter/ Early Spring, Late Spring; STAR Reading Late Spring

1st Grade:

STAR Reading Early Fall, Late Fall/Early Winter, Mid-Winter/ Early Spring, Late Spring; Running Records beginning Quarter 3 and end Quarter 4 ; Phonics Assessment Quarter 1, 2, 3 and 4; District Writes Quarter 1, 2, 3 and 4. Tier 2 and 3 schools: Running Records at the beginning of Quarter 3 and the end of Quarter 4

2nd Grade:

STAR Reading Early Fall, Late Fall/Early Winter, Mid-Winter/ Early Spring, Late Spring; Phonics Assessment Quarter 1, 2, 3 and 4; District Writes Quarter 1, 2, 3 and 4. Tier 2 and 3 schools: Running Records Quarter 1, 2, 3 and 4

3rd – 5th Grade:

STAR Reading Early Fall, Late Fall/Early Winter, Mid-Winter/ Early Spring, Late Spring. District Reading Assessment Quarter 1, 2, 3 and 4; District Writes Quarter 1, 2, 3 and 4.

6th – 10th Grade:

STAR Reading Early Fall, Winter, Spring; Intensive Reading: Quarterly Achieve 3000 data (qualitative: percent passed and quantitative: Lexile growth)

11th – 12th Grade:

Students scoring Level 1 on 10th grade FSA: STAR Reading Early Fall, Winter, Spring; FSA Retake data; ACT/SAT concordant score data

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

After each administration, District Administrators and District Literacy Coaches will analyze the data for district-wide trends.

Kindergarten – 2nd Grade

Principals and District Literacy Coaches will analyze data for school-wide, grade level or teacher trends (see Progress Monitoring Guide for timeline). Problem solving regarding foundational skills instruction will occur between the school's assigned District Reading Coach and the Principal as data submitted on the Progress Monitoring LongForm reveals needs. Principals will schedule foundational skills professional development with the District Reading Coach and teachers as necessary and will support teachers in using STAR and other data for diagnostic information regarding each student's foundational skill needs. When foundational skills are solidly addressed, the analysis will then focus on comprehension. After each quarter, the Principal, District Reading Coach and Teachers will review the previous quarter's LongForm data to intensify supports as needed.

3rd – 5th Grade

Principals and District Literacy Coaches will analyze data for school-based trends (see Progress Monitoring Guide for timeline). Problem solving will occur between the school's assigned District Reading Coach and the Principal as data submitted on the Progress Monitoring LongForm reveals needs. Principals will schedule reading related professional development with the District Reading Coach as necessary and will support teachers in using STAR and other data for diagnostic information to inform tiered supports. After each quarter, the Principal, District Reading Coach and Teachers will review the previous quarter's LongForm data to intensify supports as needed.

6th – 10th Grade

After each administration of STAR and after each quarter for Achieve 3000, the Coordinator of Instructional Supports and District Reading Coach will analyze data for district-wide trends. Principals and District Reading Coach will analyze data for school-based trends. Problem solving will occur between the Coordinator of Instructional Support, the assigned District Reading Coach and the Principal as STAR and Achieve 3000 data indicates need. Principals will schedule professional development with District Reading Coach for Intensive Reading and/or ELA teachers as necessary.

11th – 12th student scoring Level 1 on 10th grade FSA: STAR Reading

After each administration of STAR and after each quarter for Achieve 3000, the Coordinator of Instructional Supports and District Reading Coaches will analyze data for district-wide trends. Principals and District Reading Coaches will analyze data for school-based trends. Problem solving regarding instruction will occur between the Coordinator of Instructional Support, assigned District Reading Coach and the Principal as data reveals needs. Principals will schedule professional development with the District Reading Coach as necessary and will support Intensive Reading teachers in using STAR data for diagnostic information.

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

For district-wide trends, the Supervisor of Curriculum and Instruction, Coordinator of Instructional Support K-12 Literacy, the Coordinator of Instructional Support ESOL (ELL subgroup), Director of Student Services (Tier 3 students and ESE subgroup) and Coordinator of Federal Programs (all subgroups) collaborate to collect and analyze student progress monitoring data after STAR administration (each quarter) and when FSA results arrive. District Reading Coaches collaborate with the Coordinator of Instructional Support to analyze LongForm data to inform school-based Literacy Care Plans and to identify district-wide trends as well as school-based or grade level trends. The Assistant Superintendent, Supervisor of Curriculum Instruction and the Coordinators of Instructional Support will use school literacy data to inform conversations during School Improvement visits and district-wide trend data to inform professional development sessions for administrators, coaches and teachers. Principals and their designees understand implementation of the reading plan, including using high quality curriculum as intended, is necessary to maximize outcomes for all students. The school-based Principal or designee (Assistant Principal, Instructional Coach), and the District Reading Coach conduct walkthroughs of Tier 1, 2 and 3 instruction to ensure fidelity. For Tier 1, the Principals/designee and the District Reading Coach utilize the Instructional Practice Guide (IPG) to ensure that core practices are being implemented and use the Beyond the Lesson: Discussion Guide to focus conversations around best practices. For Tier 2, the Principals/designee and the District Reading Coach utilize the Tier 2 Look-for Form (see Progress Monitoring Guide – Tenets of Tier 2) as a tool for observing the components necessary for accelerated Tier 2 growth. Principals and their designees understand that high quality implementation is necessary for growth for all students. For individual students, the District MTSS Liaison from the Student Services Department will also observe all Tier 3 interventions as part of the MTSS problem solving process. In situations where there is a lack of fidelity, the MTSS liaison will confer with the Principal to ensure that problem solving occurs. Problem solving considerations include: resource alignment to student need, interventionist training on specific resources, articulation of Principal's expectations to interventionist regarding implementation of resource (as scheduled/planned, with each necessary component in place), problem solving with the MTSS Liaison, District Reading Coach, Director of Student Services or the Coordinator of Instructional Support as necessary and increased Principal walkthroughs to ensure fidelity.

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?

The Specialist – School and Leadership Development and Assistant Superintendent collaborate with the Supervisor of Curriculum and Instruction, the Coordinators of Instructional Support (K-12 Literacy, Federal Programs, ESOL) to schedule and facilitate School Improvement visits which include classroom walkthroughs. During School Improvement visits, each participant uses the Florida Standards app to confirm that grade level standards are being taught and that the demands on the student match the rigor of the standard. The problem solving process occurs with the Principal, Specialist, Assistant Superintendent, Supervisor and Coordinators when it is noted that instruction is not in alignment with the standards, particularly if there are grade level or school-wide trends. The Principal then problem solves with school based personnel to ensure that teachers are aware of rigor of the standards and/or if additional supports are needed. The Principal then collaborates with the District Reading Coach or the Coordinator of Instructional Supports as needed to schedule professional development related to the standards and/or aligned implementation of core materials.

The Coordinator of Instructional Supports coordinates professional development opportunities and uses data in a tiered approach to assign District Reading Coaches to schools. District Reading Coaches and school based Principals create a Literacy Care Plan based on student data, School Improvement goals and classroom walkthrough data to support teachers in providing standards-aligned instruction (see Progress Monitoring Guide). The District Reading Coaches and Coordinator of Instructional Support review each school's Literacy Care Plan after each data collection period. The Coordinator of Instructional Support also collaborates with each school Principal regarding classroom walkthroughs focused on standards-aligned instruction. The Coordinator of Instructional Supports collaborates with the Supervisor of Curriculum and Instruction and the Schools and Leadership Specialist to provide systemic support for school-based administrators through instructional rounds/ learning walks, and professional development in order to heighten focus on and maximize supports of standards-aligned instruction.

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

Principals utilize the WCSD Classroom Teacher Evaluation Instrument and the Instructional Practice Guide ensure classroom instruction is aligned to grade-level Florida Standards. As part of classroom walkthroughs, principals also utilize the Florida Standards app on their devices to determine if instruction and assignments meet the demands of the Standards. Results from the teacher evaluation instrument are uploaded into Baseline Edge, WCSD's talent management system. Additionally, trend data from School Improvement walkthroughs is shared with the Principal and the Superintendent. This data includes standards implementation, informs the next School Improvement visit focus and drives coaching conversations between the Specialist and the Principal. Also, teacher lesson plans are collected by the Principal to demonstrate that lessons are designed in alignment with the grade-level Florida Standards. Principals may require teachers to include a goal in their Deliberate Practice tied to exploring grade level ELA

standards through coaching and/or professional learning opportunities and implementing the standards with scaffolded coaching or administrative support. Additionally, FSA and STAR data is analyzed for demonstration of student mastery of grade level standards. This data is used to inform tiered supports including the number of School Improvement visits, assignment of District Reading Coaches, allocation of professional development supports, and possible contracting with TNTP (The New Teacher Project), Instruction Partners or another consultative entity focused on effective implementation of grade level standards.

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

Evidence of standards-aligned instruction will be collected during School Improvement visits which are scheduled in a tiered manner with Tier 3 schools receiving the most frequent and intensive visits. Performance on grade level ELA FSA (Achievement, Learning Gains and Lowest Quartile Learning Gains) determine school tier. School Improvement visits include observations of Tier 1 ELA instruction using the Florida Standards app. Standards implementation feedback is shared with the Superintendent and the school's Principal.

- 6. As a separate attachment, please provide the meeting agenda which demonstrates the district contact for the K-12 Comprehensive Research-Based Reading Plan has developed the plan along with: the district contact for Exceptional Student Education (ESE) to discuss the alignment between the District's Special Programs and Procedures (SP&P) requirements, the district contact for Multi-Tiered Systems of Supports(MTSS), the district Management Information Systems (MIS) contact to ensure accurate data reporting, the district ELL contact, a school based principal and a teacher.**

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 Professional Learning Catalog pursuant to 6A-5.071 F.A.C.?**

The Coordinator of Instructional Support ensures that every professional development activity funded through the Research-Based Reading Instruction Allocation is appropriately entered into the district's Professional Learning Catalogue pursuant to 6A-5.071 F.A.C..

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

District Literacy Coaches are WCSD's job-embedded professional developers. They provide professional development related to Reading Endorsement, WIDA, ELA instruction (Tier 1, 2 and 3), Early Intervention, ESE supports, and writing instruction (see complete descriptions in District Level Leadership section above). \$42,479.85 (6%) will be budgeted from the Research-based Reading Allocation to pay for these school-based and district-wide professional development opportunities.

- 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..

Please list the course numbers from your district Professional Learning Catalog which cover this training.

Component Number 2-100-002

Component Number 2-013-002

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.**

http://www.walton.k12.fl.us/_cache/files/5/1/516d949b-036f-4842-a582-4c269d0bdcd3/D6E07E2619523358D070D7ABEE82508E.reading-coach.pdf

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

WCSD fully engages in the MTSS (Multi-tiered System of Support) model. As part of the MTSS approach, District Reading Coaches are scheduled as follows:

Tier 1 Schools (low-risk): Schools making adequate growth according to FSA and STAR data and who are implementing literacy instruction with a high level of fidelity will receive periodic visits from either the District Reading Coach or the Coordinator of Instructional Support. All teachers and administrators at Tier 1 schools will be offered district-wide reading professional development opportunities.

Tier 2 Schools (moderate risk): Schools making uneven growth according to FSA and STAR data will receive scheduled visits by a District Reading Coach to provide feedback and support as part of the coaching process as well as customized, job-embedded professional learning opportunities based on need.

Tier 3 Schools (high risk): Schools not making adequate growth according to FSA and STAR data and implementing literacy instruction with an uneven/low level of fidelity will receive more frequent intensive, regularly scheduled visits from a District Reading Coach to provide feedback and support as part of the coaching process as well as customized, job-embedded professional learning opportunities.

FSA data will be used to finalize assignments of WCSD's five District Reading Coaches. Based on current STAR data, the following schools will receive itinerant coaching supports

funded through the Reading Allocation: Dune Lakes Elementary, Freeport Elementary, Mossy Head Elementary, Maude Suanders Elementary, Paxton, West DeFuniak Elementary, Freeport Middle, Freeport High School, WISE and Walton High School. Other district schools will receive Tier 1 supports which include district-wide professional development opportunities, consultative coaching and School Improvement Visit feedback.

- 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. Each school's ELA data including Achievement, Learning Gains and Lowest Quartile Learning Gains are used to determine the school's tier. This tier determines the placement and schedule of District Reading Coaches.

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

- a. Elementary:5
- b. Middle:.5
- c. High:.5

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

The WCSD Instructional Coach Evaluation Instrument will be used for the Administrative Evaluation component of the District Reading Coaches' evaluations. This model can be found at <http://www.walton.k12.fl.us/index.cfm?p=instructionevaluation-guideand>. The Administrative Evaluation component comprises one third of the coaches' evaluation. In addition, one third of the District Reading Coaches' evaluation is comprised from state student performance measures and the final one third comes from the Reading Coaches' administrator-approved Deliberate Practices. Deliberate Practice Goals are established by the District Reading Coach based on their assigned schools' data.

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

\$426,944.00 (83%)

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?**

None

- 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.**

N/A

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

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

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

0

- 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.:**

Sonday Systems
Phonics First
Structures
Lexonic Leaps
Teengagement
Actively Learn

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

20,000.00 (4%)

- 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.**

Instructional Materials, Student Services, Digital Classroom Plan and/or Supplemental Academic Instruction

Summer Reading Camps

Please complete the following questions regarding SRC:

1. SRC Supervisor Name:Kimberly Reilly Stafford

2. Email Address:staffordk@walton.k12.fl.us

3. Phone Number:850-892-1100 ext 1363

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

Freeport Elementary
Maude Saunders Elementary

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

a. Start Date:June 19, 2019

b. Which days of the week is SRC offered:Monday through Thursday

c. Number of instructional hours per day in reading: 4

d. End Date:July 24, 2019

e. Total number of instructional hours of reading:68

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?

15:1

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

No

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

Ongoing progress monitoring on Running Records, STAR, Imagine Learning, SAT-10, and Compass Learning.

