

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

Contact Information

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

	Name	Title	Email	Phone
Main District Reading Contact	Lori Sandgren	Curriculum Coordinator	Lori.Sandgren@wcsb.us	850-926-0065
Responsibility	Name	Title	Email	Phone
Elementary ELA	Lori Sandgren	Curriculum Coordinator	Lori.Sandgren@wcsb.us	850-926-0065
Secondary ELA	Lori Sandgren	Curriculum Coordinator	Lori.Sandgren@wcsb.us	850-926-0065
Reading Endorsement	Lori Sandgren	Curriculum Coordinator	Lori.Sandgren@wcsb.us	850-926-0065
Reading Curriculum	Lori Sandgren	Curriculum Coordinator	Lori.Sandgren@wcsb.us	850-926-0065
Professional Development	Lori Sandgren	Curriculum Coordinator	Lori.Sandgren@wcsb.us	850-926-0065
Assessment	Lori Sandgren	Curriculum Coordinator	Lori.Sandgren@wcsb.us	850-926-0065
Data Element	Lori Sandgren	Curriculum Coordinator	Lori.Sandgren@wcsb.us	850-926-0065
Summer Reading Camp	Lori Sandgren	Curriculum Coordinator	Lori.Sandgren@wcsb.us	850-926-0065
3 rd Grade Promotion	Lori Sandgren	Curriculum Coordinator	Lori.Sandgren@wcsb.us	850-926-0065

Plan Information

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

Wakulla County Schools will focus on the reading plan during district wide professional development including the annual District Collaboration Teams Meetings that occur in June. All ELA/Reading teachers from K-12 attend a week long training in June to focus on standards based instruction, reading strategies, and assessments, all of which are featured in our current district reading plan, along with pacing guide, progress monitoring, and resources for the upcoming school year. During our Administration/Strategic Planning workshop week, all school level admins, school counselors, instructional coaches, and district admins come together to focus on the district reading plan, implementation, assessments, district goals and follow-up that will take place in the coming school year. Wakulla County Schools will present our district reading plan at stakeholder events, such as district advisory council meetings, the district webpage, and parent informational meetings.

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

F.A.C.

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

K-5

Component of Reading	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
<i>Oral language</i>	Words, phrases, sentences *Rubric	~Screener, progress monitoring, formative	~Expanding Expressions ~Journeys Interactive Read Aloud ~Ready Interactive Read Aloud ~ESGI	~Weekly
<i>Phonological awareness</i>	~Rhyming ~Blending, Segmenting phonemes ~Phoneme discrimination – isolation, manipulation, segmentation *Scale Score, Percentile, Percentage correct	~Screener, diagnostic, progress monitoring, formative/summative	~STAR Early Literacy ~Hear Builder ~SIPPS	~1xquarter ~Weekly for remediation ~ monthly; weekly as needed
<i>Phonics</i>	~Letter sounds ~Blends ~Sight words ~Word patterns *Scale Score, Percentile, Percentage Correct	~Screener, Diagnostic, Progress monitoring Formative/summative	~SIPPS mastery tests ~STAR Early Literacy, STAR Reading ~iReady	~1-2x month
<i>Fluency</i>	~Oral Reading Fluency *Fluency Rubric *Correct Words Per Minute	~Progress monitoring, Formative	~Journeys Decodable Readers ~STAR Reading ~Journeys Fluency Rubric	~1xmonth ~1xquarter
<i>Vocabulary</i>	~Word meaning ~Shades of meaning ~Affixes – meaning *Scale Score, Percentile, Percentage Correct	~Diagnostic ~Progress monitoring/ formative	~STAR Reading/iReady reading ~SIPPS/REWARDS	~1xquarter ~Monthly

<i>Comprehension</i>	~Mastery of standards/ clusters ~Mastery of individual reading skills *Scale Score, Percentile, Percentage correct	~Screener, diagnostic, Progress monitoring Formative/summative	~District Standards Based Assessments ~Writing summaries ~STAR Reading ~iReady Reading	~1xmonth ~Skills mini checks weekly
----------------------	--	---	---	--

6-12

Progress Monitoring Tool	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
Renaissance: STAR Reading (K-12)	Lexile and SS	screener, diagnostic, pm	Teacher: Collect Data/Focus Instr.Coach: Collect Data/Chart Data/PM Mtgs.-Rtl Instr. Coach reports to Admin for meetings	3 x a year- 6-12 grade monthly--6-12grade students in RTI process
Achieve 3000 (6-10)	Lexile and Activity performance	screener, pm SCREENER/DIAGNOSTIC/PM FORMATIVE/SUMMATIVE	Teacher: Collect Data/Focus Instr.Coach: Collect Data/Chart Data/PM Mtgs.-Rtl Instr. Coach reports to Admin for meetings	weekly - 9th and 10th grade students in Rtl
DSBA (K-12)	READING STANDARDS	DIAGNOSTIC/SUMMATIVE	Teacher: Grade/FOCUS Instr.Coach: Collect Data/Chart Data to be shared with Admin	EVERY 5-6 WEEKS
READ180/SYSTEM44 (6-8)	READING Standards Lexile and Activity performance	SCREENER/DIAGNOSTIC/PM FORMATIVE/SUMMATIVE	Teacher: Collect Data/Focus Instr.Coach: Collect Data/Chart Data/PM Mtgs.-Rtl	WEEKLY/MONTHLY

			Instr. Coach reports to Admin for meetings	
WAKULLA WRITES (2-10)	READING/LANGUAGE ARTS	DIAGNOSTIC/SUMMATIVE	Teacher: Collect Data/Focus Instr.Coach: Collect Data/Chart Data/PM Mtgs Instr. Coach reports to Admin for meetings	2X YR

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

Data Analysis and Decision-making				
<i>How often is the data being reviewed and by whom?</i>	<i>What problem-solving steps are in place for making decisions based on the data?</i>	<i>What steps is the district taking to see building and classroom level data and to share findings with individual schools?</i>	<i>How are concerns communicated if it is determined that the K-12 Reading Plan is not being implemented in an explicit manner, based on data to meet the needs of students?</i>	<i>Who at the district level is responsible for providing plan implementation oversight, support and follow-up?</i>
Weekly	<p>Quarterly data review meetings between School Level Admins and District Admins</p> <p>Weekly review data Meetings between Instr. Coach and School Level Admins</p>	<p>District Wide Professional development data day—2 x a year</p> <p>Quarterly data review meetings between School Level Admins and District Admins</p> <p>Weekly review data Meetings between Instr. Coach and School Level Admins</p> <p>Monthly meeting with Instr. Coaches and District Admins</p>	<p>Quarterly data review meetings between School Level Admins and District Admins to review data and alignment. School Level Admins communicate through faculty meetings, grade level meetings and personal teacher meetings to discuss alignments with expectations of changes.</p>	<p>District Instructional services: Curriculum Coordinator.</p>

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

Practice	Who ensures that the practice is informed by a specific purpose?	How is the purpose communicated?	How often is the data being collected?	How is the data being shared and by whom?	How often is the data being reviewed and by whom?
Weekly reading walkthroughs by administrators	School Admin team District Instructional Service Instructional Coach	Weekly through faculty meetings, email or personal meetings.	Monthly: review meetings	School Admin and Instructional Coach share at grade level meetings.	Grade level meeting occur biweekly
Data chats	School Admin team District Instructional Service Instructional Coach	Weekly RTI/data chats meetings with school level admins	Weekly meetings	Weekly RTI/data meetings with grade level and instructional coach	Weekly RTI/data meetings with grade level and instructional coach
Reading Leadership	School Admin team Reading Leadership	Email and personal meeting	Quarterly meetings	School Admin team Reading Leadership chairman	Quarterly meetings

