Contact Information

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

District Contact: Lori Sandgren
Contact Email: lori.sandgren@wcsb.us
Contact Telephone: 850-926-0065

District-Level Leadership

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

1. **Districts should match or exceed the State Board goals for increasing FSA-ELA achievement by six percentile points, increasing the percentage of students making learning gains on the FSA-ELA by seven percentile points and reducing the achievement gap for the identified sub groups on the FSA-ELA by at least one-third by 2020. Please fill out the charts below with the actual results from the 2015-2016, 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	58	59	59	61	63	65	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	54	55	55	57	59	61	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
White/African American	19	18	17	16	17	15	13
White/Hispanic	8	8	3	3	13	8	5
Economically Disadvantaged/Non-Economically Disadvantaged	20	19	22	19	18	17	15
Students with Disabilities/Students without Disabilities	32	30	32	30	38	35	32
English Language Learners/ Non-English Language Learners	0	0	0	0	0	0	0

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

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

District goals for student achievement are reviewed upon receipt of the FSA scores each year. We also review data Renaissance Universal screener (STAR) to help determine the reading needs of our students. Through analyzing data, a grade level reading flow chart of district approved programs has been created to provide guidance to our schools and assure continuity of instruction. This reading decision tree flow chart aligns with the MTSS process and helps assure equality of resources for every students. The allocation will pay for the designated reading teachers for our neediest students, help with the cost of literacy programs included in

the district flow chart, provide supplemental multisensory reading support resources, increase remediation resources, and combine with other district funds to provide appropriate professional development and assure fidelity of implementation. Each program and curriculum outline has been chosen and/or created to help close the achievement gap. District-wide training on each program and implementation will be offered through professional development this summer and monitoring of implementation will be handled at school level, with district oversight and quarterly fidelity checks. Through implementation of the grade level reading decision tree, collaboration, and classroom monitoring, student achievement will improve.

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

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

   District Instructional Services Staff- A district-level data review calendar has been created to assure timely and effective review of data. District Instructional Service send out the year long progress monitoring calender to all teachers and staff starting of the school year. It will also be posted on the district website.

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

   K-12 students are assessed through a uniform assessment (STAR Reading) three times per year. This data is reviewed at classroom, school, and district level for the purpose of identifying students who are exceeding, meeting, and struggling to meet district goals. These assessments are given in August, January and May.

   In addition, elementary and middle schools administer uniform District Standards Based Assessments to determine mastery of individual standards. Data from these assessments are reviewed at classroom level to guide instructions and at school and district levels to monitor fidelity of instruction and determine when additional support is needed. Courses grades, K-12, are also used to indicate when students are in need of intervention.

   Data collected from iReady diagnostic assessments help identify students in reading in 6-12 are monitored through Achieve 3000 and Read 180 assessments.

   SIPPS mastery test are used to quantify student progress in Phonemic Awareness/Phonics at elementary, and REWARDS mastery assessments measure progress in these areas at secondary.

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

The District Reading Contact meets monthly with Reading Coaches to review progress monitoring data from schools. Personal individual monthly administrative meetings with all school leaders are also held to review data with Curriculum Coordinator. In each monthly meeting, Curriculum Coordinator, school level administration and Reading Coach go over all progress monitoring data reflecting on student and teacher performance. In addition, leadership meetings focus on training administrators to address instructional needs identified through the data collections. A plan for classroom data review is outlined in the MTSS Handbook, which requires teachers to review data and set learning goals based on specific student data. Administrators monitor this process to assure that instruction aligns with set learning goals. District-level instructional staff monitors data after each administration of the universal screener, quarterly after each grading period, monthly for district standards based assessments and SIPPS mastery assessment. Monthly Reading Coach meetings focus on actions required based on the data review.

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

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

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

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

One administrator from each school works with District Instructional Services staff to ensuring classroom instruction is aligned to grade-level Florida Standards.

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

District Leadership Team meetings are held monthly to review data and how the data reflects instruction on the standards. The District Leadership Team consists of staff members from Instructional Services, ESE students, and Title I.

The district reading contact provides the staircase for the monthly focus standards at each monthly meeting. This helps ensure that the expectation of rigor is uniform within and across grade levels and schools.