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	25,759.15 5%
District expenditures on reading coaches	426,944.00 83%
District expenditures on intervention teachers	0
District expenditures on supplemental materials or interventions	0
District expenditures on professional development	42,479.85 6%
District expenditures on summer reading camps	20,000.00 4%
District expenditures on additional hour for schools on the list of 300 lowest performing elementary schools	0
Flexible Categorical Spending	0
Sum of Expenditures	515,183.00
Amount of district research-based reading instruction allocation for 2019-2020	515,183.00

APPENDIX A

K-12 Comprehensive Research-based Reading Plan
April 19, 2019
8:00AM – 11:00AM

Participants: Randy Stafford, Director of Student Services; Cathy Hall, Coordinator of Instructional Support, ESOL; Kim Stafford, Coordinator of Instructional Supports K-12 Professional Development and Literacy; Pam Jones, Principal Maude Saunders; Darlene Paul, Principal West DeFuniak; Tammy Smith, Principal Van R. Butler; Davidica McConnell, District Reading Coach; Carol Smith, District Reading Coach; Lynne Martin, District Reading Coach; Shannon Seigler, District Reading Coach

- I. Plan Requirements
- II. Progress Monitoring Guide aka Decision Tree
- III. Reading Plan Responses
- IV. Next Steps

K-12 Comprehensive Research-based Reading Plan
June 6, 2019

Participants: Lynne Martin, Literacy Coach; David Pert, ELA Teacher; Kelley Stephenson, ELA Teacher

- V. District Reading Plan
- VI. Progress Monitoring Guide aka Decision Tree
- VII. Capturing Suggestions

WCSD MIS / District Reading Plan Collaboration – Semester 2 SY 18.19

MIS / District Reading Discussion 1.8.19 Survey 3 Coding Reading Interventions
MIS / District Reading Collaboration 4.15.19 Intervention Course Code discussion
Data Team Meeting including MIS / District Reading 4.30.19 11:30 AM – 1:30 PM
Getting Data Right – ensuring all students are properly entered into courses
MIS / District Reading Collaboration 6.18.19 District Reading Plan discussion

MIS Representative: Chris Piland

District Reading Representative: Kimberly Stafford

- I. Reading Interventions Course Code Considerations
- II. Getting Data Right – Supporting Schools with Coding Reading Interventions correctly
- III. Creating ‘Students Flagged for Reading Interventions’ Report in FOCUS
- IV. Coaches Accessing Reports in FOCUS to Monitor Data
- V. Survey 2 / 3 – School Discussion / Monitoring

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 identify students for intervention. For each grade level on each chart, districts must include a description of which students will be reported in the Student Information System with an appropriate code for the Reading Intervention Component; 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;



Elementary Progress Monitoring Guide

SY 2019-20

Each K-5 ELA teacher and administrator will receive a copy of this guide.

For additional information, please contact your school's assigned District Literacy Coach.



Elementary Progress Monitoring Guide

Simplify efforts in order to amplify student learning.

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End of Quarter Benchmarks by Grade Level	8
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Literacy Care Plan	19
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WCSD Tier 2 and Tier 3 Reading FAQ & List	27
Tenets of Tier 2 Reading Instruction & Game Changers	29
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Student Statement of Concerns	32

For more information contact your school's assigned District Literacy Coach.

WCSD Progress Monitoring Guide Q & A

Q. What is the Progress Monitoring Guide?

A. A district-wide and school-wide plan for effective data use. Research supports the notion "***the best intervention is effective instruction.***" The components in the guide are intended to be used for making effective instructional changes to improve student performance. The PM Guide is submitted to FLDOE as the Decision Tree portion of the District Reading Plan.

Q. What does the Progress Monitoring Guide include?

A. The guide includes a progress monitoring/data collection spreadsheet referred to as the PM Longform, protocols for using the PM Longform, end of quarter performance targets, and a Data Discussion Tool.

Q. What is the PM Longform?

A. The PM Longform is a class wide data collection spreadsheet. The PM Longform includes individual student data collection forms (tabs at the bottom of the spreadsheet). The class wide and individual student forms provide a snapshot of the whole student which is a tool used for identifying and planning based on need.

Q. Why does my school want to use the Progress Monitoring Guide?

A. A clear plan for effective school wide data use is essential to developing a data-driven culture that ensures individual student success (U.S. Department of Education, 2009, Using Student Achievement Data to Support Instructional Decision Making). The Progress Monitoring Guide supports schools in creating a framework for effectively using data to make instructional decisions. Effective data practices are interdependent among the classroom, school, and district levels. It is recommended that grade level "Data Chats" occur quarterly to encourage school wide data interpretation and collaborative discussion sessions among all teachers. The Data Discussion Tool provides guidance on how teachers can make instructional changes, instruct students in using their own data to create personal goals, and maximize student learning.

Q. Why do teachers and administrators want to use the Progress Monitoring Guide?

A. Armed with data, educators can make instructional changes aimed at improving student achievement, such as:

- ✓ prioritizing instructional time
- ✓ providing additional targeted instruction for students who are struggling with particular reading components (phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language)
- ✓ more easily identifying individual students' strengths and instructional interventions that can help students continue to progress
- ✓ gauging the instructional effectiveness of classroom lessons
- ✓ refining instructional methods
- ✓ examining schoolwide data to consider how to adapt the curriculum based on information about students' strengths and weaknesses

Q. How does using the Progress Monitoring Guide correlate to the Teacher Evaluation Tool?

A. The Progress Monitoring Guide supports teachers in addressing the following domains:

- ✓ **1.4** Lesson plans are revised and/or differentiated based on student needs
- ✓ **1.6** Uses data prior to planning instruction
- ✓ **3.3** Monitor learning activities, including the use of formative assessment, provide feedback, and adjust instruction to meet student needs.
- ✓ **3.4** Use a variety of instructional strategies &/or modifications/accommodations for all students including those with special needs or diverse backgrounds

Q. What else do I need to know about the Progress Monitoring Guide?

A. Generally, schools collect enormous amounts of data on student attendance, behavior, and performance. But when it comes to improving instruction and learning, it's not the quantity of the data that counts, but how the information is used (Hamilton et al., 2009). The Progress Monitoring Guide will help teachers, school administrators, and district support teams **simplify their efforts in order to amplify student learning** through purposeful, relevant data interpretation and decision making discussions.

PM Longform Protocols

Accessing the PM Guide

To access the PM Guide and its contents, go to your school's Shared Drive. Open the folder titled, 2019-2020 PM Guide.

Accessing the PM Longform within the PM Guide folder: (may vary by school)

Open the folder titled PM Longform and your grade level. Then open the folder titled with your name.

PM Longform Format

The PM Longform/Excel spreadsheet is designed to be printed on legal paper. Please do not scale the page any smaller because it will erase the code that ties the Longform to the student tab/Individual Student Pages.

Individual Student Pages

The PM Longform generates individual student pages (student tabs at the bottom of the spreadsheet). These sheets may be printed and used during MTSS meetings, data discussions, parent conferences, planning sessions, etc.

Do NOT type on the data portion of the individual student pages.

Entering Information on the PM Longform

Teacher Name: Enter your name in the Teacher section of the spreadsheet

Student name: First and Last name

*If a student enrolls after the beginning of the school year, enter the student's name in the row under the last student on your list.

Retention Yr/Gr: Enter the grade level in which the student was retained.

Absences: Enter the number of days missed during each quarter.

*If a student withdraws, leave the student on your list and enter "W" under Absences in the quarter/column in which he/she withdraws.

ESE/ESOL: Enter X in the box if the student is ESE (IEP or 504) and/or ESOL

RTI (Response to Intervention) Tier: At the end of each quarter, enter the current RTI Tier status for each student using the codes on the next page.

Entering Achievement Data

Entering achievement data on the PM Longform is expected to be completed on a quarterly basis.

Achievement data must be accurately entered for each data source (see data entry protocols) on or before the dates listed in the chart below. The school administrator will use the PM Longform data to make administrative decisions such as: scheduling, supports, professional development, resource allocation, etc. The school's Literacy Coach will use this data to partner in the problem solving process. The Coordinator of Instructional Supports will use PM Longform data to inform district-wide decisions such as allocating resources and scheduling supports.

Quarter	Data Entry Deadline Data Entries must be completed by 3:00 p.m.
1 st Quarter	October 25, 2019
2 nd Quarter	January 10, 2020
3 rd Quarter	March 20, 2020
4 th Quarter	May 22, 2020

Achievement Data Entry Protocols

Achievement data protocols may vary for different grade levels. Please refer to the appropriate chart in the following pages depending on your grade level.

Primary PM Longform → Kindergarten, 1st Grade, 2nd Grade

Progress monitoring in primary grades should focus on the students' achievements as they are "learning to read".

Intermediate PM Longform → 3rd Grade, 4th Grade, 5th Grade

Progress monitoring in intermediate grades should focus on the students' achievements as they are "reading to learn".

Primary PM Longform (K- 2nd grade)

“Learning to Read”

Data Source	What to enter on PM Longform												
DRA / Cold Read	Enter the end of quarter cold read average as reported by FOCUS.												
ELA Grade	Enter the end of quarter ELA average as reported by FOCUS.												
STAR Percentile Rank	Enter the Percentile Rank for each quarterly assessment based upon DISTRICT benchmarks.												
STAR Reading Lexile Level	Enter the Lexile level for each quarterly assessment.												
WordStudy/Other	Enter the final score for each quarterly word study assessment. Other word study indicators may be used as deemed appropriate by school.												
Book Level	Enter current instructional book level as indicated by Running Records.												
District Writes	<p>Enter District Writes score for each quarterly assessment *Note: Enterscores as shown below for grade levels using rubrics with 3 domains:</p> <table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th colspan="4" style="text-align: center; border: 1px solid black; padding: 2px;">District Writes</th> </tr> <tr> <th style="border: 1px solid black; padding: 2px;">1</th> <th style="border: 1px solid black; padding: 2px;">2</th> <th style="border: 1px solid black; padding: 2px;">3</th> <th style="border: 1px solid black; padding: 2px;">4</th> </tr> </thead> <tbody> <tr> <td style="border: 1px solid black; padding: 2px; text-align: center;">2.1.1</td> <td style="border: 1px solid black; padding: 2px; text-align: center;">2.2.1</td> <td style="border: 1px solid black; padding: 2px; text-align: center;">3.2.2</td> <td style="border: 1px solid black; padding: 2px; text-align: center;">3.3.2</td> </tr> </tbody> </table> <p style="margin-left: 20px;"> Purpose/Focus/Organization Evidence & Elaboration Conventions </p>	District Writes				1	2	3	4	2.1.1	2.2.1	3.2.2	3.3.2
District Writes													
1	2	3	4										
2.1.1	2.2.1	3.2.2	3.3.2										
Math Grades	Enter the end of quarter average as reported by FOCUS.												
STAR Math	Enter STAR Math Scaled Score .												

Intermediate PM Longform (3rd-5th grade)

“Reading to Learn”

Data Source	What to enter on PM Longform																													
DRA / Cold Read	Enter the end of quarter DRA average as reported by FOCUS.																													
STAR Reading Percentile Rank	Enter the Percentile Rank for each quarterly assessment.																													
STAR Reading Lexile Level	Enter the Lexile level for each quarterly assessment based upon FSA benchmarks.																													
Math Grades	Enter quarterly average as reported by FOCUS.																													
STAR Math	Enter STAR Math scaled score .																													
District Writes	<p>Enter scores as shown below for each quarterly assessment.</p> <table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td colspan="5" style="text-align: center; border: none;">District Writes</td> </tr> <tr> <td style="border: none;"></td> <td style="border: 1px solid black; text-align: center;">1</td> <td style="border: 1px solid black; text-align: center;">2</td> <td style="border: 1px solid black; text-align: center;">3</td> <td style="border: 1px solid black; text-align: center;">4</td> <td style="border: none;"></td> </tr> <tr> <td style="border: none; vertical-align: middle;">Purpose/Focus/Organization</td> <td style="border: 1px solid black; text-align: center;">2.1.1</td> <td style="border: 1px solid black; text-align: center;">2.2.1</td> <td style="border: 1px solid black; text-align: center;">3.2.2</td> <td style="border: 1px solid black; text-align: center;">3.3.2</td> <td style="border: none;"></td> </tr> <tr> <td style="border: none; vertical-align: middle;">Evidence & Elaboration</td> <td style="border: none;"></td> </tr> <tr> <td style="border: none; vertical-align: middle;">Conventions</td> <td style="border: none;"></td> </tr> </table>	District Writes						1	2	3	4		Purpose/Focus/Organization	2.1.1	2.2.1	3.2.2	3.3.2		Evidence & Elaboration						Conventions					
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Conventions																														
2018 FSA ELA	Enter scale score/achievement level (if applicable)																													
2018 FSA Math	Enter scale score/achievement level (if applicable)																													

RTI Tier	<p style="text-align: center;">Description of Tiers (WCSD District Reading Plan, 2019.20)</p>	Code to Enter on PM Longform
Tier 1	<p>High Quality Core Instruction: whole group, small group, and independent practice/reading Quarterly screenings: PM Longform (to ensure adequate progress) Expectation: <u>80% of students class-wide</u> are making adequate progress and proficient on grade level standards. *Example of healthy Tier 1 in a class of 20 students: 16 students are making adequate progress and performing on grade level.</p>	T1
Tier 2	<p>*Tier 1 instruction and screenings plus Tier 2: 30 minutes <u>daily</u> group interventions focusing on <u>reading components</u> (phonemic awareness, phonics, fluency, vocabulary, comprehension, oral language) using district-approved programs (see list on page 27) with 6 or less students per group Expectation: <u>20% or fewer students class-wide.</u></p> <p>* Note: 80% of Tier 2 students are expected to make accelerated progress. If not, problem solving must occur: materials/training/scheduling/fidelity. If an individual student is not making accelerated progress, the teacher will create a Student Statement of Concerns.</p> <p>* Example of healthy Tier 2 in a class of 20 students: 4 students are receiving Tier 2 interventions. 3 out of the 4 students are making accelerated progress.</p>	T2
Tier 3	<p>* Tier 1 instruction and screenings, Tier 2 interventions, plus: Intensive interventions (to target student's reading component deficits for the remediation of existing challenges and the prevention of more severe academic gaps) Weekly screenings (to ensure fidelity and problem-solving when necessary) * Expectation: <u>Fewer than 5% of students class-wide.</u> Example of Tier 3 in a class of 20 students: 1 student</p>	T3

Note: Approximately 16 weeks of intensive and effective Tier 2 intervention should promote students from Tier 2 to Tier 1 (grade level performance) status (Fountas & Pinnell, 2014).

Also, please note these percentages include ALL students in ALL subgroups.