Team per 6A-6.053(3) F.A.C.	chairman Instructional Coach			Instructional Coach shared at quarterly meetings	
Monitoring of plan implementation	District Instructional Service School level Admins	Email Staff meetings Faculty meetings	Monthly meetings	Monthly data meetings	Weekly review
Other: (Specify)					

Implementation and Progress-monitoring		
What problem-solving steps are in place for making decisions based on data?	How are concerns communicated if it is determined that the plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students?	How will district leadership provide plan implementation oversight, support and follow-up?
Weekly review data meetings between Instr. Coach and School Level Admins following Rtl handbook ad process. Weekly grade level meetings between teachers and School Level Admin following Rtl handbook ad process.	Quarterly data review meetings between School Level Admins and District Admins to review data and alignment. School Level Admins communicate through faculty meetings, grade level meetings and personal teacher meetings to discuss alignments with expectations of changes.	During Monthly Meetings District Admins and School Level Admins evaluate the implementation and data of the plan. Support needs and follow up schedules are established at this time.

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

Requirement	How is it communicated to principals?	How is it monitored by principals?	How often is it reported to the district and in what format?	To whom is it reported at the district?	Who at the district level is responsible for following up if the professional development requirement isn't happening?
Training in multisensory reading intervention	<p>Informational flyer about the professional development is created and emailed to School Level Admins.</p> <p>Discussion of the professional development is reviewed during monthly District admin/school level admin meetings.</p>	<p>Teachers sign up through our digital professional development tracking system.</p> <p>School level Admins have access to their schools.</p>	<p>Instructional Services at District Level inputs courses into our electronic professional development data base to record attendance, follow up, and outcome of each Professional Development.</p>	<p>Curriculum Coordinator-- Instructional Services</p>	<p>Curriculum Coordinator communicates with school level Admins for follow-up with teachers.</p>
Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth	<p>Quarterly data review meetings between School Level Admins and District Admins</p> <p>Weekly review data Meetings between Instr. Coach and School Level Admins</p> <p>Monthly meeting with Instr. Coaches</p>	<p>Weekly review data meetings between Instr. Coach and School Level Admins---- report are generated.</p> <p>Weekly--faculty meetings, email or personal meetings.</p> <p>Biweekly--walk through.</p>	<p>Monthly Review meetings</p>	<p>Curriculum Coordinator-- Instructional Services</p>	<p>Curriculum Coordinator communicates with school level Admins for follow-up with teachers</p>

	and District Admins				
Identification of mentor teachers	Human Resource Director reviews mentor qualifications with all school level admins at monthly staff meetings.	Instructional Service and Human Resources communicates with school level to give a list of teachers who have meet mentor qualifications through our digital professional development tracking system.	Weekly updates are given to school level admins through digital professional development tracking system.	Curriculum Coordinator-- Instructional Services Human resource director	Curriculum Coordinator-- Instructional Services Human resource director
Establishing of model classrooms within the school	Quarterly data review meetings between School Level Admins and District Admins Weekly review data Meetings between Instr. Coach and School Level Admins Monthly meeting with Instr. Coaches and District Admins	Weekly review data meetings between Instr. Coach and School Level Admins---- report are generated. Weekly--faculty meetings, email or personal meetings. Biweekly--walk through.	Monthly Review meetings	Curriculum Coordinator-- Instructional Services	Curriculum Coordinator communicates with school level Admins for follow-up with teachers
Providing teachers with time weekly to meet together for professional development including lesson study and PLCs	Building into District Master Professional Development schedule:	School Level Admin attends weekly PLC/Teacher Coach meeting to review grade level data	Monthly Review meetings Agenda/minutes are reported Monthly of	Curriculum Coordinator Testing and Special Area Coordinator	Curriculum Coordinator

	<p>PLC/Teacher Coach meetings: twice a week per grade level</p> <p>Quarterly data review meetings between School Level Admins and District Admins</p>		<p>PLC/Teacher Coach meetings</p>	<p>Chief Academic Officer</p>	
--	---	--	-----------------------------------	-------------------------------	--

Instruction

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

Requirement	How is it communicated to principals?	How is it monitored by principals?	How is it reported to the district?	To whom is it reported at the district?	How often is it reported to the district?
Whole group instruction utilizing an evidence-based sequence of reading instruction	<p>Pacing guide/standards base calendar (per grade) with a list of district approved resource (menu per standard) created to assess in whole group instruction utilizing an evidence-based sequence of reading instruction.</p> <p>Pacing guide/standards based calendar—assessed and review with each grade level and school level admin—one week in June.</p>	<p>Curriculum Coordinator—emails a “week at a glance” with description of standards, resource menu/assignments for walk through guidance.</p>	Monthly meetings	Curriculum Coordinator	Monthly
Small group differentiated instruction in order to meet individual student needs	<p>Pacing guide/standards base calendar (per grade) with a list of district approved resource (menu per standard) created to assess whole group. Within the pacing guide/standards base calendar remediation/differentiated instruction is addressed with assignments</p> <p>Pacing guide/standards based calendar—assessed and review with each grade level and school level admin—one week in June.</p>	<p>Curriculum Coordinator—emails a “week at a glance” with description of standards, resource menu/assignments for walk through guidance.</p> <p>Week at a glance includes remediation assignments and resources.</p>	Monthly Meetings	Curriculum Coordinator	Bi-weekly

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

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

K-3: SIPPS Multisensory kits, Multisensory multiplicative kits, Curriculum Associates Ready ELA workbooks, I Ready Computer Assistance program, Ready Teacher toolbox, Scholastic News, Curriculum Associates: Stars and Cars

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	
District expenditures on reading coaches assigned to elementary schools	
District expenditures on reading coaches assigned to secondary schools	
District expenditures on intervention teachers assigned to elementary schools	117,204.24
District expenditures on intervention teachers assigned to secondary schools	121,146.72
District expenditures on supplemental materials or interventions for elementary schools	
District expenditures on supplemental materials or interventions for secondary schools	
District expenditures on reading coaches assigned to elementary schools	
District expenditures on reading coaches assigned to secondary schools	
District expenditures on professional development	
District expenditures on helping teachers earn the reading endorsement	49,458.04
District expenditures on summer reading camps	30,000.00
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	
Flexible Categorical Spending	
Sum of Expenditures	
Amount of District Research-Based Reading Instruction Allocation	317,809

Summer Reading Camp

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

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

SIPPS Multisensory kits, Curriculum Associates Ready ELA workbooks, I Ready Computer Assistance program, Ready Teacher toolbox, Curriculum Associates: Stars and Cars

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

If yes, which grade levels? 2nd grade

Reading Allocation Literacy Coaches

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

Coaches must meet the following criteria:

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

- excellent communication skills
- outstanding presentation, interpersonal, and time-management skills

An addendum will be sent out the last week of August 2020 requesting specific information.