The district has created an ongoing district-wide professional development called the Standards Approach to Learning. This training, which is in its 2nd year, provides assistance to teachers on the instructional demand (rigor) of the standards and gives support for the creation of standards-based lessons. Teachers are provided a stipend for attending and completing follow up work in their classrooms.

Principals meet with each grade level bi-weekly to discuss the level of instruction and student instructional needs evidenced by data from the District Standards Based Assessments (DSBA). These meeting focus on individual teacher data. Reading Coaches are tasked with providing additional support as needed based on this data.

School administrators collect classroom walkthrough data, which becomes a part of the conversation when the district reading contact meets with them. District Instructional Services Staff also conduct classroom walkthroughs and follow up with school administrators and classroom teachers. Schools are provided with tiered support based on their overall data. This may include more reading coach support, assistance with MTSS interventions, and additional instructional resources and training.

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

Standard based lesson plans and assessment evidence is turned in every two weeks to the Instructional Services Department to ensure instructional alignment. District assessment data is compiled into one document and shared with school-level administration once a month. District-level and school-level administrators will meet once a month to discuss areas of needs and strengths within each grade level/teacher. These meetings are specific to each school.

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.

<u>Research-Based Reading Instruction Allocation</u>

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.?**

   Lori Sandgren—Curriculum Coordinator

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

   $20,000.00

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

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

1-013-501
1-013-502
1-013-503
1-013-504
1-013-505
1-008-001
2-100-002
1-013-001
1-105-011

Reading/Literacy Coaches

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

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

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

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

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

   None

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.**

   N/A

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

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

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

The district literacy coaches are held accountable for the data of their assigned schools. This data, which includes, School wide Florida Standards Assessment, Renaissance STAR Early literacy and Literacy scale score, IReady Assessments, Response to Intervention data, SIPPS mastery assessment is monitored throughout the year and the activity of the coaches is largely determined by the needs evidenced in the data. Their overall evaluation is tied to the FSA ELA achievement for the school or schools in which they work.

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

0

Supports for Identification and Intervention of Students with Reading Deficiencies

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

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

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

1 Intensive reading Teacher at Wakulla Middle School, 1 Intensive Reading Teacher at Riversprings Middle School, and 2 Intensive Reading teachers at Wakulla High School

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

Yes

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

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

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

$225,409.03

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

   Renaissance STAR, iReady, Ready ELA Materials, SIPPS, REWARDS, Read 180, Achieve 3000, Teenagement, Teengagement Assessment Accelerator , Grade level Read aloud books, District created Multisensory tool kits, Curriculum Associate Stars and Cars, Expanding Expression kits

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

   $53,794.97

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 Intruction Allocation, please list the funding source.**

   N/A

Summer Reading Camps

Please complete the following questions regarding SRC:

1. **SRC Supervisor Name:**Lori Sandgren

2. **Email Address:**lori.sandgren@wcsb.us

3. **Phone Number:**850-926-0065

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

   Medart Elementary School

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

   a. **Start Date:**June 10th, 2019
   b. **Which days of the week is SRC offered:**Monday-Thursday
   c. **Number of instructional hours per day in reading:**5.50
   d. **End Date:**July 15th, 2019
   e. **Total number of instructional hours of reading:**110

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

   yes

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

   1:10

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

   2nd grade

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

   Renaissance STAR, IReady Assessment, SIPPS Mastery Assessment, REWARDS, 3rd grade Portfolio

300 Lowest-Performing Elementary Schools

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

This may be found in Appendix C.

Budget Review

Estimated proportional share distributed to district charter schools	$314,204
District expenditures on reading coaches	0
District expenditures on intervention teachers	225,409.03
District expenditures on supplemental materials or interventions	53,794.97
District expenditures on professional development	20,000.00
District expenditures on summer reading camps	15,000.00
District expenditures on additional hour for schools on the list of 300 lowest performing elementary schools	0
Flexible Categorial Spending	0
	Sum of Expenditures	314,204
	Amount of district research-based reading intruction allocation for 2019-2020	314,204

K-12 Comprehensive Research- Based Reading Plan

District Leadership Meeting: District contact for ESE/Mental Health/ELL, District contact for MIS, Curriculum Coordinator, Chief Academic Officer, District Program Specialist (MTSS). Meeting dates for District Leadership: January 22nd, February 19th, March 12th, April 23rd, and May 21