End of Quarter Performance Targets: KINDERGARTEN

URGENT INTERVENTION	TIER 2	ON WATCH	AT GRADE LEVEL
STAR Early Literacy			
<p>Screening Report – District Benchmark – Percentile Rank. <small>Please note:</small> Teachers will administer the first STAR assessment prior to the administration of FLKRS. BOTH ASSESSMENTS MUST BE ADMINISTERED. FLKRS is only administered in the Fall; STAR Early Literacy is administered each quarter. Option: STAR Reading can be administered during Quarter 4 in addition to STAR Early Literacy</p>			
Percentile Rank <10	Percentile Rank 10 – 24	Percentile Rank 25 - 39	Percentile Rank ≥40
<p>Word Study (Phonics First Assessment and LETRS Assessments) <small>Please note:</small> Some schools may use other district approved assessments for Word Study.</p>			
<60% End of Quarter	60-69% End of Quarter	70-80% End of Quarter	>80% End of Qr
District Reading Assessment (DRA/Cold Read)			
<60% End of Quarter Average	60-70% End of Quarter Average	70-79% End of Quarter Average	≥80% End of Quarter Average
Instructional Book Levels (determined by using Running Records)			
<p>Q1: Urgent Intervention: Not tracking print Q2: Urgent Intervention: Just tracking print Q3: F&P A or Rigby ≤2 Q4: F&P ≤B or Rigby ≤3</p>	<p>Q1: Just tracking print Q2: F&P A or Rigby ≤2 Q3: F&P B or Rigby 2-3 Q4: F&P C or Rigby 3-4</p>	<p>Q1: F&P A or Rigby 1-2 Q2: F&P B or Rigby 2-3 Q3: F&P C or Rigby 3-4 Q4: F&P D or Rigby 5-6</p>	<p>Q1: F&P ≥B or Rigby ≥2 Q2: F&P ≥C or Rigby 2-3 Q3: F&P ≥D or Rigby 3-4 Q4: F&P ≥E or Rigby 5-6</p>
<p>CORE + T2 + T3 = MAXIMUM SUPPORT 120 min ELA block including daily small group instruction with ≤6 students PLUS Tier 2 30 mins systematic small group instruction with ≤6 students per group in addition to the ELA block using STAR diagnostic information and other data PLUS Tier 3 Urgent Intervention See p 27 for district-approved T2 reading interventions Please note: * All students (including ESE & ESOL) predominantly in Red must be listed on Survey 2 & 3 Form and MUST be receiving intensive intervention using a district-approved program (see list on p27) A Student Statement of Concern must be submitted to MTSS by the teacher for all students in Tier 3 for >1 quarter (see p 31). Students ending year in Urgent Intervention must begin the following year in Tier 3 (interventions starting immediately).</p>	<p>CORE + T2 120 min ELA block including systematic phonics instruction daily small group instruction with ≤6 students per group PLUS Tier 2 30 mins systematic small group instruction with ≤6 students per group in addition to the ELA block using STAR diagnostic information and other data. See p 27 for district-approved T2 reading interventions * All students predominantly in Yellow should be listed on Survey 2 and 3 Form as Tier 2 (p27) and MUST be in a Tier 2 group daily using a district-approved program (see list on p 27)</p>	<p>CORE 120 min ELA block including systematic phonics instruction as well as daily small group instruction with ≤6 students per group Tier 1 Instruction Core Curriculum: ReadyGen AND Phonics First or Tyner Framework</p>	<p>CORE 120 min ELA block including systematic phonics and writing instruction (see p24) Tier 1 Instruction Core Curriculum: ReadyGen curriculum AND Phonics First or Tyner Framework</p>
<p>Healthy Core: ≤15% of students in Yellow AND ≤5% of students in Red Engage in Problem Solving Process w/ Reading Coach if ≥15% yellow or ≥5% red</p>		<p>Healthy Core: ≥ 80% of students in Blue and Green Engage in Problem Solving Process w/ Literacy Coach if <80% in Blue and Green</p>	

End of Quarter Performance Targets: FIRST GRADE			
URGENT INTERVENTION	TIER 2	ON WATCH	AT GRADE LEVEL
STAR Reading Percentile Rank			
<u>Please note: Use STAR Screening Report – District Benchmark – Percentile Rank.</u>			
Percentile Rank <10	Percentile Rank 10 – 24	Percentile Rank 25 - 39	Percentile Rank ≥40
Word Study:			
<60% End of Quarter	60-69% End of Quarter	70-80% End of Quarter	>80% End of Qr
District Reading Assessment (DRA/Cold Read)			
<60% End of Quarter Average	60-69% End of Quarter Average	70-79% End of Quarter Average	≥80% End of Quarter Average
Instructional Book Levels (determined by using Running Records)			
Q1: F&P ≤ C or Rigby ≤ 5 Q2: F&P ≤ D or Rigby ≤ 6 Q3: F&P F or Rigby ≤ 10 Q4: F&P ≤ G or Rigby ≤ 12	Q1: F&P D or Rigby 6-7 Q2: F&P F or Rigby 8-9 Q3: F&P or Rigby 11-12 Q4: F&P H or Rigby 13-14	Q1: F&P E; Rigby 7-8 Q2: F&P G; Rigby 10-11 Q3: F&P H; Rigby 13-14 Q4: F&P I/J; Rigby 15-18	Q1: F&P ≥ F; Rigby >8 Q2: F&P ≥ G; Rigby >10-11 Q3: F&P ≥ H; Rigby >13-14 Q4: F&P ≥ J/K; Rigby >18
STAR Reading Student Growth Percentile (3rd and 4th Assessment Period Only) Please			
<u>note: This information can be used to see if Core, Tier 2 and Tier 3 instruction is accelerating growth; do not use for placing student in intervention</u>			
<35 SGP	35 – 39 SGP	40 – 49 SGP	≥50 SGP
<p>CORE + T2 + T3 = MAXIMUM SUPPORT</p> <p>120 min ELA block including daily small group instruction with ≤6 students</p> <p>PLUS Tier 2</p> <p>30 mins systematic small group instruction with ≤6 students per group in addition to the ELA block using STAR diagnostic information and other data</p> <p>PLUS Tier 3</p> <p>Urgent Intervention</p> <p>See p 27 for district-approved T2 reading interventions</p> <p>Please note:</p> <p>* All students (including ESE & ESOL) predominantly in Red must be listed on Survey 2 & 3 Form and MUST be receiving intensive intervention using a district-approved program (see list on p27)</p> <p>* A Student Statement of Concern must be submitted to MTSS for all students in Tier 3 for >1 quarter (see p 31)</p> <p>*Students ending year in Urgent Intervention must begin the following year in Tier 3 (interventions starting immediately).</p>	<p>CORE + T2</p> <p>T2: Must administer LETRS assessments to determine need</p> <p>120 min ELA block including systematic phonics instruction daily small group instruction with ≤6 students per group</p> <p>PLUS Tier 2</p> <p>30 mins systematic small group instruction with ≤6 students per group in addition to the ELA block using STAR diagnostic information and other data.</p> <p>See p 27 for approved T2 interventions.</p> <p>* All students predominantly in Yellow should be listed on Survey 2 and 3 Form as Tier 2 (p27) and MUST be in a Tier 2 group daily using a district-approved program (see list on p 27)</p>	<p>CORE</p> <p>120 min ELA block including systematic phonics instruction as well as daily small group instruction with ≤6 students per group</p> <p>Tier 1 Instruction Core Curriculum: ReadyGen AND Phonics First or Tyner Framework</p>	<p>CORE</p> <p>120 min ELA block including systematic phonics and writing instruction (see p24)</p> <p>Core Curriculum: ReadyGen AND Phonics First or Tyner Framework</p>
Healthy Core: ≤15% of students in Yellow AND ≤5% of students in Red Engage in Problem Solving Process w/ Reading Coach if ≥15% yellow or ≥5% red		Healthy Core: ≥ 80% of students in Blue and Green Engage in Problem Solving Process w/ Literacy Coach if <80% in Blue	

End of Quarter Performance Targets: SECOND GRADE

URGENT INTERVENTION	TIER 2	ON WATCH	AT GRADE LEVEL
STAR Reading			
Please note: Use STAR Screening Report – FSA Benchmark – Percentile Rank.			
Percentile Rank <10	Percentile Rank 10 – 24	Percentile Rank 25 - 39	Percentile Rank ≥40
Word Study			
<60% End of Quarter	60-69% End of Quarter	70-80% End of Quarter	>80% End of Qr
District Reading Assessment (DRA/Cold Read)			
<60% End of Quarter Average	60-69% End of Quarter Average	70-79% End of Quarter Average	≥80% End of Quarter Average
Instructional Book Levels (determined by using Running Records)			
Q1: F&P< I or Rigby ≤14 Q2: F&P≤ J or Rigby ≤ 17 Q3: F&P≤ K; Rigby ≤ 19 Q4: F& ≤ L; Rigby ≤1=21	Q1: F&P I or Rigby 15-16 Q2: F&P J or Rigby 18-19 Q3: F&P K or Rigby 20-21 Q4: F&P L or Rigby 22-23	Q1: F&P J/K or Rigby 17-18 Q2: F&P K or Rigby 20-21 Q3: F&P L or Rigby 22-23 Q4: F&P M or Rigby 24-25	Q1: F&P >J/K or Rigby >18 Q2: F&P >K or Rigby >21 Q3: F&P >L or Rigby >23 Q4: F&P >M or Rigby >25
STAR Reading Student Growth Percentile (3rd and 4th Assessment Period Only)			
Please note: This information can be used to see if Core, Tier 2 and Tier 3 instruction is accelerating growth; do not use for placing student in intervention			
<35 SGP	35 – 39 SGP	40 – 49 SGP	≥50 SGP
<p>CORE + T2 + T3 = MAXIMUM SUPPORT 120 min ELA block including daily small group instruction with ≤6 students</p> <p style="text-align: center;">PLUS Tier 2</p> <p>30 mins systematic small group instruction with ≤6 students per group in addition to the ELA block using STAR diagnostic information and other data</p> <p style="text-align: center;">PLUS Tier 3</p> <p style="text-align: center;">Urgent Intervention</p> <p>See p 27 for district-approved T2 reading interventions</p> <p>Please note:</p> <p>* All students (including ESE & ESOL) predominantly in Red must be listed on Survey 2 & 3 Form and MUST be receiving intensive intervention using a district-approved program (see list on p27)</p> <p>* A Student Statement of Concern must be submitted to MTSS for all students in Tier 3 for >1 quarter (see p 31)</p> <p>*Students ending year in Urgent Intervention must begin the following year in Tier 3 (interventions starting immediately).</p>	<p style="text-align: center;">CORE + T2</p> <p>T2: Must administer LETRS assessments to determine need</p> <p>120 min ELA block including systematic phonics instruction daily small group instruction with ≤6 students per group</p> <p style="text-align: center;">PLUS Tier 2</p> <p>30 mins systematic small group instruction with ≤6 students per group in addition to the ELA block using STAR diagnostic information and other data.</p> <p>See p 27 for district-approved T2 reading interventions</p> <p>All students predominantly in Yellow should be listed on Survey 2 and 3 Form as Tier 2 (p27) and MUST be in a Tier 2 group daily using a district-approved program (see list on p 27)</p>	<p style="text-align: center;">CORE</p> <p>120 min ELA block including systematic phonics instruction as well as daily small group instruction with ≤6 students per group</p> <p>Tier 1 Instruction Core Curriculum: ReadyGen AND Phonics First or Tyner Framework</p> <p style="text-align: center;">ENRICHMENT</p> <p>Compass Learning – grade level standards</p> <p>Independent Reading</p>	<p style="text-align: center;">CORE</p> <p>120 min ELA block including writing instruction and independent reading conferences bi-weekly in self-selected, just right text</p> <p>Core Curriculum: ReadyGen AND Phonics First or Tyner Framework</p> <p style="text-align: center;">ENRICHMENT</p> <p>Compass Learning - adaptive</p> <p>Independent Reading</p>
Healthy Core: ≤15% of students in Yellow AND ≤5% of students in Red Engage in Problem Solving Process w/ Reading Coach if ≥15% yellow or ≥5% red		Healthy Core: ≥ 80% of students in Blue and Green Engage in Problem Solving Process w/ Literacy Coach if <80% in Blue	

End of Quarter Performance Targets: THIRD GRADE

URGENT INTERVENTION	TIER 2	ON WATCH	AT GRADE LEVEL
STAR Reading			
Please note: Use STAR Screening Report FSA Benchmark – Percentile Rank.			
Percentile Rank <10	Percentile Rank 10 – 24	Percentile Rank 25 - 39	Percentile Rank ≥40
Word Study (Structures Assessment)			
Please note: Some schools may use other district approved assessments for Word Study.			
<60% End of Quarter	60-69% End of Quarter	70-80% End of Quarter	>80% End of Qr
District Reading Assessment (DFA/Cold Read/3rd Grade Portfolio)			
<60% End of Quarter Avg	60-69% End of Quarter Average	70-79% End of Quarter Average	≥80% End of Quarter Average
Instructional Lexile Levels (determined by STAR Lexile or Running Records)			
Q1: ≤450 Q2: ≤550 Q3: ≤600 Q4: ≤650	Q1: 450-499 Q2: 550-599 Q3: 600-649 Q4: 650-699	Q1: 500-575 Q2: 600-625 Q3: 650-675 Q4: 700-725	Q1: >575 Q2: >625 Q3: >675 Q4: >725
STAR Reading Student Growth Percentile (3rd and 4th Assessment Period Only)			
Please note: This information can be used to see if Core, Tier 2 and Tier 3 instruction is accelerating growth; do not use for placing student in intervention			
<35 SGP	35 – 39 SGP	40 – 49 SGP	≥50 SGP
<p>CORE + T2 + T3 = MAXIMUM SUPPORT 120 min ELA block including daily small group instruction with ≤6 students</p> <p style="text-align: center;">PLUS Tier 2</p> <p>30 mins systematic small group instruction with ≤6 students per group in addition to the ELA block using STAR diagnostic information and other data</p> <p style="text-align: center;">PLUS Tier 3</p> <p style="text-align: center;">Urgent Intervention</p> <p>See p 27 for district-approved T2 reading interventions</p> <p>Please note:</p> <p>* All students (including ESE & ESOL) predominantly in Red must be listed on Survey 2 & 3 Form and MUST be receiving intensive intervention using a district-approved program (see list on p27)</p> <p>* A Student Statement of Concern must be submitted to MTSS for all students in Tier 3 for >1 quarter (see p 31)</p> <p>*Students ending year in Urgent Intervention must begin the following year in Tier 3 (interventions starting immediately).</p>	<p style="text-align: center;">CORE + T2</p> <p style="text-align: center;">T2: Must administer</p> <p style="text-align: center;">LETRS assessments to determine need</p> <p>120 min ELA block including systematic phonics instruction daily small group instruction with ≤6 students per group</p> <p style="text-align: center;">PLUS Tier 2</p> <p>30 mins systematic small group instruction with ≤6 students per group in addition to the ELA block using STAR diagnostic information and other data.</p> <p>See p 27 for approved interventions.</p> <p>* All students predominantly in Yellow should be listed on Survey 2 and 3 Form as Tier 2 (p27) and MUST be in a Tier 2 group daily using a district-approved program (see list on p 27)</p>	<p style="text-align: center;">CORE</p> <p>120 min ELA block including systematic phonics and writing instruction as well as daily small group instruction with ≤6 students per group</p> <p>Core Curriculum: ReadyGen</p> <p style="text-align: center;">ENRICHMENT</p> <p>Compass Learning – grade level standards</p> <p>Accountable independent reading</p>	<p style="text-align: center;">CORE</p> <p>120 min ELA block including writing instruction</p> <p>Core Curriculum: ReadyGen</p> <p style="text-align: center;">ENRICHMENT</p> <p>Compass Learning – adaptive</p> <p>Accountable independent reading</p>
Healthy Core: ≤15% of students in Yellow AND ≤5% of students in Red Engage in Problem Solving Process w/ Reading Coach if ≥15% yellow or ≥5% red		Healthy Core: ≥ 80% of students in Blue and Green Engage in Problem Solving Process w/ Literacy Coach if <80% in Blue	