What problem-solving method was used to determine which schools have the greatest need based on student performance data in reading per 6A-6.053 F.A.C.? (Please attach any rubrics or related artifacts)

4 Instructional Coach: 2 Elementary, 1 Middle School, 1 High School which serves our district. All Instructional Coaches are highly effective with Reading Certifications.

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

Start of the school year, Curriculum Coordinator and Chief Academic Officer holds a meeting with school level admins to go over job requirements, roles, goals, and obligations of the instructional coach.

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

Curriculum Coordinator is direct supervisor.

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

Is your district using the Just Read, Florida! coaching model? Yes No

If you checked no, please complete and submit the Alternative Coaching Model document.

If you checked yes, please fill out the following chart:

Requirements of the Just Read, Florida! Coaching Model per 6A-6.053(6)(c) F.A.C.				
<ul style="list-style-type: none"> • Provide professional development on the following: <ul style="list-style-type: none"> ○ the major reading components, as needed, based on an analysis of student performance data ○ administration and analysis of instructional assessments ○ providing differentiated instruction and intensive intervention • Model effective instructional strategies for teachers • Facilitate study groups • Train teachers in data analysis and using data to differentiate instruction • Coach and mentor colleagues • Provide daily support to classroom teachers • Work with teachers to ensure that evidence-based reading programs are implemented with fidelity • Help to increase instructional density to meet the needs of all students • Help lead and support reading leadership teams at their school(s) • Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies • Work frequently with students in whole and small group instruction to model and coach in other teachers' classrooms 				
<i>How are these requirements being communicated to principals?</i>	<i>How are coaches recording their time and tasks?</i>	<i>Who at the district level is monitoring this?</i>	<i>How often is the data being reviewed?</i>	<i>What problem-solving steps are in place for making decisions based on the data?</i>

<p>PAEC and District admins emails monthly Coaching Cadre meetings and agenda to inform topics covered.</p> <p>New teacher boot camp is help every August for new teachers/coaches. Meetings are once a month with reminders via email.</p>	<p>Monthly meetings have sign in sheets and performance task assignments are turned in monthly to Curriculum coordinator.</p>	<p>Curriculum Coordinator</p>	<p>Monthly</p>	<p>Monthly data review meetings where school level admins, district admins and instructional coaches meet to discuss top priorities for the month.</p>
---	---	-------------------------------	----------------	--

Other Considerations

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

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

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

Charter schools per 6A-6.053(5)

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

Instructional Continuity Plan

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

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

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

The Decision Trees must contain the following information:

- The grade level(s) of students the decision tree is addressing
- Name and performance benchmark on screening, diagnostic, progress monitoring, local assessment, statewide assessment or teacher observations used to identify students with substantial deficiencies in reading and subsequent interventions provided
- A description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3
- Information on how the Florida Kindergarten Readiness Screener will be used to identify students for intervention

- Core curriculum and K-12 intervention materials that address the six (6) components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension
- The methods for providing reading instruction and intervention to students who may continue to receive instruction through distance or blended learning

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): Kindergarten

IF:

Student meets the following criteria at beginning of school year:
Florida Kindergarten Readiness Screener: Universal Screener STAR Early Literacy Scale Score of 521+ (50% percentile alignment)

THEN:

TIER 1 Only

TIER 1

Initial instruction:

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

Core Curriculum

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

Core instruction (all students):

- Expanding Expressions (oral language) (Strong: evidenceforessa.org)
- Harcourt Journeys with Interactive Read Alouds and Vocabulary Instruction; district aligned trade books (Strong: evidenceforessa.org)
- Daily instruction in phonemic and phonological awareness; phonics; decoding fluency; SIPPS multisensory beginning (Strong: SIPPS evidence base & impact)
<https://www.wakullaschooldistrict.org/theme/files/Instructional%20Services/SIPPS-Evidence-Base-and-Impact.pdf>
- Curriculum Associates Ready ELA workbooks (Strong: evidenceforessa.org)
- Ready Teacher Tool box (Strong: evidenceforessa.org)
- Differentiated small and whole group instruction: Journey's (Strong: evidenceforessa.org)
- Accelerated Reader (Strong: WWC)

120 minutes daily

Progress Monitoring

Assessment & Frequency

Performance Criteria that indicates Tier 1 is sufficient

Performance Criteria to that would prompt addition of Tier 2 interventions

FKRS: Star Early Literacy—3 times a year
District Standards Base Assessment
ESGI assessments

Scale Score of 521+
(50% percentile alignment)

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

STAR Early Lit:

September:	25 th %	SS452
January:	25 th %	SS 517
May	25 th %	SS 592

	<p><i>How is the effectiveness of Tier 1 instruction being monitored?</i> Walk through by School Level Admins, Instructional Coach Modeling, Teacher Coach, Grade level meetings, District pace guide and calendar.</p>	<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</i> Targeted small group instruction occurs at point of need. If student fails to meet growth benchmark(s), one of the following will occur:</p> <ul style="list-style-type: none"> • Additional diagnosis with aligned instruction; • More frequent progress monitoring with aligned instruction; • Creation of a *Tier I Plan with parent contact, which outlines specific classroom differentiation, support and expected growth targets.
	<p><i>How is the effectiveness of Tier 1 curriculum being monitored?</i> District Standards Base Assessment SIPPS Mastery Test STAR Early Literacy Assessment ESGI Assessments</p>	<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</i> District Data Review Meetings Grade level Meetings</p>
	<p><i>How is instruction modified for students who receive instruction through distance learning?</i> Canvas—student learning management system</p>	

IF:	Student meets the following criteria at beginning of school year: (Kindergarten) Florida Kindergarten Readiness Screener: Universal Screener STAR Early Literacy Scaled Score of 471-520				
THEN:	TIER 1 instruction and TIER 2 interventions				
TIER 1 instruction and TIER 2 interventions	<i>Interventions:</i> <ul style="list-style-type: none"> • are standards-aligned • address gaps and reduce barriers to students' ability to meet Tier 1 expectations • provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills • are matched to the needs of the students • provide multiple opportunities to practice the targeted skill(s) and receive feedback • occurs during time allotted in addition to core instruction • includes accommodations (IEP, ESOL or 504) 				
	TIER 2 Programs/Materials/Strategies & Duration	TIER 2 Progress Monitoring			
		Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions
	Core Instruction + Targeted Intervention; Identification of specific area(s) of need with aligned daily small group instruction. 15 – 20 minutes/3-4 times per week in targeted small group; Group size ≤ 5 students; <ul style="list-style-type: none"> • iReady; PALS; FCRR activities small group instruction • Ready Teacher Tool Box (Strong: evidenceforessa.org)	Diagnostic/ 15-20 minutes; 2-3 times per week; no less than 45 minutes weekly.	Above 50% percentile	Ongoing progress monitoring: Scaled Score of 471-520	Students will be determined to have a substantial reading deficiency if they meet the following: STAR Early Lit: September: 25 th % SS452 January: 25 th % SS517 May 25 th % SS592
<ul style="list-style-type: none"> • SIPPS Multisensory beginning • SIPPS: Intensive Multisensory Instruction (Strong: SIPPS evidence base & impact) https://www.wakullaschooldistrict.org/theme/files/Instructional%20Services/SIPPS-Evidence-Base-and-Impact.pdf	Diagnostic/ 15-20 minutes; 2-3 times per week; no less than 45 minutes weekly.	Above 70% passing rate	Ongoing progress monitoring: Scaled Score of 471-520		
<ul style="list-style-type: none"> • HearBuilder (Strong: HearBuilder evidence)	Diagnostic/ 15-20 minutes; 2-3 times per week; no	Above 70% passing rate	Ongoing progress monitoring: Scaled Score of 471-520		

https://www.wakullaschooldistrict.org/theme/files/Instructional%20Services/HearBuilder-Website-Content-White-Paper_092713.pdf

less than 45 minutes weekly.