Principal Leadership Meeting: January 8th, February 5th, March 5th, May 7th, June 6th
Principals in attendance: Crawfordville Elementary, Medart Elementary, Shadeville Elementary, Riversink Elementary, Wakulla Middle, Riverspring Middle, Wakulla High School, Wakulla Education Center

Teacher Meeting: February 1st, March 1st, April 26th, June 3-7th
Teachers in attendance: Crawfordville Elementary, Medart Elementary, Shadeville Elementary, Riversink Elementary, Wakulla Middle, Riverspring Middle, Wakulla High School

Discussion at each meeting of the K-12 Comprehensive Research-based Reading Plan:
- Discussed/Analyzed Reading Plan decision tress for K-12
- Discussed each grade level: strengths and weaknesses
- Discussed how interventions would occur throughout the RtI process
- Discussion of criteria at each level of achievement
  - Example: substantial reading deficiency requirements.
- Discussion on ESE and Inclusion classrooms and how it relates to the K-12 reading plan
- Discussion on new Tier 2 and Tier 3 coding.
- Discussion of how FOCUS schedules will look with new coding.
- Discussion on procedures to code Tier 2 and Tier 3 students.

DLT Meeting

District Leadership Team Meetings

Attendance at each meeting:

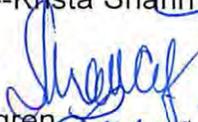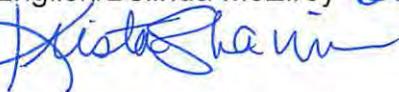Exceptional Student Education Director----Tanya English/Belinda McElroy *Belinda McElroy*

Special Programs and Procedures---Krista Sharin *Krista Sharin*

Chief of Academic---Sunny Chancy *Chancy*

Curriculum Coordinator---Lori Sandgren *Lori Sandgren*

Program Specialist----Vicki Benton *V S Ba*

Superintendent---Robert Pearce

Meeting dates: January 22, February 19, March 12th, April 23rd, May 21st

Agenda:

- District Wide data on Phonics and Interventions
    - Update on SIPPS K-3:
        - Multisensory Handout—discuss more training?
        - Review of data: how SIPPS is going so far
        - Reviewing SIPPS Mastery test for all students—look at different category of students
        - Ideas for improvements for next year:
            - Adding remediation kits at each grade level
            - Adding multisensory tools for grade K-3
            - Adjust pacing guide calendar
- SATL: Standards Approach to Learning
    - Update on Curriculum Framework—making adjustments
    - Update on Calendars of Standards—making adjustments
    - Update on District Assessments –looking at data and how it drove our instructions in 2018-2019. Changes needed for 2019-2020 school year.
- District Collaboration Team—will meet again in June 2019
    - Update: Classroom Assessments ---analyzing data
    - Update: District Wide Grade level meetings
- Wakulla Writes—more training needed in July 2019

- Professional and Development Day Workshop
  - Multisensory and Dyslexia training by Instructional Coaches—update any new teachers/staff
  - Youth Mental Health training for all teachers and staff
  - SIPPS: Multisensory training in June 2019
  - Reading Endorsement Trainings in June and July 2019
  - Writing training—July 2019

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;