End of Quarter Performance Targets: FOURTH GRADE

URGENT INTERVENTION	TIER 2	ON WATCH	AT GRADE LEVEL
STAR Reading			
Please note: Use STAR Screening Report – FSA Benchmark – Percentile Rank.			
Percentile Rank <10	Percentile Rank 10 – 24	Percentile Rank 25 - 39	Percentile Rank ≥40
Word Study (Structures Assessment)			
<60% End of Quarter	60-69% End of Quarter	70-80% End of Quarter	≥80% End of Quarter
District Reading Assessment (DRA/Cold Read)			
<60% End of Quarter Average	60-69% End of Quarter Average	70-79% End of Quarter Average	≥80% End of Quarter Average
Instructional Lexile Levels (determined by STAR Lexile or Running Records)			
Q1: ≤740 Q2: ≤765 Q3: ≤790 Q4: ≤815	Q1: 740-749 Q2: 765-774 Q3: 790-799 Q4: 815-824	Q1: 750-775 Q2: 775-800 Q3: 800-825 Q4: 825-850	Q1: >775 Q2: >800 Q3: >825 Q4: >850
Third Grade FSA Results			
ELA FSA Level 1: Good Cause Promoted	ELA FSA Level 2	ELA FSA Level 3	ELA FSA Level 4 or 5
STAR Reading Student Growth Percentile (3rd and 4th Assessment Period Only)			
Please note: This information can be used to see if Core, Tier 2 and Tier 3 instruction is accelerating growth; do not use for placing student in intervention			
<35 SGP	35 – 39 SGP	40 – 49 SGP	≥50 SGP
<p>CORE + T2 + T3 = MAXIMUM SUPPORT 120 min ELA block including daily small group instruction with ≤6 students PLUS Tier 2 30 mins systematic small group instruction with ≤6 students per group in addition to the ELA block using STAR diagnostic information and other data PLUS Tier 3 Urgent Intervention See p 27 for district-approved T2 reading interventions Please note: * All students (including ESE & ESOL) predominantly in Red must be listed on Survey 2 & 3 Form and MUST be receiving intensive intervention using a district-approved program (see list on p27) A Student Statement of Concern must be submitted to MTSS for all students in Tier 3 for >1 quarter (see p 31) *Students ending year in Urgent Intervention must begin the following year in Tier 3 (interventions starting immediately).</p>	<p>CORE + T2 T2: Must administer LETRS assessments to determine need 120 min ELA block including systematic phonics instruction daily small group instruction with ≤6 students per group PLUS Tier 2 30 mins systematic small group instruction with ≤6 students per group in addition to the ELA block using STAR diagnostic information and other data. See p 27 for district-approved T2 reading interventions All students predominantly in Yellow should be listed on Survey 2 and 3 Form as Tier 2 (p27) and MUST be in a Tier 2 group daily using a district-approved program (see list on p 27)</p>	<p>CORE 120 min ELA block including systematic phonics and writing instruction as well as daily small group instruction with ≤6 students per group Core Curriculum: ReadyGen ENRICHMENT Compass Learning – grade level standards Accountable independent reading</p>	<p>CORE 120 min ELA block including writing instruction Core Curriculum: ReadyGen ENRICHMENT Compass Learning – adaptive Accountable independent reading</p>
Healthy Core: ≤15% of students in Yellow AND ≤5% of students in Red Engage in Problem Solving Process w/ Reading Coach if ≥15% yellow or ≥5% red		Healthy Core: ≥ 80% of students in Blue and Green Engage in Problem Solving Process w/ Literacy Coach if <80% in Blue	

End of Quarter Performance Targets: FIFTH GRADE

URGENT INTERVENTION	TIER 2	ON WATCH	AT GRADE LEVEL
STAR Reading			
Please note: Use STAR Screening Report – FSA Benchmark – Percentile Rank.			
Percentile Rank <10	Percentile Rank 10 – 24	Percentile Rank 25 - 39	Percentile Rank ≥40
Word Study (Structures Assessment)			
Please note: Some schools may use other district approved assessments for Word Study.			
<60% End of Quarter	60-69% End of Quarter	70-80% End of Quarter	>80% End of Qr
District Reading Assessment (DRA/Cold Read)			
<60% End of Quarter Average	60-69% End of Quarter Average	70-79% End of Quarter Average	≥80% End of Quarter Average
Instructional Lexile Levels (determined by STAR Lexile or Running Records)			
Q1: ≤839 Q2: ≤889 Q3: ≤939 Q4: ≤939	Q1: 839-849 Q2: 889-899 Q3: 939-949 Q4: 939-949	Q1: 850-875 Q2: 900-925 Q3: 950-975 Q4: 950-1010	Q1: >875 Q2: >925 Q3: >975 Q4: >1010
Third Grade FSA Results			
ELA FSA Level 1	ELA FSA Level 2	ELA FSA Level 3	ELA FSA Level 4 or 5
STAR Reading Student Growth Percentile (3rd and 4th Assessment Period Only)			
Please note: This information can be used to see if Core, Tier 2 and Tier 3 instruction is accelerating growth; do not use for placing student in intervention			
<35 SGP	35 – 39 SGP	40 – 49 SGP	≥50 SGP
<p>CORE + T2 + T3 = MAXIMUM SUPPORT 120 min ELA block including daily small group instruction with ≤6 students</p> <p style="text-align: center;">PLUS Tier 2</p> <p>30 mins systematic small group instruction with ≤6 students per group in addition to the ELA block using STAR diagnostic information and other data</p> <p style="text-align: center;">PLUS Tier 3</p> <p style="text-align: center;">Urgent Intervention</p> <p>See p 27 for district-approved T2 reading interventions</p> <p>Please note:</p> <p>* All students (including ESE & ESOL) predominantly in Red must be listed on Survey 2 & 3 Form and MUST be receiving intensive intervention using a district-approved program (see list on p27)</p> <p>* A Student Statement of Concern must be submitted to MTSS for all students in Tier 3 for >1 quarter (see p 31)</p> <p>*Students ending year in Urgent Intervention must begin the following year in Tier 3 (interventions starting immediately).</p>	<p style="text-align: center;">CORE + T2</p> <p>T2: Must administer LETRS assessments to determine need</p> <p>120 min ELA block including systematic phonics instruction daily small group instruction with ≤6 students per group</p> <p style="text-align: center;">PLUS Tier 2</p> <p>30 mins systematic small group instruction with ≤6 students per group in addition to the ELA block using STAR diagnostic information and other data.</p> <p>See p 27 for district-approved T2 reading interventions</p> <p>All students predominantly in Yellow should be listed on Survey 2 and 3 Form as Tier 2 (p27) and MUST be in a Tier 2 group daily using a district-approved program (see list on p 27)</p>	<p style="text-align: center;">CORE</p> <p>120 min ELA block including systematic phonics and writing instruction as well as daily small group instruction with ≤6 students per group</p> <p>Core Curriculum: ReadyGen</p> <p style="text-align: center;">ENRICHMENT</p> <p>Compass Learning – grade level standards</p> <p>Accountable independent reading</p>	<p style="text-align: center;">CORE</p> <p>120 min ELA block including writing instruction</p> <p>Core Curriculum: ReadyGen</p> <p style="text-align: center;">ENRICHMENT</p> <p>Compass Learning – adaptive</p> <p>Accountable independent reading</p>
Healthy Core: ≤15% of students in Yellow AND ≤5% of students in Red Engage in Problem Solving Process w/ Reading Coach if ≥15% yellow or ≥5% red		Healthy Core: ≥ 80% of students in Blue and Green Engage in Problem Solving Process w/ Literacy Coach if <80% in Blue	

Data Discussion Tool: Tell the class story by using the benchmarks for your grade level.

Core ELA Teacher Name: _____ **Gr Level:** _____ **District Literacy Coach:** _____

Circle quarter of analysis Q1 Q2 Q3 Q4	Which students are “Urgent Intervention” ?	Which students are Tier 2?		
	Name	Data	Name	Data
STAR Reading PR	_____	_____	_____	_____
Urgent: <10	_____	_____	_____	_____
T2: 10 - 24	_____	_____	_____	_____
Word Study	_____	_____	_____	_____
PF & LETRS	_____	_____	_____	_____
end of quarter:	_____	_____	_____	_____
Urgent: <60%	_____	_____	_____	_____
T2: 60% - 69%	_____	_____	_____	_____
DRA End of Quarter Average:	_____	_____	_____	_____
Urgent: <60%	_____	_____	_____	_____
T2 = 60% - 69%	_____	_____	_____	_____
Instructional Book/Lexile Level (see benchmarks)	_____	_____	_____	_____
SGP (Q3 & 4 only)	_____	_____	_____	_____
Urgent: <35	_____	_____	_____	_____
T2 = 35 - 39%	_____	_____	_____	_____
Class SGP: _____	_____	_____	_____	_____
Overall	Number of students meeting Urgent Intervention criteria: _____ Percentage of class meeting Urgent Intervention criteria: _____ Below 5%? Yes No If ‘No’ If ‘No’ schedule data session with District Literacy Coach re student response to T1 & T2; plans for T3 Names of students in Urgent Intervention for >1 quarter: _____ Submit a Student Statement of Concern for student(s)	Number of students meeting Tier 2 criteria: _____ Percentage of class meeting Tier 2 criteria: _____ Below 20%? Yes No If ‘No’ If ‘No’ schedule data session with District Reading Coach re student response to T1 & plans for T2;;Names of students in T2 for ≥2 quarters: _____		

Teacher signature/date: _____ Principal signature / date: _____
 District Reading Coach signature/date: _____ Coordinator signature/date: _____

Please complete form and submit form to school's DCS and District Literacy Coach each quarter.

SURVEY 2 & 3 - STUDENTS RECEIVING TIER 2 INSTRUCTION

ELA Teacher: _____ Grade Level: _____
 Tier 2 Plan Circle Quarter: 1 2 3 4
 Tier 2 30 minutes daily in addition to Tier 1

Student	T1 Instructor	T1 Instructor received training on Core material?	T2 Instructor	T2 Schedule (must be 30 mins daily in addition to ELA block)	T2 Program- must be district approved - see pg 27 in PM Guide	T2 Instructor Trained on T2 program?

DCS: Please mark this student as receiving Tier 2 instruction for the ELA course.

I have read and agree to the above information.

Teacher sign & date: _____

SURVEY 2 & 3 - STUDENTS RECEIVING TIER 3 INTERVENTION (In addition to Tier 2)

ELA Teacher: _____ Grade Level: _____
 Tier 3 Plan Circle Quarter: 1 2 3 4
 Tier 3 is in addition to Tier 1 and Tier 2

Student	T1 Instructor	T2 Instructor	T3 Instructor	T3 Schedule (must be in addition to T1 and T2)	T3 Program – Must be district approved	T3 Instructor Trained on T3 program?	T3 Instructor Rdg Endorsed?

DCS: Please mark this student as receiving Tier 3 instruction for the ELA course.

Tier 1 Instructor sign: _____ date: _____
 Tier 2 Instructor sign: _____ date: _____
 Tier 3 Instructor sign: _____ date: _____

Principal-All students who meet T2 and T3 criteria in this classroom are listed; expectations for T1, T2 & T3 instruction have been shared with listed T1, T2 & T3 instructors; training has been scheduled in interventions listed as needed. Principal sign & date: _____

District Reading Coach- reviewed signed forms; all students who meet T2 and T3 are listed; T1, T2 and T3 instruction has been observed. Problem solving with administrator and instructors has occurred as necessary. Training has been provided. Sign and date: _____

ELA Assessments 2019.20 -

Kindergarten

District-Based Assessments

STAR Early Literacy

PAST (All Students: Beginning, Middle, and End of Year)

DRAs

District Writes

School-Based Assessments

Alphabet Knowledge

ReadyGEN Assessments

Sight Words/RED Words

First Grade

District-Based Assessments

STAR Reading

DRAs

District Writes

School-Based Assessments

Alphabet Knowledge

ReadyGEN Assessments

Sight Words/RED Words

Tier 2 and 3 Assessments:

PAST: Beginning, Middle, and End of Year

Phonics & Word Reading Survey: Middle and End of Year

LETRS Spelling Screener: Beginning, Middle and End of Year

Second Grade

District-Based Assessments

STAR Reading

PAST

DRAs

District Writes

School-Based Assessments

ReadyGEN Assessments

Sight Words/RED Words

Tier 2 and 3 Assessments:

PAST: Beginning, Middle, and End of Year

Phonics & Word Reading Survey: Beginning, Middle, and End of Year

LETRS Spelling Screener: Beginning, Middle, and End of Year

Third - Fifth Grade

District Based Assessments

STAR Reading

DRAs

District Writes

Tier 2 and 3 Assessments:

PAST: Beginning, Middle and End of Year

Phonics & Word Reading Survey: Beginning, Middle, and End of Year

LETRS Spelling Screener: Beginning, Middle, and End of Year

**WCSD Literacy Department -
Protocols for Administering the PAST Assessment -**

Goal: To increase the quality, consistency, and reach of classroom instruction by providing systematic and explicit initial instruction, and by providing differentiated instruction delivered individually or in small groups. -

Action Plan: To administer timely and valid assessments to identify students who are behind in the development of critical reading skills and monitor progress of those skills. -

Why are we administering the PAST (Phonological Awareness Screening Test)?

- 1. - Phonemic awareness is necessary for learning and using the alphabetic code.**
- 2. - Phonemic awareness predicts later outcomes in reading and spelling.**
- 3. - Phonemic awareness weaknesses are common with poor readers and spellers.**
- 4. - Direct instruction in phonemic awareness benefits novice readers and spellers.**
- 5. - Phonological awareness interacts with and facilitates the development of vocabulary and word consciousness.**

Directions for administration & scoring:

Read the instructions carefully before administering.

Be certain you understand the rules for repeating an item, pacing, and providing feedback.

Do not teach any item or level. You may give feedback, but no teaching, manipulatives, or explanations.

Do not give clues about the position of sounds within words. This is what is being tested.