Number of times a week intervention provided

2-3

Number of minutes per intervention session

15-20 minutes; 2-3 times per week; no less than 45 minutes weekly.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?

Intervention support team meets every 3-4 weeks, depending on student need, to determine individual student intervention to close academic gaps.

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

--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.24) for Response to Intervention, located in the MTSS Handbook.

Materials/Programs:

- HMH Journeys---Strong
- IReady/Read—Strong
- Achieve 3000—Strong
- Read 180/System 44—Strong
- Renaissance STAR—Strong
- SRA Reading Lab—Strong
- PALS—Strong
- REWARDS--Strong

How are Tier 2 interventions modified for students who receive interventions through distance learning?

Canvas—student learning management system

IF:	Student meets the following criteria at beginning of school year: (Kindergarten) Florida Kindergarten Readiness Screener: Universal Screener STAR Early Literacy Scaled Score Below 471			
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions			
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	Immediate, intensive intervention: <ul style="list-style-type: none"> • extended time • targeted instruction based on student need • small group or one-on-one instruction • accommodations (IEP, ESOL, or 504) • more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions • <i>additional time allotted is in addition to core instruction and tier 2 interventions</i> 			
	<i>TIER 3 Programs/Materials/Strategies & Duration</i>	<i>TIER 3 Progress Monitoring</i>		
		<i>Assessment & Frequency</i>	<i>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</i>	<i>Performance Criteria that would prompt changes to Tier 3 interventions</i>
	Core Instruction + Targeted Intervention + Intensive Intervention; Intensive Targeted classroom instruction occurring daily. Additional 20 minutes per day; Group size ≤ 3 iReady with direct instruction component; Harcourt Journeys Intervention Station Ready Teacher Tool Box (Strong: evidenceforessa.org)	Five times a week for 100 minutes of instruction outside of the core instruction block.	Above 50% percentile	Scaled Score Below 471; Below 40th percentile
SIPPS Multisensory beginning SIPPS: Intensive Multisensory Instruction (Strong: SIPPS evidence base & impact) https://www.wakullaschooldistrict.org/theme/files/Instructional%20Services/SIPPS-Evidence-Base-and-	Five times a week for 100 minutes of instruction outside of the core instruction block.	Above 70% passing rate	Scoring less than 60% of SIPPS sight words	

Impact.pdf			
<p>FCRR Activities in one on one intervention Be a Reader: Learning by Letters</p> <p>(Strong: SIPPS evidence base & impact) https://www.wakullaschooldistrict.org/theme/files/Instructional%20Services/SIPPS-Evidence-Base-and-Impact.pdf</p>	<p>Five times a week for 100 minutes of instruction outside of the core instruction block.</p>	<p>Above 70% passing rate</p>	<p>Kindergarten students who have mastered less than 80% of letters and sounds</p>
<p>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement. Wakulla County Schools requires all Tier 3 interventions to be face to face direct instruction</p>			
<p>Number of times a week intervention provided</p>	<p>5 days</p>	<p>Number of minutes per intervention session</p>	<p>Five times a week for 20-30 minutes a day</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</p> <p>Intervention support team meets every 3-4 weeks, depending on student need, to determine individual student intervention to close academic gaps</p>			
<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>--Parents of student(s) not on level (at or above SS 594) by the mid-year assessment must be notified of reading deficiency as required in FS 1008.25.</p> <p>--If progress monitoring indicates the student is not making adequate progress toward on-level achievement, one of the following will occur:</p> <ul style="list-style-type: none"> • Increased time/frequency of targeted instruction; • Increased problem-solving; Change of target or type of intervention based on problem solving. • Reference Tier II (pg.24) and Tier III (pg.30) Toolboxes for Response to Intervention, located in the MTSS Handbook. <p><u>Materials/Programs:</u></p> <ul style="list-style-type: none"> • HMH Journeys---Strong • IReady/Read—Strong • Achieve 3000—Strong • Read 180/System 44—Strong • Renaissance STAR—Strong • SRA Reading Lab—Strong • PALS—Strong • REWARDS--Strong 			
<p>How are Tier 3 interventions modified for students who receive interventions through distance learning?</p> <p>Canvas—student learning management system enables teachers to specifically curate interventions.</p>			

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 1st, 2nd, 3rd grades

IF:

Student meets the following criteria at beginning of school year:
1st, 2nd, 3rd grades: 50th percentile or above (Universal Screener: STAR Reading)

THEN:

TIER 1 Only

TIER 1

Initial instruction:

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

Core Curriculum

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

Core instruction (all students):

- Expanding Expressions (oral language: First grade only) (Strong: evidenceforessa.org)
- Harcourt Journeys with Interactive Read Alouds and Vocabulary Instruction; district aligned trade books (Strong: evidenceforessa.org)
- Daily instruction in phonemic and phonological awareness; phonics; decoding fluency; SIPPS multisensory beginning (Strong: SIPPS evidence base & impact)
<https://www.wakullaschooldistrict.org/theme/files/Instructional%20Services/SIPPS-Evidence-Base-and-Impact.pdf>
- Curriculum Associates Ready ELA workbooks (Strong: evidenceforessa.org)
- Ready Teacher Tool box (Strong: evidenceforessa.org)
- Differentiated small and whole group instruction: Journey's (Strong: evidenceforessa.org)
- 1st: SIPPS Multisensory Extension/2nd: SIPPS: beginning of Multisensory Challenge/ 3rd: SIPPS Multisensory Challenge (Strong: SIPPS evidence base & impact)
<https://www.wakullaschooldistrict.org/theme/files/Instructional%20Services/SIPPS-Evidence-Base-and-Impact.pdf>
- Accelerated Reader (Strong: WWC)

120 minutes daily

Progress Monitoring

Assessment & Frequency

Performance Criteria that indicates Tier 1 is sufficient

Performance Criteria to that would prompt addition of Tier 2 interventions

Renaissance STAR Reading—3 times a year
 District Standards Base Assessment—given every 4 weeks
 SIPPS Mastery Test-given every 4 weeks

1st grade: SS 147 or above: STAR Reading
 SS 767 or above: STAR Early Literacy

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

		<p>2nd grade: SS 316 or above: STAR Reading 3rd grade: SS 428 or above: STAR Reading</p>	<p>Scoring below the 50th percentile on STAR Reading or STAR Early Literacy Grade 1: STAR Reading=below 147 OR STAR Early Literacy=below 639</p> <p>STAR Reading Scale Score: Grade 2= below 316/Grade 3= below 428</p> <p>An average of below 70% on District Standard-Based Assessments for the first semester Scoring less than 60% of SIPPS sight word</p>
	<p><i>How is the effectiveness of Tier 1 instruction being monitored?</i> Walk through by School Level Admins, Instructional Coach Modeling, Teacher Coach, Grade level meetings, District pace guide and calendar.</p>	<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</i> Targeted small group instruction occurs at point of need. If student fails to meet growth benchmark(s), one of the following will occur:</p> <ul style="list-style-type: none"> • Additional diagnosis with aligned instruction; • More frequent progress monitoring with aligned instruction; • Creation of a *Tier I Plan with parent contact, which outlines specific classroom differentiation, support and expected growth targets. 	
	<p><i>How is the effectiveness of Tier 1 curriculum being monitored?</i> District Standards Base Assessment SIPPS Mastery Test STAR Early Literacy Assessment STAR Reading Assessment</p>	<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</i> District Data Review Meetings Grade level Meetings</p>	
	<p><i>How is instruction modified for students who receive instruction through distance learning?</i> Canvas—student learning management system</p>		