Identification/Intervention Decision Tree – K-5

DT1 – Wakulla County Schools

Grade	Assessment	Performance Benchmark(s) *Fall Scale Score*	Intervention	Intervention Modification	Correlation to MTSS Plan
K	Florida Kindergarten Readiness Screener Universal Screener – STAR Early Literacy	Scaled Score of 521+ (BOY: 50th percentile alignment)	**Core instruction (all students):** • Expanding Expressions (oral language) • Harcourt Journeys with Interactive Read Alouds and Vocabulary Instruction; district aligned trade books • Daily instruction in phonemic and phonological awareness; phonics; decoding fluency; SIPPS multisensory beginning • Curriculum Associates Ready ELA workbooks • Ready Teacher Tool box • Differentiated small and whole group instruction • 120 minutes daily	Targeted small group instruction occurs at point of need. If student fails to meet growth benchmark(s), one of the following will occur: • Additional diagnosis with aligned instruction; • More frequent progress monitoring with aligned instruction; • Creation of a *Tier I Plan with parent contact, which outlines specific classroom differentiation, support and expected growth targets.	Effective *Tier I Instruction STAR Early Literacy will be given three times a year. Based on the scale score, aligned classroom interventions will occur throughout the year.
		Scaled Score of 471-520; (BOY)	**Core Instruction + Targeted Intervention;** Identification of specific area(s) of need with aligned daily small group instruction. 15 – 20 minutes per day in targeted small group; Group size ≤ 5 students; Supplemental Instructional Materials: • iReady; PALS; FCRR activities small group instruction • Ready Teacher Tool Box • SIPPS Multisensory beginning • SIPPS: Intensive Multisensory Instruction • Hearbuilder	--Parents of student(s) not on level (at or above SS 594) by the mid-year assessment must be notified of reading deficiency as required in FS 1008.25. --If progress monitoring indicates the student is not making adequate progress toward on-level achievement, one of the following will occur: • Increased time/frequency of targeted instruction; • Increased problem-solving; Change of target or type of intervention based on problem solving. • Reference Tier II Toolbox (pg. 23-24) for Response to Intervention, located in the MTSS Handbook. http://wakulla.schooldesk.net/Portals/Wakulla/District/docs/Employee%20Resources/RTI/RtI%20Handbook%202018%202019.pdf?ver=2018-09-04-193947-677	Progress Monitoring will determine the need of a *Tier I Plan with possible increase of intervention intensity to Tier II.

*Tier 1 plan designates students on Watch list who are receiving targeted, differentiated instruction. If the student is not making progress, intervention is increased and documented on a Tier 2 plan.

		Scaled Score Below 471; (BOY)	**Core Instruction + Targeted Intervention + Intensive Intervention;** Intensive Targeted classroom instruction occurring daily. Additional 20 minutes per day; Group size ≤ 3 Supplemental Instructional Materials: • iReady with direct instruction component; Harcourt Journeys Intervention Station • Ready Teacher tool Box • FCRR Activities in one on one intervention • SIPPS Multisensory beginning • SIPPS: Intensive Multisensory Instruction • Be a Reader: Learning by Letters	--Parents of student(s) not on level (at or above SS 594) by the mid-year assessment must be notified of reading deficiency as required in FS 1008.25. --If progress monitoring indicates the student is not making adequate progress toward on-level achievement, one of the following will occur: • Increased time/frequency of targeted instruction; • Increased problem-solving; Change of target or type of intervention based on problem solving. • Reference Tier II (pg.23-24) and Tier III (pg.29) Toolboxes for Response to Intervention, located in the MTSS Handbook. http://wakulla.schooldesk.net/Portals/Wakulla/District/docs/Employee%20Resources/RTI/RtI%20Handbook%202018%202019.pdf?ver=2018-09-04-193947-677 Students will be determined to have a **substantial reading deficiency** if they meet the following: STAR Early Lit: • September : 25th% SS452 • January: 25th% SS 517 • May 25th% SS 592	Intervention intensity at Tier II with possible increase to Tier III.

*Tier 1 plan designates students on Watch list who are receiving targeted, differentiated instruction. If the student is not making progress, intervention is increased and documented on a Tier 2 plan.

Grade	Assessment	Performance Benchmark(s) *Fall Scale Score*	Intervention	Intervention Modification	Correlation to MTSS Plan
1 2 3	Universal Screener – STAR Reading	**First Grade, Second Grade, and Third Grade:** 50th percentile or above	**Core instruction:** • Expanding Expressions (oral language) – first grade only • Harcourt Journeys with Interactive Read Alouds and Vocabulary Instruction; district aligned trade books • Daily instruction in phonemic and phonological awareness; phonics; decoding fluency, as notes in the curriculum organizer • Curriculum Associates Ready ELA workbooks • Ready Teacher Tool box • 1st: SIPPS Multisensory Extension/2nd: SIPPS: beginning of Multisensory Challenge/ 3rd: SIPPS Multisensory Challenge • Differentiated small and whole group instruction • 120 minutes daily	Targeted small group instruction occurs at point of need. If student fails to meet growth benchmark(s), one of the following will occur: • Additional diagnosis with aligned instruction; • More frequent progress monitoring with aligned instruction; • Creation of a *Tier I Plan with parent contact.	Effective *Tier I Instruction Student is placed on the Watch List.
		First Grade, Second Grade, and Third Grade: (and retained 3rd grade students) 21st percentile-49th percentile	Administer STAR Early Literacy to help target intervention. **Core Instruction + Targeted Intervention;** Identification of specific area(s) of need with aligned daily small group instruction. 15 – 20 minutes per day in targeted small group; Group size ≤ 5 students; Supplemental Instructional Materials: • iReady; PALS • SIPPS: Intensive Multisensory Instruction based on placement • Ready Teacher Tool box **All retained 3rd grade students must receive Tiered interventions as outlined in SS 1008.25.	--Parents of student(s) not on level by the mid-year assessment must be notified of reading deficiency as required in FS 1008.25. (<50th percentile) --If progress monitoring (STAR Reading) indicates the student is not making adequate progress toward on-level achievement, one of the following will occur: • Increased time/frequency of targeted instruction; • Increased problem-solving; Change of target or type of intervention based on problem solving. • Reference Tier II (pg.23-24) Toolbox for Response to Intervention, located in the MTSS Handbook. http://wakulla.schooldesk.net/Portals/Wakulla/District/docs/Employee%20Resources/RTI/RtI%20Handbook%202018%202019.pdf?ver=2018-09-04-193947-677	Increase of intervention intensity to Tier II.