Phonological awareness is being able to isolate sounds within words and word parts.

When scoring the PAST, you may find inconsistencies in levels. This is due to the different types of sound manipulations. It could be that this is where the student is weak, or it could be that the student's phonological awareness is fine, but some other factor is at play.

Please contact your school-based Literacy Coach if you have any questions about the PAST. We are always happy to answer any questions you may have!

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Ongoing Data Discussion Tool for Coaching– Grade Level/School: _____

Directions: District Literacy Coach, please complete one form for grade level per quarter (after STAR).

School:	Grade:	District Literacy Coach:	Quarter:
% of T2 students:		% of T3 students:	
Below 25%? Y N <i>If no please answer questions below:</i> Does it appear to be a grade level trend at this school; what makes you think that?		Below 5%? Y N <i>If no please answer questions below:</i> Does it appear to be a grade level trend at this school; what makes you think that?	
<div style="border: 1px solid black; height: 40px;"></div>		<div style="border: 1px solid black; height: 40px;"></div>	
List dates of T1 walkthroughs with grade level (if a trend) / teacher(s) (if a small number of classes):		List dates of T2 walkthroughs with grade level (if a trend) / teacher(s) (if a small number of classes):	
<div style="border: 1px solid black; height: 40px;"></div>		<div style="border: 1px solid black; height: 40px;"></div>	
List dates of T1 coaching conversation(s) with grade level (if a trend) / teacher(s) (if a small number of classes):		List dates of T2 coaching conversation(s) with grade level (if a trend) / teacher(s):	
<div style="border: 1px solid black; height: 40px;"></div>		<div style="border: 1px solid black; height: 40px;"></div>	
Based on the data, walkthroughs and conversations, what kind of T1 supports does this grade level/teachers/school need and how can it be provided (please consider professional development, materials, scheduling barriers, coaching etc.)?		Based on the data, walkthroughs and conversations, what kind of T1 supports does this grade level/teachers/school need and how can it be provided (please consider professional development, materials, scheduling barriers, coaching etc.)?	
<div style="border: 1px solid black; height: 40px;"></div>		<div style="border: 1px solid black; height: 40px;"></div>	
List dates above was discussed with Principal:		List dates above was discussed with Principal:	
<div style="border: 1px solid black; height: 40px;"></div>		<div style="border: 1px solid black; height: 40px;"></div>	
Are there barriers to implementation? If so, what are they and how can they be addressed?		Are there barriers to implementation? If so, what are they and how can they be addressed?	
<div style="border: 1px solid black; height: 40px;"></div>		<div style="border: 1px solid black; height: 40px;"></div>	
Given information above, what are the next steps?		What are the next steps?	
<div style="border: 1px solid black; height: 40px;"></div>		<div style="border: 1px solid black; height: 40px;"></div>	
		Are all these students flagged as receiving interventions in MIS? Yes No If no, please confer with Principal.	
		Date conferred:	
		Is the T3 instructor Reading Endorsed? If not, are they in the LETRS PLC? Y N If no, what is RE Plan?	
		<div style="border: 1px solid black; height: 20px;"></div>	

Update Literacy Care Plan according to Next Steps above. Meet with Principal and Coordinator of Instructional Support to review and sign plan. Submit copy of this form and Literacy Care Plan after each STAR administration.
 District Reading Coach signature / date: _____
 Coordinator of Instructional Support signature / date: _____

School: _____ Principal: _____ Assigned District Reading Coach: _____

School Tier based on Tiered Matrix of Support:

Directions: Enter and analyze data. Then, work with school Principal and Coordinator of Instructional Support. Update the data and plan (in response to data) each quarter. If the quarter’s plan was not implemented as intended, please describe the barriers and action steps for overcoming barriers in next quarter.

I. STAR Data					
K	I. STAR Data K-2 Use District Benchmark 3-5 Use FSA Benchmark	Urgent Intervention	Tier 2	Approaching Grade Level	On / Above Grade Level
		Is this more than 5% of students? If yes for any grade level include T2 goal in this plan – consider T2 pd, materials, coaching, scheduling, etc.	Is this more than 25%? Include T1 goal in this plan consider T1 pd, materials, coaching, scheduling, etc.	Is this less than 70%? Include T1 goal in this plan – consider T1 pd, materials, coaching, scheduling, etc.	
K	AP 4 18.19 STAR EL K				
	AP 1 19.20 STAR EL				
	AP 2 19.20 STAR EL				
	AP 3 19.20 STAR EL				
	AP 4 19.20 STAR EL				
	AP 4 19.20 STAR Rdg				
1 st	AP 4 18.19 STAR Rdg 1 st				
	AP 4 18.19 STAR Rdg K				
	AP 1 19.20 STAR Rdg				
	AP 2 19.20 STAR Rdg				
	AP 3 19.20 STAR Rdg				
	AP 4 19.20 STAR Rdg				
2 nd	AP 4 18.19 STAR Rdg 2 nd				
	AP 4 18.19 STAR Rdg 1 st				
	AP 1 19.20 STAR Rdg				
	AP 2 19.20 STAR Rdg				
	AP 3 19.20 STAR Rdg				
	AP 4 19.20 STAR Rdg				
3 rd	AP 4 18.19 STAR Rdg 3 rd				
	AP 4 18.19 STAR Rdg 2 nd				
	AP 1 19.20 STAR Rdg				
	AP 2 19.20 STAR Rdg				
	AP 3 19.20 STAR Rdg				
	AP 4 19.20 STAR Rdg				
4 th	AP 4 18.19 STAR Rdg 4 th				
	AP 4 18.19 STAR Rdg 3 rd				
	AP 1 19.20 STAR Rdg				
	AP 2 19.20 STAR Rdg				
	AP 3 19.20 STAR Rdg				
	AP 4 19.20 STAR Rdg				
5 th	AP 4 18.19 STAR Rdg 5 th				
	AP 4 18.19 STAR Rdg 4 th				
	AP 1 19.20 STAR Rdg				
	AP 2 19.20 STAR Rdg				
	AP 3 19.20 STAR Rdg				
	AP 4 19.20 STAR Rdg				

STAR Trends:

What trends are noted in STAR data?

II. FSA Data					
FSA Data	2018.19 % ≥L3	2018.19 % L1	2018.19 % L2	2019.18 Learning Gains	2018.19 Learning Gains L25%
3 rd 17.18					
3 rd 18.19					
4 th 17.18					
4 th 18.19					
5 th 17.18					
5 th 18.19					
18. 19 Subgroup1:					
18. 19 Subgroup2:					
18.19 Subgroup3:					
18.19 Subgroup3:					

FSA Trends:

What trends are noted in FSA data?

III. Other School ELA Information				
ELA Teachers - # per grade level K: 1: 2: 3: 4: 5:				
Planning day, time, administrator responsible, chair/contact				
	Day	Time	Admin	Contact
K				
1 st				
2 nd				
3 rd				
4 th				
5 th				
New ELA Teachers Required Training	RG with Questioning PD Date	ELA Block (Whole group, small group, Independent Reading & Grade level Phonics)	Phonics Training Date Independent Reading & Running Records Training Date	
New ELA K				
New ELA 1 st				
New ELA 2 nd				
New ELA 3 rd				
New ELA 4 th				
New ELA 5 th				
# of teachers in District Reading Endorsement PLC	PLC Schedule:			
School Grade	17.18		18.19	
School Improvement Strategies for Reading:				

Tier 1	Coaching Implications:
Tier 2	Coaching Implications:
Tier 3	Coaching Implications:
Expectation for Independent Reading?	
AR school-wide?	
Student / Teacher Goal Setting?	How often?
Student / Teacher Reading Conferences?	How often?
Interest in Professional Partnering? Yes No	
Other school information helpful for informing Literacy Care Plan:	

IV. Literacy Care Plan

Use information in sections I – III to create a suggested, customized Literacy Care Plan
Consider: reading data (STAR percent of students in Urgent and Tier 2), Core Instruction, T2 instruction and results, FSA Ach, FSA LG, FSA LGL25, subgroups, etc.), ELA observations, school receptiveness, School Improvement, number of new teachers, school tier (allotted time), etc.
Possible options:

Coaching Core Instruction: Whole Group, Small Group, Independent Reading, specific reading components, Professional Partnering specific grade levels/groups? What would this look like?

Coaching Tier 2 Instruction: Specific programs or reading components, progress monitoring, running records, what the other students are doing during T2 instruction, specific grade levels/groups? What would this look like?

Coaching Tier 3 Instruction: Specific programs or reading components, progress monitoring, running records, what the other students are doing during T2 instruction, specific grade levels/groups? What would this look like?

Phonics, PA, foundational skills: PLC, program implementation, strategies (prompting guide), etc. What would this look like?

Literacy Care Plan for _____ Quarter: ____ District Literacy Coach: _____

Component 1: What, Why, How, Intended Outcome, needed from coach, needed from administrator – be specific

Component 2: What, Why, How, Intended Outcome, needed from coach, needed from administrator, needed from district – be specific

Component 3: What, Why, How, Intended Outcome, needed from coach, needed from administrator, needed from district – be specific

Optional - Component 4: What, Why, How, Intended Outcome, needed from coach, needed from administrator, needed from district – be specific

Signatures & dates:

District Reading Coach: _____

Administrator: _____

Other School Personnel involved with implementing plan: _____

Coordinator of Instructional Support K12 Reading and Professional Development: _____

ELA Instructional Model (revised)

TIER 2
30 MINUTES DAILY
GROUPS OF 6 OR
LESS

↓
Tier 2 & 3:
Teacher lead systematic, research-based program

Tier 1:
Meaningful, engaged
Literacy practice

Whole Group- Tier 1
ReadyGEN
30 min./day

**Whole Group
Tier 1
Phonics/Writing**
30 minutes
Phonics First/Tyner

**Small Group
Literacy Stations**
Practice with a Purpose
60 minutes – 3/20 min. groups
or 4/15 min. groups

ELA Block 120 minutes – 90 minutes uninterrupted
Writing can be taught during whole or small group.

**Professional Development for ELA Teachers
WCSD 2019-20**

School: _____ Principal: _____ District Reading Coach: _____

The district is responsible for offering ELA professional development to teachers to ensure students are receiving high quality ELA instruction. Reading Coaches are the district's job-embedded professional developers. Through the School Improvement Plan, Literacy Care Plan and Deliberate Practice process, the principal ensures that teachers receive the required training.

Participant	Professional Development				
New ELA Teachers –<u>ReadyGen</u> with Questioning, ELA Block (Whole group, small group, Independent Reading and Phonics Training Phonics Training Date (1 day)					
1.					6.
2.					7.
3.					8.
4.					9.
5.					10.
Experienced Teachers New to Walton <u>ReadyGen</u> Initial Training including planning ELA Block (Whole group, small group, Independent Reading & Grade level <u>Phonics</u> (1 day)					
1.					6.
2.					7.
3.					8.
4.					9.
5.					10.
Teachers Delivering T3 who are not Reading Endorsed either Reading Endorsement PLC OR - Reading Endorsement through other means (<u>Edivate</u>, etc.) (1 day)					
1.					6.
2.					7.
3.					8.
4.					9.
5.					10.
Tyner: <u>Any</u> teacher implementing Tyner who hasn't been trained in Tyner	Phonics First Any teacher implementing Phonics First who has not been trained in Phonics First	<u>Sonday</u>: Any teacher implementing <u>Sonday</u> who has not been trained in <u>Sonday</u>	LLI: Any teacher implementing LLI who has not been trained in LLI	Other district approved Intervention- teacher must be trained	
1.	1.	1.	1.	1.	
2.	2.	2.	2.	2.	
3.	3.	3.	3.	3.	
4.	4.	4.	4.	4.	
5.	5.	5.	5.	5.	

Additional PD opportunities offered upon request

STAR READING ELEMENTARY FAQ: What data should I use? It depends on the purpose.

What is SGP? SGP is Student Growth Percentile. This number tells us how a student is growing relative to similar students taking the STAR across the nation. STAR generates a student SGP. It also generates a Mean SGP which is the average SGP for a class/grade. This number is helpful because it follows the bell curve meaning that 40-60 SGP is within Average Range for growth. Anything below 40 is considered in Below Average Range which means that the student/class/grade is growing at a slower rate than similar students/classes/grades across the nation. Anything above 60 SGP is within the Above Average Range for growth. This means this student/class/group is growing at a faster rate than others across the nation.

Can I use SGP to predict Learning Gains on FSA? No, for several reasons. SGP is not designed to predict Learning Gains on FSA. It is designed to give us information about how we compare growth-wise to students across the nation. If a student's growth is in the Above Average Range, it means they are growing and if the teacher is using the FSA Specifications to inform instruction (i.e. high exposure to complex text and thinking; writing in response to reading, etc.) then it is likely that the student will demonstrate Learning Gains on FSA.

What should I use to predict FSA outcomes? There are two STAR reports that are helpful for FSA outcomes.

- 1) **Screening Report** set to 'Florida FSA' Benchmark instead of 'School' or 'District'. Schools use this report to monitor proficiency. This report is also used to estimate likely FSA growth.
- 2) **State Performance Report** (under 'See More Reports' in Renaissance Place). This report will only be accurate after the third administration in a year. Also, there is a two-three week delay in generating this report.

Are there any other helpful reports using STAR data? Yes, K-12 LIFT generates reports using STAR Percentile Ranks. Contact your Principal to learn more about these reports.

What about my Lowest Performing 25%? This is a dynamic number. It will change as your population changes, so it must be revised in an ongoing basis. Your administrator can share your Lowest 25% data with you.

Should I place all of my Lowest 25% in Tier 2? No, please refer to the WCSD Progress Monitoring Guide pages 8 -13 for your grade level benchmarks to determine which students should be in Tier 2.

Should anyone scoring below the 40th Percentile Rank be placed in Tier 2? Not necessarily. Please refer to the WCSD Progress Monitoring Guide pages 8 - 13 for your grade level benchmarks to determine which students should be in Tier 2.

What are some considerations that might affect the use of STAR data for monitoring FSA

outcomes? STAR is not the same test as FSA, but Renaissance Learning has linked STAR results to FSA results. They have a preponderance of data that says, 'if a student scores here, they will likely score here on FSA'. It is imperative that teachers expose students to instruction aligned to FSA Specifications (including writing; multiple texts, etc.). Also, adhering to STAR testing protocols is imperative. If not, STAR scores may be inflated relative to FSA scores.

What can we do to ensure we are maximizing our potential for FSA proficiency, Learning Gains, and Lowest 25% Learning Gains? Ensure that students are receiving high quality instruction daily using high quality resources (ReadyGen) but be sure to embed questions aligned to FSA Specifications. In both portions of ELA FSA (Reading and Writing), success is contingent on the ability to analyze multiple complex texts. High quality core instruction will positively impact FSA proficiency, Learning Gains, Learning Gains for the Lowest 25% and all subgroups.