IF:	Student meets the following criteria at beginning of school year: (Grades 1-3) First Grade, Second Grade, and Third Grade: (and retained 3 rd grade students) 21st percentile- 49 th percentile				
THEN:	TIER 1 instruction and TIER 2 interventions				
TIER 1 instruction and TIER 2 interventions	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> • are standards-aligned • address gaps and reduce barriers to students' ability to meet Tier 1 expectations • provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills • are matched to the needs of the students • provide multiple opportunities to practice the targeted skill(s) and receive feedback • occurs during time allotted in addition to core instruction • includes accommodations (IEP, ESOL or 504) 				
	TIER 2 Programs/Materials/Strategies & Duration	TIER 2 Progress Monitoring			
		Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions
	<p>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;</p> <p>Supplemental Instructional Materials:</p> <ul style="list-style-type: none"> •iReady; PALS •Ready Teacher Tool box <p>**All retained 3rd grade students must receive Tiered interventions as outlined in SS 1008.25.</p> <p>(Strong:evidenceforessa.org)</p>	Diagnostic/ 15-20 minutes; 2-3 times per week; no less than 45 minutes weekly.	Above 50% percentile	Ongoing progress monitoring: 21st percentile-49 th percentile	<p>First Grade, Second Grade, and Third Grade: (and retained 3rd grade students)</p> <p>20th percentile and below</p> <p>Retained 3rd FSA ELA (Level 2/285)</p>
SIPPS: Intensive Multisensory Instruction (Strong: SIPPS evidence base & impact)	Diagnostic/ 15-20 minutes; 2-3 times per week; no	Above 70% passing rate	Ongoing progress monitoring: 21st percentile-49 th percentile		

https://www.wakullaschooldistrict.org/theme/files/Instructional%20Services/SIPPS-Evidence-Base-and-Impact.pdf	less than 45 minutes weekly.			
HearBuilder (Strong: HearBuilder evidence) https://www.wakullaschooldistrict.org/theme/files/Instructional%20Services/HearBuilder-Website-Content-White-Paper_092713.pdf	Diagnostic/ 15-20 minutes; 2-3 times per week; no less than 45 minutes weekly.	Above 70% passing rate	Ongoing progress monitoring: 21st percentile-49 th percentile	
<i>Number of times a week intervention provided</i>	2-3	<i>Number of minutes per intervention session</i>	15-20 minutes; 2-3 times per week; no less than 45 minutes weekly.	
<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</i></p> <p>Intervention support team meets every 3-4 weeks, depending on student need, to determine individual student intervention to close academic gaps.</p>				
<p><i>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</i></p> <p>--Parents of student(s) not on level by the mid-year assessment must be notified of reading deficiency as required in FS 1008.25. (<50th percentile)</p> <p>--If progress monitoring (STAR Reading) indicates the student is not making adequate progress toward on-level achievement, one of the following will occur:</p> <ul style="list-style-type: none"> • Increased time/frequency of targeted instruction; • Increased problem-solving; Change of target or type of intervention based on problem solving. • Reference Tier II (pg.24) Toolbox for Response to Intervention, located in the MTSS Handbook <p><u>Materials/Programs:</u></p> <ul style="list-style-type: none"> • HMH Journeys---Strong • IReady/Read—Strong • Achieve 3000—Strong • Read 180/System 44—Strong • Renaissance STAR—Strong • SRA Reading Lab—Strong • PALS—Strong • REWARDS--Strong 				

How are Tier 2 interventions modified for students who receive interventions through distance learning?

Canvas—student learning management system

IF:	Student meets the following criteria at beginning of school year: (Grades 1-3) First Grade, Second Grade, and Third Grade: (and retained 3 rd grade students) 20 th percentile and below Retained 3 rd FSA ELA (Level 2/285)		
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions		
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	Immediate, intensive intervention: <ul style="list-style-type: none"> • extended time • targeted instruction based on student need • small group or one-on-one instruction • accommodations (IEP, ESOL, or 504) • more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions • <i>additional time allotted is in addition to core instruction and tier 2 interventions</i> 		
	<i>TIER 3 Programs/Materials/Strategies & Duration</i>	<i>TIER 3 Progress Monitoring</i>	
		<i>Assessment & Frequency</i>	<i>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</i>
	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 Ready Teacher Tool Box	Five times a week for 100 minutes of instruction outside of the core instruction block.	Above 50% percentile Students will be determined to have a substantial reading deficiency if they meet the following: Scoring below the 50 th percentile on STAR Reading or STAR Early Literacy Grade 1: STAR Reading=below 147 OR STAR Early Literacy=below 639 STAR Reading Scale Score: Grade 2= below 316/Grade 3= below 428

<p>**All retained 3rd grade students must receive Tiered interventions as outlined in SS 1008.25.</p> <p>(Strong: evidenceforessa.org)</p>			<p>An average of below 70% on District Standard-Based Assessments for the first semester Scoring less than 60% of SIPPS sight word</p>
<p>SIPPS Multisensory beginning SIPPS: Intensive Multisensory Instruction</p> <p>(Strong: SIPPS evidence base & impact) https://www.wakullaschooldistrict.org/theme/files/Instructional%20Services/SIPPS-Evidence-Base-and-Impact.pdf</p>	<p>Five times a week for 100 minutes of instruction outside of the core instruction block.</p>	<p>Above 70% passing rate</p>	
<p>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement. Wakulla County Schools requires all Tier 3 interventions to be face to face direct instruction</p>			
<p>Number of times a week intervention provided</p>	<p>5 days</p>	<p>Number of minutes per intervention session</p>	<p>20-30 min.</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction? Intervention support team meets every 3-4 weeks, depending on student need, to determine individual student intervention to close academic gaps.</p>			
<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence. --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:</p> <ul style="list-style-type: none"> • Increased time/frequency of targeted instruction; • Increased problem-solving; Change of target or type of intervention based on problem solving. • Reference Tier II (pg.24) and Tier III (pg.30) Toolboxes for Response to Intervention, located in the MTSS Handbook 			
<p>How are Tier 3 interventions modified for students who receive interventions through distance learning? Canvas—student learning management system enables teachers to specifically curate interventions.</p>			

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 4th and 5th grades

IF:

Student meets the following criteria at beginning of school year:
Fourth Grade: Scaled Score at or above 311
Fifth Grade: Scaled Score of at or above 321

THEN:

TIER 1 Only

TIER 1

Initial instruction:

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

Core Curriculum

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

Core instruction (all students):

- Harcourt Journeys with close reading and Vocabulary Instruction; district-aligned trade books; (Strong: evidenceforessa.org)
- HMH Close reading and vocabulary instruction using content-area texts (science, social studies, etc.) (Strong: evidenceforessa.org)
- REWARDS with ongoing instruction as needed in multisyllabic word decoding, affixes, and spelling patterns (Strong: evidenceforessa.org)
- Curriculum Associates Ready ELA workbooks/Ready Teacher Tool box (Strong: evidenceforessa.org)