*Tier 1 plan designates students on Watch list who are receiving targeted, differentiated instruction. If the student is not making progress, intervention is increased and documented on a Tier 2 plan.

| First Grade, Second Grade, and Third Grade: (and retained 3rd grade students)

20th percentile and below

Retained 3rd FSA ELA (Level 2/285) | Administer STAR Early Literacy to help target intervention.
Core Instruction + Targeted Intervention + Intensive Intervention;
Intensive Targeted classroom instruction occurring daily. Additional 20 minutes per day; Group size ≤ 3
Supplemental Instructional Materials:
• iReady with direct instruction component; Harcourt Journeys Intervention Station
• SIPPS: Intensive Multisensory Instruction based on placement
• Ready Teacher Tool box

**All retained 3rd grade students must receive Tiered interventions as outlined in SS 1008.25. | --Parents of student(s) not on level by the mid-year assessment must be notified of reading deficiency as required in FS 1008.25. (<50th percentile)
--If progress monitoring (STAR Reading) indicates the student is not making adequate progress toward on-level achievement, one of the following will occur:
• Increased time/frequency of targeted instruction;
• Increased problem-solving; Change of target or type of intervention based on problem solving.
• Reference Tier II (pg.23) and Tier III (pg.29) Toolboxes for Response to Intervention, located in the MTSS Handbook.
http://wakulla.schooldesk.net/Portals/Wakulla/District/docs/Employee%20Resources/RTI/RtI%20Handbook%202018%202019.pdf?ver=2018-09-04-193947-677 | Increase intensity of intervention to Tier II and/or Tier III. |

Students will be determined to have a **substantial reading deficiency** if they meet the following:

1st grade:		**1st grade:**	
STAR Early Lit:		**STAR Reading:**	
September	25th% SS 558	September	25th% SS 64
January	25th% SS 628	January	25th% SS 74
May	25th% SS 696	May	25th% SS 86
2nd grade:		**2nd grade:**	
STAR Early Lit:		**STAR Reading:**	
September	25th% SS 639	September	25th% SS 114
January	25th% SS 692	January	25th% SS 170
May	25th% SS 739	May	25th% SS 222

*Tier 1 plan designates students on Watch list who are receiving targeted, differentiated instruction. If the student is not making progress, intervention is increased and documented on a Tier 2 plan.