Contact your District Reading Coach for more information.

WCSD K-5 **Tier 1, 2 and 3** Reading FAQ 2019-20

What are our core/**Tier 1** reading programs? ReadyGen in grades K-5. **In addition to Ready Gen grades K-2 core includes Phonics First or Tyner.**

Which supplemental reading programs does WCSD support? These are the Tier 2 programs WCSD supports, depending on need: Phonics First, Fountas and Pinnell Phonics and Word Study Lessons, Fountas and Pinnell LLI, Lexonic Leaps, Sonday, Tyner and Structures. All teachers must participate in phonics training and training in the program the school is implementing (trainings are school-based; program and phonics training do not need to be two separate things – they may be combined).

What about Tier 3?

These are the Tier 3 programs WCSD supports depending on need: Compass, Explode the Code, Fountas and Pinnell Phonics and Word Study Lessons, Headsprout, Imagine Learning, Lexonik Leaps, Seeing Stars, Sonday, Sound, Stevenson, Verbalizing and Visualizing, Wilson, Fountas and Pinnell LLI and Structures. The MTSS Team ~ including the classroom teacher and school administrator ~ determine the best **intervention in consultation with the school's** assigned Literacy Coach. Teachers must participate in training in order to use the selected program. All Tier 3 teachers must be in the process of earning Reading Endorsement (through Reading Endorsement PLC, Edviate or other) and have intervention professional development. This includes ESE teachers.

What is Tier 2 and how do I know which students should be in it? Tier 2 Instruction at the elementary grades includes 30 minutes of reading instruction in addition to the 120 minute ELA block. By reviewing data together, administrators, the District Reading Coach and teacher determine which students meet Tier 2 criteria according to the quarterly benchmarks Listed in the Elementary Progress Monitoring Guide and LongForm.

With a 'Healthy' core, 20% or fewer students will receive Tier 2 instruction. This means that in a class of 20, 4 students will require Tier 2. If more than 20% require Tier 2 instruction, then core problem solving occurs with the administrator, teacher/teacher teams and District Reading Coach.

Tier 2 groups are monitored by the administrator, teacher/teacher teams and academic coach (Reading and Instructional) for accelerated growth. With high quality Tier 2 instruction, 3 out of 4 students should make accelerated growth.

What if Tier 2 **students aren't making accelerated growth?** Then the problem-solving process between the administrator, teacher/team and academic coach occurs. Considerations in the problem solving process are: group size (maximum of 6 students per group), frequency (30 minutes daily, without exception), materials (must be district-approved), training (all teachers must participate in training for the materials they use during Tier 2), attendance (both student and interventionist), need (**materials aligned with student's need**), etc.

How can I get answers to any other questions I have as they arise?

Refer to the WCSD Elementary Progress Monitoring Guide or contact your school's assigned District Literacy Coach or Kim Stafford, Coordinator of Instructional Support at extension 1363.

WCSD Tier 2 and Tier 3 Reading Interventions

Phonemic Awareness	Tier 2	Tier 3	Phonics	Tier 2	Tier 3	Vocabulary	Tier 2	Tier 3	Fluency	Tier 2	Tier 3	Comprehension	Tier 2	Tier 3
Compass Learning		x	Compass Learning		x	Achieve 3000	x		Great Leaps	x	x	Achieve 3000	x	
Explode the Code		x	Foundations First	x		Compass Learning		x				Compass Learning	x	x
Foundations First	x		Fountas and Pinnell Phonics and Word Study Lessons	x	x	Fountas and Pinnell LLI	x	x				Comprehension Toolkit: Small Group Lessons	x	x
Fountas and Pinnell Phonics and Word Study Lessons	x	x	<u>HeadSprout</u>		x	Imagine Learning		x				Fountas and Pinnell LLI	x	x
Great Leaps		x	Imagine Learning	A	x	<u>Lexonic Leaps</u>	x	x				<u>Teengagement</u>	x	
<u>HeadSprout</u>		x	<u>Lexonic Leaps</u>	x	x	Structures	x	x				Tyner	x	
Imagine Learning		x	Saxon Phonics	x		Tyner	x							
<u>Lexonic Leaps</u>	x	x	<u>Sonday</u>	x	x									
Saxon Phonics	x		Seeing Stars		x									
Seeing Stars		x	Sound System		x									
<u>Sonday</u>	x	x	Stevenson		x									
Sound System		x	Tyner	x										
Stevenson		x	<u>Verbalizing & Visualizing</u>		x									
Tyner	x		Wilson		x									
Verbalizing & Visualizing		x												
Wilson		x												

Tier 1 (Core) Instruction: K-1 Ready Gen & Foundations First; 2-5 Ready Gen; 6-12 SpringBoard

Tier 2 Interventions are determined by teacher team and administrator in consult with Literacy Coach in response to data Tier 3 Interventions are determined by MTSS team in response to student data

Interventions not listed above must be approved by the district

Teachers must participate in training to utilize any of these interventions - See Literacy Coach for more information

Need additional information? Contact your assigned Literacy Coach or MTSS Liaison

- T2 must happen for 30 minutes daily in addition to the 120 minute ELA block
- T2 groups must have 6 students or less (see criteria for T2 in Progress Monitoring Guide)
- T2 groups focus on the reading components that are getting in the students' way. Reading components include:
 - ✓ *oral language development* to build oral vocabulary which supports reading and understanding
 - ✓ *phonemic awareness*: the ability to hear, id, manipulate sounds
 - ✓ *phonics*: relationship between letters and sounds – what efficient and effective readers do; using word patterns, cues (visual, semantic, syntax), decoding strategies; this should be a thoughtful and intentional approach, not just helping students sound out words they come across... mini-lesson in word parts or a strategy, based on student data, then practice opportunity in real reading
 - ✓ *fluency*: fluent reading helps students understand what they read... typically, a student who is disfluent really needs support with decoding... in other words, fluency is a by-product, not the sole focus
 - ✓ *vocabulary*: not vocabulary in isolation; vocabulary in context; using context clues, clusters of words, or word parts; nothing in isolation
 - ✓ *comprehension*: strategies for understanding; not a 'main idea' group but a strategy to help students (paraphrasing, notetaking, chunking, etc.) then practice in real text
- Use a multi-sensory approach – your District Reading Coach can support provide support through coaching, pd, co-teaching and demonstration
 - Other students should be working independently on things that will help them grow as readers: independent/accountable reading (ensure that there is an accountability piece so 'fake reading' isn't happening); research projects (extensions of what students are learning in ELA or Sc/SS); practice on computer (Compass Learning). Please keep in mind this is ELA time ~ math practice/computerized math should occur at a different time

- Positive reinforcement: T2 should not be a punishment; we are building student confidence through success with instructional level text; we need to authentically praise **persistence and problem solving (using what they're learning to solve unknown words)**
- Specific feedback: Our striving students need to know what they are doing right as readers, specifically. When teachers say 'good job', it's really hard for a striving reader to figure out what **they're doing right...** specificity is important. For instance, instead of saying, "Good job reading that sentence" consider saying something that focuses on the new skill you've taught them such as, "I like the way you used the beginning sound to sound out that tricky word in the sentence." Tell the students specifically (in small doses) what they need to do as a reader to improve. For example, when we say 'sound it out', that's not specific enough for most striving readers. They need to hear exactly what to do, "I like the way you stopped to try to figure out that tricky word. What sound does this word start with? Specificity is key.
- Enthusiasm: If the teacher isn't enthusiastic, it will be hard for the students to be.
- Text should be at the group's instructional level; if the text is too hard, it will likely lead to frustration; if the text is too easy, growth will likely be limited; it needs to be tricky enough to try something new, but comfortable enough not to wear them out.
- T2 lesson: review, mini-lesson (based on a demonstrated need: focused on a reading component), practice out of context, practice in context, review
- Interruptions should be kept to a minimum: If there are many interruptions, we may need to invest in routines and procedures, show examples and non-examples of what this time should look like; and provide positive reinforcement.

- Running records or other progress monitor must occur frequently to inform instruction

Tier 2 Game Changers ~ Things we do every day matter.

Please collaborate with your team and your Literacy Coach to maximize your students' T2 growth

Classroom: _____ Grade Level: _____ Date: _____ Observer: _____

Time started: _____ Time ended: _____ Elapsed time: _____ minutes

Topic	Guiding Thoughts	Comments / Examples
Fidelity	Did T2 group start on time according to schedule?	
	Were T2 students engaged in T2 instruction for 30 minutes?	
Group size	How many students present in the T2 group?	
Routines, procedures & planning	Were there interruptions to T2 instruction? How many? Why?	
	What routines and procedures could be added to limit interruptions and hold students accountable for their reading/work?	
	How many T2 students were on task?	
	How many non-T2 students were on task?	
	Planning: What data determined focus of T2 lesson?	
Instruction	List reading component(s) addressed:	
	What was the T2 mini-lesson?	
	What practice opportunities did the students have?	
	Did students <u>have the opportunity to read real text</u> ?	
	Did the text appear to be at the students' instructional level?	
	What were the T2 students working on? Was this something they need to grow as a reader?	
Reinforcement	Did the teacher provide positive reinforcement? List examples:	
Learning	Did the T2 students appear to learn something new? List evidences:	
Extensions	What extension activities were the non-T2 students engaged in?	
Collaboration	What might help this class maximize T2 potential?	

Parent-Teacher Reading Conference

This is conference form is an option for parent-teacher conferences.

Student Name: _____

Class: _____ Date: _____

Attending Parents/Guardians: _____

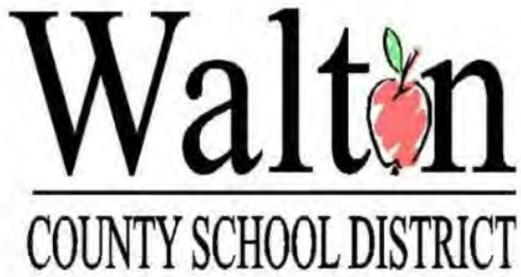
Student Strengths	
Your child as a reader (noted interests, strategies owned, number of books read / AR points, anything interesting / positive noted from ongoing reading conferences)	
STAR Percentile Rank: Word Study Level: Book/Lexile Level:	ELA Grade: Previous FSA Score (if applicable): District Reading Assessment Average:
Parent Noticings / Wonderings:	
Goals (include nightly reading goal and AR goal):	
Action Plan to reach goal What we can do in class:	Things the parent/student can do at home:
Signatures	
Name _____	Date _____



145 Park Street
DeFuniak Springs, FL 32435
(850) 892-1100

STUDENT STATEMENT OF ACADEMIC CONCERNS FORM

Student Name		School		Today's Date	
DOB	Age	Current Grade	Grade Retained <small>(if applicable)</small>	Parent Phone	
Parent/Guardian Name		Address			
Teacher's Name			Absences	Tardies	
1. Initial Parent Notification Date <small>(Required)</small>		Method of Notification: <input type="checkbox"/> Letter to Parent/Guardian <input type="checkbox"/> Phone <input type="checkbox"/> Conference			
2. Second Parent Notification Date		Method of Notification: <input type="checkbox"/> Letter to Parent/Guardian <input type="checkbox"/> Phone <input type="checkbox"/> Conference			
Concerns: <input type="checkbox"/> Academic <input type="checkbox"/> Communication <input type="checkbox"/> Medical <input type="checkbox"/> Other _____					
Does the student receive ESE services?		<input type="checkbox"/> Yes	<input type="checkbox"/> No	Is the student Homeless?	
Does the student have a 504 Plan?		<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Describe <i>Specific Academic Concerns</i> :					
Student Data <i>(Fill in all that apply with the most current data.)</i>					
	FSA Level	STAR Scale Score	STAR Percentile	DFA	Other Data Source <i>(if applicable)</i>
Reading					
Math					
List the Student's Current Grades Below					
English / Language Arts	Math	Social Studies	Science		
Prior Interventions					
What specific interventions are currently implemented for this student?					
Check all of the following that appear to affect the student's academic:					
<input type="checkbox"/> Absences	<input type="checkbox"/> Limited English Proficiency	<input type="checkbox"/> Motivation	<input type="checkbox"/> Hearing/Vision	<input type="checkbox"/> Concentration	
<input type="checkbox"/> Medical Concerns	<input type="checkbox"/> Peer/Family Relationships	<input type="checkbox"/> Speech Articulation	<input type="checkbox"/> Social Skills	<input type="checkbox"/> Impulsivity	
<input type="checkbox"/> Anxious	<input type="checkbox"/> Withdrawn	<input type="checkbox"/> Off-Task	<input type="checkbox"/> Other _____		
Additional Comments <i>(optional)</i>					
<i>No person shall, on the basis of race, color, religion, gender, age, ethnicity, national origin, marital status, disability, political or religious beliefs be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity, or in any employment conditions or practices conducted by this School District, except as provided by law.</i>					



Secondary ELA Progress Monitoring Guide

Simplify efforts in order to amplify student learning

Each 6-12 ELA/Reading teacher and administrator will receive a copy of this guide semester 1.

For additional information, please contact your school's assigned District Reading Coach.

2019 - 2020

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Secondary ELA Progress Monitoring Guide Q & A

Q. What is the Secondary ELA Progress Monitoring Guide?

A. The Secondary ELA Progress Monitoring Guide is a school-wide plan for effective data use. Research supports the notion that the best intervention begins with effective core instruction. Each of the components in this guide is intended to be used for making effective instructional decisions to improve student performance.

Q. What does the Secondary ELA Progress Monitoring Guide include?

A. The guide includes an explanation of the Secondary ELA Tiered Approach, ELA Problem Solving Process Protocols, Progress Monitoring Protocols, ELA & Intensive Reading progress monitoring/data collection spreadsheet (referred to as ELA/Intensive Reading Progress Monitoring Form), and end of quarter performance targets.

Q. What is the ELA/Intensive Reading Progress Monitoring Form?

A. The ELA/Intensive Reading Progress Monitoring Form is a class-wide data collection spreadsheet for ELA and Intensive Reading and includes individual student data report forms (note the tabs at the bottom of the spreadsheet). The class-wide and individual student forms provide a snapshot of the “whole student” and are a tool used for identifying and planning based on student need.

Q. Why should we use the Secondary ELA Progress Monitoring Guide?

A. A clear plan for effective school-wide data use is essential to develop a data-informed culture that ensures individual student success (U.S. Department of Education, 2009, *Using Student Achievement Data to Support Instructional Decision Making*). The Secondary ELA Progress Monitoring Guide supports schools in creating a framework for effectively using data to make instructional decisions. Effective data practices are interdependent among the classroom, school, and district. It is recommended that data chats occur quarterly to encourage school-wide data interpretation and collaborative discussion sessions between and among ELA and Intensive Reading teachers.