120 minutes daily

Progress Monitoring		
Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria to that would prompt addition of Tier 2 interventions
Renaissance Star Reading —3 times a year District Standards Base Assessment— given every 4 weeks SIPPS Mastery Test—given every 4 weeks	Fourth Grade: Scaled Score at or above 311 Fifth Grade: Scaled Score of at or above 321	Fourth Grade: Scaled Score of 297-310 Fifth Grade: Scaled Score of 304-320
How is the effectiveness of Tier 1 instruction being monitored? Walk through by School Level Admins, Instructional Coach Modeling, Teacher Coach, Grade level meetings, District pace guide and calendar.	What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? Targeted small group instruction occurs at point of need. If student fails to meet growth benchmark(s), one of the following will occur: <ul style="list-style-type: none"> • Additional diagnosis with aligned instruction; • More frequent progress monitoring with aligned instruction; • Creation of a *Tier I Plan with parent contact, which outlines specific classroom differentiation, support and expected growth targets. 	
How is the effectiveness of Tier 1 curriculum being monitored? District Standards Base Assessment SIPPS Mastery Test STAR Early Literacy Assessment	What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? District Data Review Meetings Grade level Meetings	
How is instruction modified for students who receive instruction through distance learning? Canvas—student learning management system		

IF:	Student meets the following criteria at beginning of school year: (4 th and 5 th grade) Fourth Grade: Scaled Score of 297-310 Fifth Grade: Scaled Score of 304-320				
THEN:	TIER 1 instruction and TIER 2 interventions				
TIER 1 instruction and TIER 2 interventions	<i>Interventions:</i> <ul style="list-style-type: none"> • are standards-aligned • address gaps and reduce barriers to students' ability to meet Tier 1 expectations • provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills • are matched to the needs of the students • provide multiple opportunities to practice the targeted skill(s) and receive feedback • occurs during time allotted in addition to core instruction • includes accommodations (IEP, ESOL or 504) 				
	TIER 2 Programs/Materials/Strategies & Duration	TIER 2 Progress Monitoring			
		Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions
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: <ul style="list-style-type: none"> • iReady with direct instruction component; 	Diagnostic/ 15-20 minutes; 2-3 times per week; no less than 45 minutes weekly.	Above 50% percentile	Ongoing progress monitoring: 21st percentile-49 th percentile	Students will be determined to have a substantial reading deficiency if they meet the following: Fourth Grade: Scaled Score at or below 296 Fifth Grade: Scaled Score of at or below 303	

<ul style="list-style-type: none"> Curriculum Associates Ready ELA workbooks /Ready Teacher Tool box <p>(Strong: evidenceforessa.org)</p>				
<ul style="list-style-type: none"> SIPPS PLUS: Intensive Multisensory Instruction based on placement <p>(Strong: SIPPS evidence base & impact) https://www.wakullaschooldistrict.org/theme/files/Instructional%20Services/SIPPS-Evidence-Base-and-Impact.pdf</p>	<p>Diagnostic/ 15-20 minutes; 2-3 times per week; no less than 45 minutes weekly.</p>	<p>Above 70% passing rate</p>	<p>Ongoing progress monitoring: 21st percentile-49th percentile</p>	<p>Students will be determined to have a substantial reading deficiency if they meet the following:</p> <p>Fourth Grade: Scaled Score at or below 296</p> <p>Fifth Grade: Scaled Score of at or below 303</p>
<p>Harcourt Journeys Intervention Station</p> <p>(Strong: evidenceforessa.org)</p>	<p>Diagnostic/ 15-20 minutes; 2-3 times per week; no less than 45 minutes weekly.</p>	<p>Above 70% passing rate</p>	<p>Ongoing progress monitoring: 21st percentile-49th percentile</p>	<p>Students will be determined to have a substantial reading deficiency if they meet the following:</p> <p>Fourth Grade: Scaled Score at or below 296</p> <p>Fifth Grade: Scaled Score of at or below 303</p>
<p><i>Number of times a week intervention provided</i></p>	<p>2-3</p>	<p><i>Number of minutes per intervention session</i></p>	<p>15-20 minutes; 2-3 times per week; no less than 45 minutes weekly.</p>	
<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</i></p> <p>Intervention support team meets every 3-4 weeks, depending on student need, to determine individual student intervention to close academic gaps.</p>				

	<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>--Parents of student(s) not on level (<50th percentile) by the mid-year interim assessment (STAR Reading) must be notified of reading deficiency.</p> <p>--If progress monitoring (STAR Reading) indicates the student is not making adequate progress toward on-level achievement, one of the following will occur:</p> <ul style="list-style-type: none"> • Increased time/frequency of targeted instruction; • Increased problem-solving; Change of target or type of intervention based on problem solving. • Reference Tier II (pg. 24) Toolbox for Response to Intervention, located in the MTSS Handbook.
	<p>How are Tier 2 interventions modified for students who receive interventions through distance learning?</p> <p>Canvas—student learning management system</p>

IF:	<p>Student meets the following criteria at beginning of school year: (4th and 5th grade)</p> <p>Fourth Grade: Scaled Score at or below 296 Fifth Grade: Scaled Score of at or below 303</p>		
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions		
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	<p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> • extended time • targeted instruction based on student need • small group or one-on-one instruction • accommodations (IEP, ESOL, or 504) • more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions • <i>additional time allotted is in addition to core instruction and tier 2 interventions</i> 		
	TIER 3 Programs/Materials/Strategies & Duration	TIER 3 Progress Monitoring	
	<p>Administer DAR, as needed, to help target intervention.</p> <p>Core Instruction + Targeted Intervention + Intensive Intervention; Intensive Targeted classroom instruction occurring daily. Additional 20 minutes per day; Group size ≤ 3</p> <p>Supplemental Instructional Materials:</p> <ul style="list-style-type: none"> • iReady with direct instruction component; Harcourt Journeys Intervention Station • Curriculum Associates Ready ELA workbooks /Ready Teacher Tool box 	<p>Assessment & Frequency</p> <p>Five times a week for 100 minutes of instruction outside of the core instruction block.</p>	<p>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</p> <p>Above 50% percentile</p>

<ul style="list-style-type: none"> • (Strong: evidenceforessa.org) 			
<ul style="list-style-type: none"> • SIPPS PLUS: Intensive Multisensory Instruction based on placement <p>(Strong: SIPPS evidence base & impact) https://www.wakullaschooldistrict.org/theme/files/Instructional%20Services/SIPPS-Evidence-Base-and-Impact.pdf</p>	<p>Five times a week for 100 minutes of instruction outside of the core instruction block.</p>	<p>Above 70% passing rate</p>	<p>Scoring less than 60% of SIPPS sight words</p>
<p>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement. Wakulla County Schools requires all Tier 3 interventions to be face to face direct instruction.</p>			
<p>Number of times a week intervention provided</p>	<p>5 days</p>	<p>Number of minutes per intervention session</p>	<p>20-30 min. a day</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</p> <p>Intervention support team meets every 3-4 weeks, depending on student need, to determine individual student intervention to close academic gaps.</p>			
<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>. --Parents of student(s) not on level (<50th percentile) by the mid-year interim assessment (STAR Reading) must be notified of reading deficiency. --If progress monitoring (STAR Reading) indicates the student is not making adequate progress toward on-level achievement, one of the following will occur:</p> <ul style="list-style-type: none"> • Increased time/frequency of targeted instruction; • Increased problem-solving; Change of target or type of intervention based on problem solving. • Reference Tier II (pg.24) and Tier III (pg.30) Toolboxes for Response to Intervention, located in the MTSS Handbook. <p><u>Materials/Programs:</u></p> <ul style="list-style-type: none"> • HMH Journeys---Strong • IReady/Read—Strong • Achieve 3000—Strong • Read 180/System 44—Strong • Renaissance STAR—Strong • SRA Reading Lab—Strong • PALS—Strong • REWARDS--Strong 			
<p>How are Tier 3 interventions modified for students who receive interventions through distance learning?</p> <p>Canvas—student learning management system enables teachers to specifically curate interventions.</p>			