Grade	Assessment	Performance Benchmark(s) *Fall Scale Score*	Intervention	Intervention Modification	Correlation to MTSS Plan
4 5	FSA-ELA Scale Score	**Fourth Grade:** Scaled Score at or above 311 **Fifth Grade:** Scaled Score of at or above 321	**Core instruction:** • Harcourt Journeys with close reading and Vocabulary Instruction; district-aligned trade books; • Close reading and vocabulary instruction using content-area texts (science, social studies, etc.) • REWARDS with ongoing instruction as needed in multisyllabic word decoding, affixes, and spelling patterns • Curriculum Associates Ready ELA workbooks • Ready Teacher Tool box	Targeted small group instruction occurs at point of need. If student fails to meet growth benchmark(s), one of the following will occur: • Additional diagnosis with aligned instruction; • More frequent progress monitoring with aligned instruction; • Creation of a *Tier I Plan with parent contact.	Effective *Tier I Instruction Students who exhibit at risk characteristics are included on the Watch List with frequent progress monitoring.
		Fourth Grade: Scaled Score of 297-310 **Fifth Grade:** Scaled Score of 304-320	Administer DAR to help target intervention. **Core Instruction + Targeted Intervention;** Identification of specific area(s) of need with aligned daily small group instruction. 15 – 20 minutes per day in targeted small group; Group size ≤ 5 students; Supplemental Instructional Materials: • iReady with direct instruction component; Harcourt Journeys Intervention Station • SIPPS PLUS: Intensive Multisensory Instruction based on placement • Curriculum Associates Ready ELA workbooks • Ready Teacher Tool box	--Parents of student(s) not on level (<50th percentile) by the mid-year interim assessment (STAR Reading) must be notified of reading deficiency. --If progress monitoring (STAR Reading) indicates the student is not making adequate progress toward on-level achievement, one of the following will occur: • Increased time/frequency of targeted instruction; • Increased problem-solving; Change of target or type of intervention based on problem solving. • Reference Tier II (pg. 23) Toolbox for Response to Intervention, located in the MTSS Handbook. http://wakulla.schooldesk.net/Portals/Wakulla/District/docs/Employee%20Resources/RTI/RtI%20Handbook%202018%202019.pdf?ver=2018-09-04-193947-677	A *Tier I Plan is created with parental input. Progress Monitoring will determine the need for increase of intervention intensity to Tier II.

*Tier 1 plan designates students on Watch list who are receiving targeted, differentiated instruction. If the student is not making progress, intervention is increased and documented on a Tier 2 plan.

| | | Fourth Grade: Scaled Score at or below 296

Fifth Grade: Scaled Score of at or below 303 | Administer DAR, as needed, to help target intervention.
Core Instruction + Targeted Intervention + Intensive Intervention;
Intensive Targeted classroom instruction occurring daily. Additional 20 minutes per day; Group size ≤ 3
Supplemental Instructional Materials:
- iReady with direct instruction component; Harcourt Journeys Intervention Station
- SIPPS PLUS: Intensive Multisensory Instruction based on placement
- Curriculum Associates Ready ELA workbooks
- Ready Teacher Tool box | --Parents of student(s) not on level (<50th percentile) by the mid-year interim assessment (STAR Reading) must be notified of reading deficiency.
--If progress monitoring (STAR Reading) indicates the student is not making adequate progress toward on-level achievement, one of the following will occur:
- Increased time/frequency of targeted instruction;
- Increased problem-solving; Change of target or type of intervention based on problem solving.
- Reference Tier II (pg.23) and Tier III (pg. 29) Toolboxes for Response to Intervention, located in the MTSS Handbook.
http://wakulla.schooldesk.net/Portals/Wakulla/District/docs/Employee%20Resources/RTI/RtI%20Handbook%202018%202019.pdf?ver=2018-09-04-193947-677 | If full data review indicates ongoing deficiency, problem solving must occur to increase level of intervention to Tier II and/or Tier III. |

*Tier 1 plan designates students on Watch list who are receiving targeted, differentiated instruction. If the student is not making progress, intervention is increased and documented on a Tier 2 plan.