Q. Why should Intensive Reading and ELA teachers use the Secondary ELA Progress Monitoring Guide?

A. Monthly data chats are highly recommended with teachers and Literacy Coaches to closely monitor student progress. Armed with data and the means to use/apply the information, teachers can make instructional decisions aimed at improving student achievement such as:

- prioritizing instructional time
- targeting additional individual instruction for students who are struggling with reading components (phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language)
- identifying student needs to align instructional interventions to accelerated progress
- gauging the instructional effectiveness of classroom lessons
- refining instructional methods
- examining classroom data to adapt curriculum based on information about students' strengths and weaknesses

Q. How does using the Secondary ELA Progress Monitoring Guide correlate to the Teacher Evaluation Tool?

A. The Secondary ELA Progress Monitoring Guide supports teachers in addressing the following domains:

- 1.4** Lesson plans are revised and / or differentiated based on student needs
- 1.6** Uses data prior to planning instruction
- 3.4** Monitor learning activities, provide feedback, and adjust instruction to meet student needs
- 3.5** Use a variety of instructional strategies and / or modifications / accommodations for all students including those with special needs or diverse backgrounds
- 3.8** Conduct progress monitoring through use of a variety of formative assessments to check comprehension and adjust instruction based on these assessments
- 3.9** Require student goal setting and assist in developing and monitoring their plan for academic improvement

Q. What else do I need to know about the Secondary ELA Progress Monitoring Guide?

A. Generally, schools collect enormous amounts of data on students' attendance, behavior, and performance. However, when it comes to improving instruction and learning, it is not the quantity of the data that counts, but how the information is used (Hamilton et al., 2009). The Secondary ELA Progress Monitoring Guide will help teachers, school administrators, and district support teams **simplify efforts in order to amplify student learning** through purposeful and relevant data interpretation and decision-making discussions.

Secondary ELA: A Tiered Approach

Tier	Descriptions
<p>Core = Tier 1 = Instruction every student receives in ELA Courses</p>	<p>Tier 1 instruction:</p> <ul style="list-style-type: none"> • High quality core ELA instruction occurs daily and reaches all students using Springboard Curriculum. • At least 80% of students are demonstrating proficiency on grade level standards by earning an average grade of C or higher on standards-based assignments associated with the ELA course code. • All students are scoring an SGP of 40 or higher on STAR (Progress Monitoring Assessment) – SGP is available after AP2. <p>If these criteria are not met, then teachers engage in the Problem-Solving Process with administrators and Literacy Coach/Instructional Coach to address the needs of the core.</p>
<p>Tier 2 = Intensive Reading IF instruction is differentiated for the student's needs and includes small group support at the student's Instructional Level (see Literacy Coach for more information)</p>	<p>Tier 1 instruction (quality ELA instruction) PLUS Intensive Reading instruction which includes:</p> <ul style="list-style-type: none"> • High-quality, small-group, differentiated instruction at student's Instructional Level addressing student's reading needs aimed at accelerating student's ability to navigate increasingly complex text utilizing Teengagement, Achieve 3000, Read 180, Structures, Sound System or other district-approved resources. • At least 80% of Tier 2 students are making adequate progress according to criteria included in this Secondary ELA Progress Monitoring Guide • All students are scoring an SGP of 40 or higher on STAR (Progress Monitoring Assessment) – SGP is available after AP2. <p>If these criteria are not met, then teachers engage in the Problem-Solving Process with administrators and Literacy Coach/Instructional Coach to address the needs of the Intensive Reading class.</p> <p>If more than 20% of a school's population is scheduled in Intensive Reading, then the Problem-Solving Process must occur with school administrators, the SIP Team and Literacy/Instructional Coach to address core (ELA) effectiveness.</p>
<p>Tier 3 = Students referred to MTSS team for specific interventions in addition to Intensive Reading</p>	<p>Tier 1 and Tier II instruction PLUS additional Intensive Interventions which include:</p> <ul style="list-style-type: none"> • Targeted instruction to address reading component deficits • Weekly screenings to ensure accelerated progress <p>If more than 5% of a school's population is considered Tier 3 because they are not making adequate progress, then the Problem-Solving Process must occur with school administrators, the MTSS Team and Literacy/Instructional Coach to address Tier 2 (Intensive Reading) effectiveness.</p>

Secondary ELA Problem Solving Process Protocols

Tier	If	Then	Next Steps
Tier 1	<p>Less than 80% of ELA students are earning an average grade of C or higher on grade-level, standards-based assessments associated with the ELA course code – problem solve for the group</p> <p style="text-align: center;">OR</p> <p>Individual students are earning less than 40 SGP – problem solve for those students</p>	<p>Teacher and administrator engage in Problem Solving Process to ensure that:</p> <ul style="list-style-type: none"> ✓ Teacher has adequate knowledge of course standards. ✓ Teacher has had adequate Springboard training to include unpacking Embedded Assessments with students and impactful instructional delivery. ✓ STAR is administered with integrity, fidelity, and high expectations for student performance. ✓ Teacher has all necessary group resources ✓ Instruction and student tasks fully align to the standards. ✓ Students are engaged in high quality instruction, bell-to-bell. ✓ Grades are consistent with standards related to the ELA course code. ✓ Students are regularly attending class. 	<ul style="list-style-type: none"> • If training in knowledge of course standards is needed, administrator schedules training with Literacy Coach. • If Springboard training is needed, administrator schedules training with Literacy Coach. • If knowledge of STAR protocol is needed to ensure fidelity of administration, designated STAR coordinator will provide training and materials necessary. • If Springboard materials are needed, administrator will arrange to provide additional materials. • If training in aligning instruction and student tasks to course standards is needed, administrator schedules training with Literacy Coach. • If students are not engaged, administrator schedules time for literacy coaching cycle(s) with follow-up administrative walkthroughs during following quarter. • If grades are not in alignment with course code standards, administrator schedules data training with Literacy Coach. • If less than 80% of students are not regularly attending class, administrator will meet with MTSS Team to intervene.
Tier 2	<p>More than 20% of a school's overall student population is in Intensive Reading</p>	<p>Administrator problem solves Tier I/Core Instruction with SIP Team and Literacy/Instructional Coach PLUS conducts frequent ELA classroom walkthroughs.</p>	<ul style="list-style-type: none"> • If additional training is needed, administrator schedules professional learning with Literacy Coach. • If resources are needed, administrator arranges to order resources. • If classroom transfer of professional learning is lacking, administrator supports coaching cycle(s) with Literacy Coach and/or PLC focused on best practices with administrative walkthroughs and feedback to support. • If less than 80% of students are not regularly attending class, Administrator problem solves with MTSS Team.

Tier 3	<p>Less than 80% of Tier 2/Intensive Reading students are making adequate progress</p> <p style="text-align: center;">OR</p> <p>Individual students are earning SGF less than 40</p>	<p>Administrator problem solves Tier 1 and Tier 2 instruction with teacher, SIP Team, and Literacy/Instructional Coach.</p>	<ul style="list-style-type: none"> • If resource training is needed, administrator schedules training with Literacy Coach. • If materials are needed, administrator will arrange for additional materials. • Administrator schedules time for literacy coaching cycle(s) with follow-up administrative walkthroughs during following quarter. • If less than 80% of students are not regularly attending class, administrator will meet with MTSS Team to intervene.
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ELA/Intensive Reading Progress Monitoring Form Protocols

Accessing the Secondary ELA Progress Monitoring Guide

To access the Secondary ELA Progress Monitoring Guide and its contents, go to your school's Shared Drive. Open the folder titled 2018 - 2019 Progress Monitoring Forms. This guide and a master copy of the Secondary ELA/Intensive Reading Progress Monitoring Form for your school will be inside.

Creating individual ELA/Intensive Reading Progress Monitoring Forms

Open the above-mentioned folder.

Open the 'Master' Progress Monitoring Form.

Save the Master Form as 'Teacher Name. Class Period'. Do this prior to entering any data.

The ELA/Intensive Reading Progress Monitoring Form Format

The Intensive Reading Progress Monitoring Form (Excel spreadsheet) was designed to be printed on regular 8 x 11 paper. Enlarging and/or minimizing the form on your computer screen may skew the format. Please note: **this is just a visual change**. The actual form is not changing. When the form is printed or scaled back on the screen, it will self-correct.

Entering Information

Teacher Name & School Name: Type your name in the 'Teacher' section of the spreadsheet and your school name in the 'School' section of the spreadsheet

Student Name: Enter each student's first and last name under 'Student Name'

**If a student enrolls after the beginning of the school year, enter the new student's name in the row under the last original student on your list.*

Absences: Enter the number of days missed each quarter.

**If a student withdraws, leave the student on your list and enter "W" under Absences in the quarter column in which he / she withdraws.*

ESE/ESOL: Enter X in the box if the student is classified ESE (IEP or 504) and/or ESOL

Tier 3 (T3): At the end of each quarter, enter X if a student has been referred to the MTSS Team for additional intensive interventions based on student performance in Intensive Reading.

Entering Achievement Data

Enter achievement data on the Secondary Progress Monitoring Form quarterly.

Achievement data must entered for each appropriate data source on or before the dates listed in the chart below.

Quarter	Data Entry Deadline Data Entries must be completed by 3:00pm
1st Quarter	October 18, 2019
2nd Quarter	January 8, 2020
3rd Quarter	March 25, 2020
4th Quarter	May 29, 2020

Achievement Data Entry Protocols

Data Source	What to Enter on the Progress Monitoring Form
STAR Student PR	Enter the Percentile Rank (PR) for each assessment.
STAR Student SGP	Enter the Student Growth Percentile (SGP) . These scores are available after the second STAR assessment has been administered.
STAR SS	Enter the Scale Score (SS) for each assessment.
Achieve3000 (Level Set)	Enter the Lexile Level for the Level Set (taken at the beginning, mid-year, and end of each year).
ELA/Reading Grades	Enter quarterly average.
Writing Score	If routine writing assessments are given, enter the scores in a #/#/# (4/4/2) format for each quarter an assessment is given. These might include District Writes, WriteScore, etc.
2019 FSA ELA	Enter 2019 FSA ELA Scale Score (SS), Achievement Level (AL), & Writing Score (/#/#/#).
Re-Takes	Enter score (if applicable).
ACT / SAT	Enter score (if applicable).

Secondary ELA Performance Targets

Use the appropriate following grade level charts as a reference guide for interpreting student data, conducting data discussions with colleagues and / or parents, and making instructional decisions.

Lexile Levels (Achieve3000 and STAR Reading)

	Below Grade Level	Approaching Grade Level (Tier 2)	On Grade Level	Above Grade Level
6th Grade Lexile Band	Below 830	830 – 920	925 – 1070	Above 1070
7th Grade Lexile Band	Below 925	925 – 965	970 – 1120	Above 1120
8th Grade Lexile Band	Below 970	970 – 1005	1010 – 1185	Above 1185
9th Grade Lexile Band	Below 1010	1010 – 1045	1050 – 1260	Above 1260
10th Grade Lexile Band	Below 1050	1050 – 1075	1080 – 1335	Above 1335
11th -12th Grade Lexile Band	Below 1080	1080-1180	1185-1385	Above 1385

STAR Performance Targets by Percentile Rank

Urgent Intervention	Tier 2	On Watch	At Grade Level
Percentile Rank <10	Percentile Rank 10-24	Percentile Rank 25-39	Percentile Rank >40

Secondary ELA Decision Tree

WCSD Secondary ELA Decision Tree			
Progress Monitoring	If	Then	Programs/Materials/Strategies
<p>FSA Reading</p> <p>Administer STAR to all students in grades 6-10</p> <p>Administer STAR to all students who have not passed FSA in grades 11 and 12</p> <p>Dates:</p> <p>FSA Reading - May 2019</p> <p>STAR - Assessment #1 Early Fall 2019</p> <p>Assessment #2 Winter 2019</p> <p>Assessment #3</p>	<p>FSA Level 1 or 2</p>	<p>Use STAR into the reading (see next</p> <p>School-team must review the of all Level 1 students.</p> <p>The MTSS use the Secondary Monitoring determine if student is to proficiency if students proficiency trajectory, team will solve in increase support</p>	<p>Urgent Intervention: FSA Level 1 and STAR or Running Records indicating Lexile more than 3 years below grade Level; ongoing progress monitoring related to intervention Intensive Reading 90 minutes daily with intensive small group instruction using Great Leaps, Language, Read 180, Structures or other district-approved intervention materials</p> <p>Intensive Intervention: FSA Level 1 and STAR or Running Records indicating Lexile 2-3 years below grade Level; ongoing progress monitoring related to intervention Intensive Reading or Reading for College Success 45 minutes daily with intensive small group instruction using Great Leaps, Teengagement, Achieve3000, Structures or other district approved intervention materials matched to student need</p> <p>Intensive Support: FSA Level 1 or 2 and STAR or Running Records indicating Lexile Level 1-2 years below grade level; ongoing progress monitoring related to support Intensive Reading or Reading for College Success at least 45 minutes daily using Teengagement, Achieve 3000, Structures, and/or other district approved support materials</p> <p>Content Support: FSA Level 2 and STAR or Running Records indicating Lexile Level less than 1 year below grade level can be supported in Science or Social Studies with a teacher who has a demonstrated history of using instructional and learning strategies to support students in navigating increasingly complex text. If no such teacher is available, then the student is placed in an Intensive Reading class. Ongoing progress monitoring using content area assessments.</p> <p>Ongoing Progress Monitoring related to supports provided; School-based analysis will occur between teacher/administrator and District Literacy Coach using the following guiding questions:</p> <p>Is student making accelerated progress? Yes No If no, what is the likely barrier, what can be done to address barrier and who will be responsible? If yes, is the student grade level proficient? Yes No If no, continue with current supports and monitor trajectory; use decision tree after next assessment period If yes, analyze placement decision with consideration of schedule/support change</p>
<p>Spring 2020</p>	<p>FSA Level 3 or above</p>	<p>Needs met in ELA course</p>	<p>SpringBoard or AP/Pre-AP</p>

Addendum A: Survey 2 & 3 Students Receiving Tier 3 Intervention
(in addition to Intensive Reading)

SURVEY 2 & 3 - STUDENTS RECEIVING TIER 3 INTERVENTION
(In addition to Tier 2)

ELA Teacher: _____ Grade Level: _____

Tier 3 Plan Circle Quarter: 1 2 3 4

DCS: Flag Course that student in which student receives Tier 3 reading interventions

Student	T1: ELA Instructor	T2: Intensive Reading Instructor	T3: Reading Interventionist	T3 Schedule (must be in addition to T1 and T2)	T3 Program – Must be district approved	T3 Instructor Trained on T3 program?	T3 Instructor Reading Endorsed?
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DCS: The students in this Tier 3 chart should be scheduled in 5010020 – Functional Basic Skills in Reading. This course should be Flagged as Reading Intervention for students on this Tier 2 chart.