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 6-8

IF:

Student meets the following criteria at beginning of school year:
FSA Achievement Level 3-5, 6th grade scale score of at or above 321; 7th grade scale score of at or above 326; 8th grade scale score of at or above 333.

THEN:

TIER 1 Only

TIER 1

Initial instruction:

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

Core Curriculum

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

Core instruction (all students): Core instruction: ELA Class + Critical Thinking Class

- Harcourt Collections with a focus on close reading and vocabulary instruction; (ELA) (Strong: evidenceforessa.org)
- LDC: Literacy Design Collaboration (Critical Thinking Class) (Strong: evidenceforessa.org)
- District-aligned trade books (ELA/Critical Thinking) (Strong: evidenceforessa.org)
- REWARDS (Sixth grade)/REWARDS PLUS Social Studies (Seventh grade)/ REWARDS PLUS Science (Eighth grade) (Strong: evidenceforessa.org)
- Daily instruction/support for decoding multisyllabic words; affixes; root words (ELA and Critical Thinking Classes) (Strong: evidenceforessa.org)
- Text-based writing (ELA and Critical Thinking Classes) (Strong: evidenceforessa.org)
- Teengagment (Critical Thinking Class) (Strong: evidenceforessa.org)
- District Standards Based Pacing Guide / Assessments (Strong: evidenceforessa.org)

90 minutes Daily

Progress Monitoring

Assessment & Frequency

Performance Criteria that indicates Tier 1 is sufficient

Performance Criteria to that would prompt addition of Tier 2 interventions

FSA ELA annual assessment.
Renaissance STAR three times a year.
District Standards Based Assessments every 4 weeks.

6th grade scale score of above 321; 7th grade scale score of above 326; 8th grade scale score of 333.

Students will be determined to have a **substantial reading deficiency** if they meet the following:
6th grade scale score of below 321; 7th grade scale score of below 326; 8th grade scale score of below 333 on FSA or

			Below 50 th percentile Renaissance STAR Reading.
	<p><i>How is the effectiveness of Tier 1 instruction being monitored?</i> Walk through by School Level Admins, Instructional Coach Modeling, Teacher Coach, Grade level meetings, District pacing guide and calendar.</p>	<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</i> 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.</p>	
	<p><i>How is the effectiveness of Tier 1 curriculum being monitored?</i> District Standards Base Assessment Rewards Mastery Test FSA Assessment STAR Reading Assessment</p>	<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</i> District Data Review Meetings Grade level Meetings</p>	
	<p><i>How is instruction modified for students who receive instruction through distance learning?</i> Canvas—student learning management system</p>		

IF:	Student meets the following criteria at beginning of school year: FSA Achievement Level 3-5, 6th grade scale score of 304-320; 7th grade scale score of 309-325; 8th grade scale score of 318-332.				
THEN:	TIER 1 instruction and TIER 2 interventions				
TIER 1 instruction and TIER 2 interventions	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> • are standards-aligned • address gaps and reduce barriers to students' ability to meet Tier 1 expectations • provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills • are matched to the needs of the students • provide multiple opportunities to practice the targeted skill(s) and receive feedback • occurs during time allotted in addition to core instruction • includes accommodations (IEP, ESOL or 504) • Review data from universal screener to determine area(s) of need. If sufficient information is not available, administer DAR to plan intervention. 				
	TIER 2 Programs/Materials/Strategies & Duration	TIER 2 Progress Monitoring			
		Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions
	<ul style="list-style-type: none"> • Content-area Reading Class or Intensive Reading Class (in addition to ELA Class.) • Integrated and targeted small-group instruction within class – groups of 5 – 7 students; <p>(Strong: evidenceforessa.org)</p>	15-20 minutes; 2-3 times per week; no less than 45 minutes weekly.	Above 50 th percentile	Ongoing progress monitoring: 6th grade scale score of 304-320; 7th grade scale score of 309-325; 8th grade scale score of 318-332.	<p>Students will be determined to have a substantial reading deficiency if they meet the following:</p> <p>FSA Scale Score Sixth Grade: Scaled Score of at or below 257- 303;</p> <p>Seventh Grade: Scaled Score of at or below 259- 308;</p> <p>Eighth Grade: Scaled Score of at or below 267- 317</p>
<ul style="list-style-type: none"> • Achieve 3000: Computer base instruction <p>(Strong: evidenceforessa.org)</p>	15-20 minutes; 2-3 times per week; no less than 45 minutes weekly.	Above 50 th percentile	Ongoing progress monitoring: 6th grade scale score of 304-320; 7th grade scale score of 309-325; 8th grade scale score of 318-332.	<p>Students will be determined to have a substantial reading deficiency if they meet the following:</p> <p>FSA Scale Score Sixth Grade: Scaled Score of at or below 257- 303;</p>	

					Seventh Grade: Scaled Score of at or below 259- 308; Eighth Grade: Scaled Score of at or below 267- 317
<ul style="list-style-type: none"> Curriculum Associates: Ready ELA workbooks Ready Teacher Tool box <p>(Strong: evidenceforessa.org)</p>	15-20 minutes; 2-3 times per week; no less than 45 minutes weekly.	Above 50 th percentile	Ongoing progress monitoring: 6th grade scale score of 304-320; 7th grade scale score of 309-325; 8th grade scale score of 318-332.	Students will be determined to have a substantial reading deficiency if they meet the following: FSA Scale Score Sixth Grade: Scaled Score of at or below 257- 303; Seventh Grade: Scaled Score of at or below 259- 308; Eighth Grade: Scaled Score of at or below 267- 317	
<ul style="list-style-type: none"> Curriculum Associates: FOCUS books <p>(Strong: evidenceforessa.org)</p>	15-20 minutes; 2-3 times per week; no less than 45 minutes weekly.	Above 50 th percentile	Ongoing progress monitoring: 6th grade scale score of 304-320; 7th grade scale score of 309-325; 8th grade scale score of 318-332.	Students will be determined to have a substantial reading deficiency if they meet the following: FSA Scale Score Sixth Grade: Scaled Score of at or below 257- 303; Seventh Grade: Scaled Score of at or below 259- 308; Eighth Grade: Scaled Score of at or below 267- 317	
<ul style="list-style-type: none"> Phonics for Reading (Strong: evidenceforessa.org) 	15-20 minutes; 2-3 times per week; no less than 45 minutes weekly.	Above 50 th percentile	Ongoing progress monitoring: 6th grade scale score of 304-320; 7th grade scale score of 309-325; 8th grade scale score of 318-332.	Students will be determined to have a substantial reading deficiency if they meet the following: FSA Scale Score Sixth Grade: Scaled Score of at or below 257- 303;	