Identification/Intervention Decision Tree – 6-8

DT2 – Wakulla County Schools

Grade	Assessment	Performance Benchmark(s) *FSA Scale Score*	Intervention	Intervention Modification	Correlation to MTSS Plan
6 7 8	**FSA Scale Score** from previous year.	**Sixth Grade:** Scaled Score of at or above 321; **Seventh Grade:** Scaled Score of at or above 326; **Eighth Grade:** Scaled Score of at or above 333 (FSA Achievement Level 3-5)	**Core instruction: ELA Class + Critical Thinking Class** • Harcourt <u>Collections</u> with a focus on close reading and vocabulary instruction; (ELA) • LDC: Literacy Design Collaboration (Critical Thinking Class) • District-aligned trade books on District Reading List (ELA/Critical Thinking) • REWARDS (Sixth grade)/REWARDS PLUS Social Studies (Seventh grade)/ REWARDS PLUS Science (Eighth grade): • Daily instruction/support for decoding multisyllabic words; affixes; root words (ELA and Critical Thinking Classes) • Text-based writing (ELA and Critical Thinking Classes) • <u>Teengagment</u> (Critical Thinking Class)	Targeted small group instruction occurs at point of need. If student fails to meet growth benchmark(s), one of the following will occur: • Additional diagnosis with aligned instruction; • More frequent progress monitoring with aligned instruction; • Creation of a *Tier I Plan with parent contact.	Effective Tier I Instruction Universal screener may indicate the need of a *Tier I Plan if student scored at the low end of Level 3.
	Universal Screener – STAR Reading	**Sixth Grade:** Scaled Score of 304-320; **Seventh Grade:** Scaled Score of 309-325; **Eight Grade:** Scaled Score of 318-332 (FSA Achievement Level 2)	Review Universal Screener information to determine targeted area(s) of need. **Core Instruction + Targeted Intervention;** • Content-area Reading Class or intensive Reading Class (in addition to ELA Class) – Daily; • Integrated and targeted small-group instruction within class – groups of 5 – 7 students; • Achieve 3000 • Curriculum Associates: Ready ELA workbooks • Ready Teacher Tool box • Curriculum Associates: FOCUS books • Phonics for Reading	--Parental notification as described in the MTSS plan. --If progress monitoring indicates the student is not making adequate progress toward on-level achievement, one of the following will occur: • Increased time/frequency of targeted instruction; • Increased problem-solving; Change of target or type of intervention based on problem solving. • Reference Tier II (pg.23) Toolbox for Response to Intervention, located in the MTSS Handbook. http://wakulla.schooldesk.net/Portals/Wakulla/District/docs/Employee%20Resources/RTI/RtI%20Handbook%202018%202019.pdf?ver=2018-09-04-193947-677	*Tier I Plan with parental communication; progress monitoring and follow up Progress monitoring will determine the need to create a Tier II plan to define increased intensity.

*Tier 1 plan designates students on Watch list who are receiving targeted, differentiated instruction. If the student is not making progress, intervention is increased and documented on a Tier 2 plan.

Identification/Intervention Decision Tree – 6-8
DT2 – Wakulla County Schools

Grade	Assessment	Performance Benchmark(s) *FSA Scale Score*	Interven tion	Intervention Modification	Correlation to MTSS Plan
6 7 8	**FSA Scale Score** from previous year. Universal Screener – STAR Reading	**Sixth Grade:** Scaled Score of at or below 257- 303; **Seventh Grade:** Scaled Score of at or below 259- 308; **Eight Grade:** Scaled Score of at or below 267- 317 (FSA Achievement Level 1)	Review data from universal screener to determine area(s) of need. If sufficient information is not available, administer DAR to plan intervention. **Core Instruction + Targeted Intervention + Intensive Intervention;** • 90-minute Intensive Reading Class in addition to ELA Class (daily); • Small group differentiated instruction; groups of 3 – 7. Diagnostic will determine student placement in the following programs. • Read 180 Universal • Read 180: Systems 44- Daily instruction in phonemic and phonological awareness; phonics; decoding fluency	--Parental notification as described in the MTSS plan. --If progress monitoring indicates the student is not making adequate progress toward on-level achievement, one of the following will occur: • Increased time/frequency of targeted instruction; • Increased problem-solving; Change of target or type of intervention based on problem solving. • Reference Tier II (pg.23) and Tier III (pg.29) Toolboxes for Response to Intervention, located in the MTSS Handbook. http://wakulla.schooldesk.net/Portals/Wakulla/District/docs/Employee%20Resources/RTI/RtI%20Handbook%202018%202019.pdf?ver=2018-09-04-193947-677	Intervention increased to Tier 2 or Tier 3 as documented on aligned plan.

*Tier 1 plan designates students on Watch list who are receiving targeted, differentiated instruction. If the student is not making progress, intervention is increased and documented on a Tier 2 plan.