Tier 1 Instructor sign: _____ date: _____

Tier 2 Instructor sign: _____ date: _____

Tier 3 Instructor sign: _____ date: _____

Principal-All students who meet T2 and T3 criteria in this classroom are listed expectations for T1, T2 & T3 instruction have been shared with listed T1, T2 & T3 instructors; training has been scheduled for interventions listed as needed. Principal sign & date: _____

District Reading Coach- reviewed signed forms; all students who meet T2 and T3 are listed; T1, T2 and T3 instruction has been observed. Problem solving with administrator and instructors has occurred as necessary. Training has been provided. Sign and date: _____

Addendum B: Tenets of Tier 2 Instruction: Intensive Reading for Accelerated Growth

- T2 must happen daily in addition to the ELA
- T2 should be less than 20% of school population; if more, engage in ELA Core problem solving
- T2 groups focus on the reading components that are getting in the students' way. Reading components include:
oral language development, phonemic awareness, phonics/word analysis, decoding strategies; fluency; vocabulary: in context and comprehension: strategies for analyzing and understanding multiple texts
comprehension: strategies for understanding (paraphrasing, notetaking, chunking, etc.) with practice in authentic text, building broad knowledge
- Use a multi-sensory approach – your District Reading Coach can support provide support through coaching, pd, co-teaching and demonstration
- Positive reinforcement: T2 should not be a punishment; we are building student confidence through success with instructional level text; we need to authentically praise persistence and problem solving (using what they're learning to solve unknown words)
- Specific feedback: Our striving students need to know what they are doing right as readers, specifically. When teachers say 'good job', it's really hard for a striving reader to figure out what they're doing right... specificity is important. For instance, instead of saying, "Good job reading that sentence" consider saying something that focuses on the new skill you've taught them such as, "I like the way you used the beginning sound to sound out that tricky word in the sentence." Tell the students specifically (in small doses) what they need to do as a reader to improve. For example, when we say 'sound it out', that's not specific enough for most striving readers. They need to hear exactly what to do, "I like the way you stopped to try to figure out that tricky word. What sound does this word start with? Specificity is key.
- Enthusiasm: If the teacher isn't enthusiastic, it will be hard for the students to be.
- T2 lesson: review, mini-lesson (based on a demonstrated need; focused on a reading component), practice out of context, practice in context, review
- Interruptions should be kept to a minimum: If there are many interruptions, we may need to invest in routines and procedures, show examples and non-examples of what this time should look like; and provide positive reinforcement.
- T2 Resources;
Achieve 3000: qualitative (percent passed – should always be 70% or above since text is adaptive and quantitative number of activities and Lexile growth
Teengagement
Structures or Sondag using a multi-sensory approach; always with additional practice in context
Other resources listed in Addendum C

Addendum C: WCSD Tier 2 and Tier 3 Reading Interventions

WCSD Tier 2 and Tier 3 Reading Interventions														
Phonemic Awareness	Tier 2	Tier 3	Phonics	Tier 2	Tier 3	Vocabulary	Tier 2	Tier 3	Fluency	Tier 2	Tier 3	Comprehension	Tier 2	Tier 3
Compass Learning		x	Compass Learning		x	Achieve 3000	x		Great Leaps	x	x	Achieve 3000	x	
Explode the Code		x	Foundations First	x		Compass Learning		x				Compass Learning	x	x
Foundations First	x		Fountas and Pinnell Phonics and Word Study Lessons	x	x	Fountas and Pinnell LLI	x	x				Comprehension Toolkit: Small Group Lessons		
Fountas and Pinnell Phonics and Word Study Lessons	x	x	HeadSprout		x	Imagine Learning		x				Fountas and Pinnell LLI	x	x
Great Leaps		x	Imagine Learning	A	x	Lexonic Leaps	x	x				Teengagement	x	
HeadSprout		x	Lexonic Leaps	x	x	Structures	x	x				Tyner	x	
Imagine Learning		x	Saxon Phonics	x		Tyner	x							
Lexonic Leaps	x	x	Sondax	x	x									
Saxon Phonics	x		Seeing Stars		x									
Seeing Stars		x	Sound System		x									
Sondax	x	x	Stevenson		x									
Sound System		x	Tyner	x										
Stevenson		x	Verbalizing & Visualizing		x									
Tyner	x		Wilson		x									
Verbalizing & Visualizing		x												
Wilson		x												

Tier 1 (Core) Instruction: K-1 Ready Gen & Foundations First; 2-5 Ready Gen; 6-12 SpringBoard

Tier 2 Interventions are determined by teacher team and administrator in consult with Literacy Coach in response to data Tier 3 Interventions are determined by MTSS team in response to student data

Interventions not listed above must be approved by the district

Teachers must participate in training to utilize any of these interventions - See Literacy Coach for more information

Need additional information? Contact your assigned Literacy Coach or MTSS Liaison

Addendum D: STAR Reading FAQ

STAR READING Secondary FAQ: What data should I use? It depends on the purpose.

What is SGP? SGP is Student Growth Percentile. This number tells us how a student is growing relative to similar students taking the STAR across the nation. STAR generates a student SGP. It also generates a Median SGP which is the average SGP for a class/grade. This number is helpful because it follows the bell curve meaning that 40-60 SGP is within Average Range for growth. Anything below 40 is considered in Below Average Range which means that the student/class/grade is growing at a slower rate than similar students/classes/grades across the nation. Anything above 60 SGP is within the Above Average Range for growth. This means this student/class/group is growing at a faster rate than others across the nation.

Can I use SGP to predict Learning Gains on FSA? No, for several reasons. SGP is not designed to predict Learning Gains on FSA. It is designed to give us information about how we compare growth-wise to students across the nation. If a student's growth is in the Above Average Range, it means they are growing and if the teacher is using the FSA Specifications to inform instruction (i.e. high exposure to complex text and thinking; writing in response to reading, etc.) then it is likely that the student will demonstrate Learning Gains on FSA.

What should I use to predict FSA outcomes? There are two reports that are helpful for FSA outcomes.

- 1) **Screening Report** set to 'Florida FSA' Benchmark instead of 'School' or 'District'. Schools use this report to monitor proficiency. This report is also used to estimate likely FSA growth. To estimate growth, the FSA Benchmark score is entered into our Learning Gains template which will determine which students are on track to make Learning Gains on FSA.
- 2) **State Performance Report** (under 'See More Reports' in Renaissance Place). This report will only be accurate after the third administration in a year. Also, there is a two-three week delay in generating this report.

FSA Benchmark and State Performance reports are highly aligned to FSA scores in WCSD and throughout the state.

What about my Lowest Performing 25%? This is a dynamic number. It will change as your population changes, so it must be revised in an ongoing basis. Find your lowest 25% in FOCUS under Assessments then L25 Reports. You use this information to populate the Learning Gains template.

Should I use the L25 list to place students in iii? No, please refer to the WCSD Progress Monitoring Guide to determine which students should be in iii.

What are some considerations that might affect the use of STAR data for monitoring FSA outcomes? STAR is not the same test as FSA, but Renaissance Learning has linked STAR results to FSA results. They have a preponderance of data that says, 'if a student scores here, they will likely score here on FSA'. It is imperative that teachers expose students to instruction aligned to FSA Specifications (including writing; multiple texts, etc.). Also, adhering to STAR testing protocols is imperative. If not, STAR scores may be inflated relative to FSA scores.

What can we do to ensure we are maximizing our potential for FSA proficiency, Learning Gains, and Lowest 25% Learning Gains? Ensure that students are receiving high quality instruction daily using high quality resources (SpringBoard) but be sure to embed questions aligned to FSA Specifications. In both portions of ELA FSA (Reading and Writing), success is contingent on students ability to analyze multiple complex texts. High quality core instruction will positively impact FSA proficiency, Learning Gains, Learning Gains for the Lowest 25% and all subgroups.

Contact your District Reading Coach for more information.

Addendum E: WCSD 6-12 ELA and Reading FAQ

What are our core reading programs? SpringBoard in grades 6-12

Are teachers expected to use the core program? Yes, in all 6-12 ELA courses except AP courses. SpringBoard is aligned to the Florida Standards. Teachers work with the school's assigned District Literacy Coach to embed additional texts as needed and align tasks to FSA.

Which supplemental reading programs does WCSD support? These are the Tier 2 programs WCSD supports, depending on need: Phonics First, Fountas and Pinnell Phonics and Word Study Lessons, Fountas and Pinnell LLI, Lexonic Leaps, Sonday, Tyner and Structures (see Appendix C). Teachers implementing any of these programs must participate in phonics training and training in the program the school is implementing (trainings are school-based; program and phonics training do not need to be two separate things – they may be combined);

What about Tier 3?

These are the Tier 3 programs WCSD supports depending on need: Compass, Explode the Code, Fountas and Pinnell Phonics and Word Study Lessons, Headsprout, Imagine Learning, Lexonik Leaps, Seeing Stars, Sonday, Sound, Stevenson, Verbalizing and Visualizing, Wilson, Fountas and Pinnell LLI and Structures. The MTSS Team ~ including the classroom teacher and school administrator ~ determine the best intervention in consultation with the school's assigned Literacy Coach. Teachers must participate in training in order to use the selected program. All Tier 3 teachers must be in the process of earning Reading Endorsement (through Reading Endorsement PLC, Edivate or other) and have intervention professional development. This includes ESE and ESOL teachers.

What is Tier 2 and how do I know which students should be in it? Intensive Reading is Tier 2 instruction at the secondary level. School's use the Secondary ELA Performance Targets (page 9) to determine who should be in Intensive Reading and to monitor for accelerated growth. .

With a 'Healthy' core, 20% or fewer students will receive Tier 2 instruction. This means that in a grade level of 100 students, 20 or less will require Tier 2. If more than 20% require Tier 2 instruction, then the core problem solving process occurs with the administrator, teacher/teacher teams and District Reading Coach.

Tier 2 groups are monitored by the administrator, teacher/teacher teams and District Reading Coach for accelerated growth. With high quality Tier 2 instruction, 75-80% of students should make accelerated growth (Learning Gains; SGP \geq 50)

What if Tier 2 students aren't making accelerated growth? Then the problem-solving process between the administrator, teacher/team and academic coach occurs. Considerations in the problem solving process are: group size, frequency, materials (must be district-approved), training (all teachers must participate in training for the materials they use during Tier 2), attendance, need (materials aligned with student's need), Core Practices (see Instructional Practice Guide), etc.

How can I get answers to any other questions I have as they arise?

Refer to the WCSD Elementary Progress Monitoring Guide or contact your school's assigned Reading Coach or Kim Stafford, Coordinator of Instructional Support at extension 1363.

Contact your District Reading Coach for more information.

Addendum F: Student Statement of Academic Concerns

		145 Park Street DeFuniak Springs, FL 32435 (850) 892-1100		STUDENT STATEMENT OF ACADEMIC CONCERNS FORM	
Student Name			School		Today's Date
DOB	Age	Current Grade	Grade Retained <small>(if applicable)</small>	Parent Phone	
Parent/Guardian Name			Address		
Teacher's Name			Absences		Tardies
1. Initial Parent Notification Date <small>(Required)</small>		Method of Notification: <input type="checkbox"/> Letter to Parent/Guardian <input type="checkbox"/> Phone <input type="checkbox"/> Conference			
2. Second Parent Notification Date		Method of Notification: <input type="checkbox"/> Letter to Parent/Guardian <input type="checkbox"/> Phone <input type="checkbox"/> Conference			
Concerns: <input type="checkbox"/> Academic <input type="checkbox"/> Communication <input type="checkbox"/> Medical <input type="checkbox"/> Other _____					
Does the student receive ESE services?		<input type="checkbox"/> Yes <input type="checkbox"/> No		Is the student Homeless?	
Does the student have a 504 Plan?		<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Describe Specific Academic Concerns:					
Student Data <small>(Fill in all that apply with the most current data.)</small>					
	FSA Level	STAR Scale Score	STAR Percentile	DFA	Other Data Source <small>(if applicable)</small>
Reading					
Math					
List the Student's Current Grades Below					
English / Language Arts		Math		Social Studies	
Prior Interventions					
What specific interventions are currently implemented for this student?					
Check all of the following that appear to affect the student's academic:					
<input type="checkbox"/> Absences	<input type="checkbox"/> Limited English Proficiency	<input type="checkbox"/> Motivation	<input type="checkbox"/> Hearing/Vision	<input type="checkbox"/> Concentration	
<input type="checkbox"/> Medical Concerns	<input type="checkbox"/> Peer/Family Relationships	<input type="checkbox"/> Speech Articulation	<input type="checkbox"/> Social Skills	<input type="checkbox"/> Impulsivity	
<input type="checkbox"/> Anxious	<input type="checkbox"/> Withdrawn	<input type="checkbox"/> Off-Task	<input type="checkbox"/> Other: _____		
Additional Comments <small>(optional)</small>					
<small>No person shall, on the basis of race, color, religion, gender, age, ethnicity, national origin, marital status, disability, political or religious beliefs be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity, or in any employment conditions or practices conducted by this School District, except as provided by law.</small>					
Revised August 2018			MTSS – Statement of Academic Concerns		

Addendum G: Professional Development for ELA & Reading Teachers

Professional Development for ELA & Reading Teachers				
WCSD 2019-20				
School: _____ Principal: _____ District Reading Coach: _____				
<p>The district is responsible for offering ELA professional development to teachers to ensure students are receiving high quality ELA instruction. Reading Coaches are the district’s job-embedded professional developers. Through the School Improvement Plan, Literacy Care Plan and Deliberate Practice process, the principal ensures that teachers receive the required training.</p>				
Participant	Professional Development			
New ELA/Reading Teachers – Name & Grade (required)	SpringBoard with Questioning scheduled PD Date (1 day required)	FSA Specifications with Facilitated Planning (1 day required)	Follow-up (1 day required)	
1.				
2.				
3.				
4.				
5.				
Experienced ELA/Reading Teachers New to Walton (required)	SpringBoard Initial Training including planning (1/2 day required)	FSA Specifications with Facilitated Planning (1 day required)		
1.				
2.				
3.				
4.				
5.				
Teachers Delivering T3 who are not Reading Endorsed (required)	Either Reading Endorsement PLC	OR - Reading Endorsement through other means (Edivate, etc.)		
1.				
2.				
3.				
4.				
5.				
Teachers using these program (required)	Achieve 3000	Teengagement	Sonday	Structures
1.				
2.				
3.				
4.				
5.				