Identification/Intervention Decision Tree – 9-12

DT2 – Wakulla County Schools

Grade	Assessment	Performance Benchmark(s) *FSA Scale Score*	Intervention	Intervention Modification	Correlation to MTSS Plan
9, 10 11th and 12th who have not met graduation requirements	FSA Scale Score from Previous Year;	**Ninth Grade:** Scaled Score of at or above 337 **Tenth Grade and above:** Scaled Score of at or above 343 (FSA Achievement Levels 3-5)	**Core instruction:** • Harcourt **Collections** with an emphasis on close reading, text-based writing, and Vocabulary Instruction; • District-aligned trade books from District Reading List • Teengagment -Critical Thinking	Targeted small group instruction occurs at point of need. If student fails to meet growth benchmark(s), one of the following will occur: • Additional diagnosis with aligned instruction; • More frequent progress monitoring with aligned instruction; • Creation of a *Tier I Plan with parent contact.	Effective *Tier I Instruction
	Universal Screener – STAR Reading	**Ninth Grade:** Scaled Score of 322-336 **Tenth Grade:** Scaled Score of 328-342; **Eleventh and Twelfth grades:** not meeting graduation requirements (FSA Achievement Level 2)	Review of Universal Screener data will help target instruction. **Core Instruction + Targeted Intervention;** Content-Area Reading Class or Intensive Reading Class – 45-minutes daily • Achieve 3000- Differentiated small and whole group instruction with progress monitoring. • Curriculum Associates: Ready ELA workbook • USA Test Prep • Teengagement Assessment Accelerator	--Parent notification occurs as outlined in the MTSS Handbook. --If progress monitoring indicates the student is not making adequate progress toward on-level achievement, one of the following will occur: • Increased time/frequency of targeted instruction; • Increased problem-solving; Change of target or type of intervention based on problem solving. • Reference Tier II (pg.23) Toolbox for Response to Intervention, located in the MTSS Handbook. http://wakulla.schooldesk.net/Portals/Wakulla/District/docs/Employee%20Resources/RTI/RtI%20Handbook%202018%202019.pdf?ver=2018-09-04-193947-677	*Tier I Plan with parental communication; progress monitoring and follow up In 10th grade: Progress monitoring will determine the need to create a Tier II plan to define increased intensity. In 11th grade: Intervention intensity must be at a minimum Tier II level and increased to Tier III based on student progress monitoring.

*Tier 1 plan designates students on Watch list who are receiving targeted, differentiated instruction. If the student is not making progress, intervention is increased and documented on a Tier 2 plan.

Identification/Intervention Decision Tree – 9-12
DT2 – Wakulla County Schools

Grade	Assessment	Performance Benchmark(s) *FSA Scale Score*	Intervention	Intervention Modification	Correlation to MTSS Plan
Grade 9 and 10; 11th and 12th who have not met graduation requirements	FSA Scale Score from Previous Year; Universal Screener –STAR Reading	**Ninth Grade:** Scaled Score of at below 274-321 **Tenth Grade:** Scaled Score of at or below 276-327 **Eleventh and Twelfth grades:** not meeting graduation requirements (FSA Achievement Level 1)	Review data from universal screener to determine area(s) of need. If sufficient information is not available, administer DAR to plan intervention. **Core Instruction + Targeted Intervention + Intensive Intervention;** Intensive Reading Class; 45 – 90 minutes daily - Achieve 3000- Intensive Targeted classroom instruction occurring daily to build basic skills while continuing participation in core instruction. - Curriculum Associates: Ready ELA workbook - USA Test Prep - Teenagement : Assessment Accelerator	--Parental notification occurs as outlined in the MTSS Handbook. --If progress monitoring indicates the student is not making adequate progress toward on-level achievement, one of the following will occur: - Increased time/frequency of targeted instruction; - Increased problem-solving; Change of target or type of intervention based on problem solving. - Reference Tier II (pg.23) and Tier III (pg.29) Toolboxes for Response to Intervention, located in the MTSS Handbook. http://wakulla.schooldesk.net/Portals/Wakulla/District/docs/Employee%20Resources/RTI/RtI%20Handbook%202018%202019.pdf?ver=2018-09-04-193947-677	9th Grade: *Tier I Plan with parental communication; progress monitoring and follow up determines need to increase level of intervention. In 10th grade: Intervention intensity must be at a minimum Tier II level and increased to Tier III based on student progress monitoring. In 11th grade: Intervention intensity must be at a minimum Tier II level and increased to Tier III based on student progress monitoring. In 12th grade: intensity must be at Tier III.

*Tier 1 plan designates students on Watch list who are receiving targeted, differentiated instruction. If the student is not making progress, intervention is increased and documented on a Tier 2 plan.