				<p>Seventh Grade: Scaled Score of at or below 259- 308;</p> <p>Eighth Grade: Scaled Score of at or below 267- 317</p>
<i>Number of times a week intervention provided</i>	2-3	<i>Number of minutes per intervention session</i>	15-20 minutes; 2-3 times per week; no less than 45 minutes weekly.	
<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</i></p> <p>Intervention support team meets every 3-4 weeks, depending on student need, to determine individual student intervention to close academic gaps.</p>				
<p><i>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</i></p> <p>--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:</p> <ul style="list-style-type: none"> • Increased time/frequency of targeted instruction; • Increased problem-solving; Change of target or type of intervention based on problem solving. • Reference Tier II (pg.24) Toolbox for Response to Intervention, located in the MTSS Handbook. 				
<p><i>How are Tier 2 interventions modified for students who receive interventions through distance learning?</i></p> <p>Canvas—student learning management system</p>				

IF:	Student meets the following criteria at beginning of school year: FSA Level 1 Sixth Grade: Scaled Score of at or below 257- 303; Seventh Grade: Scaled Score of at or below 259- 308; Eighth Grade: Scaled Score of at or below 267- 317.			
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions			
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	Immediate, intensive intervention: <ul style="list-style-type: none"> • extended time • targeted instruction based on student need • small group or one-on-one instruction • accommodations (IEP, ESOL, or 504) • more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions • <i>additional time allotted is in addition to core instruction and tier 2 interventions</i> 			
	<i>TIER 3 Programs/Materials/Strategies & Duration</i>	<i>TIER 3 Progress Monitoring</i>		
		<i>Assessment & Frequency</i>	<i>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</i>	<i>Performance Criteria that would prompt changes to Tier 3 interventions</i>
	Intensive Reading Class in addition to ELA Class (daily); Small group differentiated instruction; groups of 3 – 7. (Strong: evidenceforessa.org)	5 x times a week for 100 minutes of instruction outside core instruction block	Above 50th percentile or score level 3, 4, or 5.	Scaled Score Below 40th percentile
	Read 180 Universal Read 180: Systems 44- Daily instruction in phonemic and phonological awareness; phonics; decoding fluency (Strong: evidenceforessa.org)	5 x times a week for 100 minutes of instruction outside core instruction block	Above 50 th percentile or score level 3, 4, or 5.	Scaled Score Below 40th percentile
	Achieve 3000: small group instruction with teacher (Strong: evidenceforessa.org)	5 x times a week for 100 minutes of instruction outside core instruction block	Above 50 th percentile or score level 3, 4, or 5.	Scaled Score Below 40th percentile
	<i>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</i> Wakulla County Schools requires all Tier 3 interventions to be face to face direct instruction.			
	<i>Number of times a week intervention provided:</i> Five times a week for twenty to thirty minutes a day.			
<i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</i>				

Intervention support team meets every 3-4 weeks, depending on student need, to determine individual student intervention to close academic gaps.

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

--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.24) and Tier III (pg 30) Toolboxes for Response to Intervention, located in the MTSS Handbook.

How are Tier 3 interventions modified for students who receive interventions through distance learning?

Canvas—student learning management system enables teachers to specifically curate interventions.

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 9-12

IF:

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)

THEN:

TIER 1 Only

TIER 1

Initial instruction:

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

Core Curriculum

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

Core instruction (all students):

- Harcourt Collections with an emphasis on close reading, text-based writing, and Vocabulary Instruction. (Strong: evidenceforessa.org)
- District-aligned trade books from HMH (Strong: evidenceforessa.org)
- Teengagment -Critical Thinking (Strong:Teengagment white papers)

Progress Monitoring

Assessment & Frequency

Performance Criteria that indicates Tier 1 is sufficient

Performance Criteria to that would prompt addition of Tier 2 interventions

FSA ELA annual assessment.
Renaissance STAR three times a year.
District Standards Based Assessments every 4 weeks.

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)

Students will be determined to have a **substantial reading deficiency** if they meet the following:
Ninth Grade: Scaled Score of below 337, Tenth Grade and above: Scaled Score of below 343.

How is the effectiveness of Tier 1 instruction being monitored?

Walk through by School Level Admins, Instructional Coach Modeling, Teacher Coach, Grade level meetings, District pacing guide and calendar.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

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.

	<p><i>How is the effectiveness of Tier 1 curriculum being monitored?</i></p> <p>District Standards Base Assessment Rewards Mastery Test FSA Assessment STAR Reading Assessment</p>	<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</i></p> <p>District Data Review Meetings Department Meetings</p>
	<p><i>How is instruction modified for students who receive instruction through distance learning?</i></p> <p>Canvas—student learning management system</p>	

IF:	Student meets the following criteria at beginning of school year: (Grades 9-12) 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)				
THEN:	TIER 1 instruction and TIER 2 interventions				
TIER 1 instruction and TIER 2 interventions	<i>Interventions:</i> <ul style="list-style-type: none"> • are standards-aligned • address gaps and reduce barriers to students' ability to meet Tier 1 expectations • provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills • are matched to the needs of the students • provide multiple opportunities to practice the targeted skill(s) and receive feedback • occurs during time allotted in addition to core instruction • includes accommodations (IEP, ESOL or 504) • Review data from universal screener to determine area(s) of need. If sufficient information is not available, administer DAR to plan intervention. 				
	TIER 2 Programs/Materials/Strategies & Duration	TIER 2 Progress Monitoring			
		Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions
	<ul style="list-style-type: none"> • Content-area Reading Class or Intensive Reading Class (in addition to ELA Class.) • Integrated and targeted small-group instruction within class – groups of 5 – 7 students; <p>(Strong: evidenceforessa.org)</p>	15-20 minutes two to three times a week; no less than 45 minutes weekly	Above 50 th percentile		Students will be determined to have a substantial reading deficiency if they meet the following: 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)
<ul style="list-style-type: none"> • Achieve 3000 – Computer Based Instruction. <p>(Strong: evidenceforessa.org)</p>	15-20 minutes two to three times a week; no less than 45 minutes weekly	Above 50 th percentile		Students will be determined to have a substantial reading deficiency if they meet the following: 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)
<ul style="list-style-type: none"> Teengagement Assessment Accelerator (Strong: Teengagement white papers)	15-20 minutes two to three times a week; no less than 45 minutes weekly	Above 50 th percentile		Students will be determined to have a substantial reading deficiency if they meet the following: 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)
<i>Number of times a week intervention provided</i>	2-3	<i>Number of minutes per intervention session</i>		15-20 minutes two to three times a week; no less than 45 minutes weekly
<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</i></p> <p>Intervention support team meets every 3-4 weeks, depending on student need, to determine individual student intervention to close academic gaps.</p>				
<p><i>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</i></p> <p>--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:</p> <ul style="list-style-type: none"> Increased time/frequency of targeted instruction. 				

- Increased problem-solving; Change of target or type of intervention based on problem solving.
- Reference Tier II (pg.24) Toolbox for Response to Intervention, located in the MTSS Handbook

How are Tier 2 interventions modified for students who receive interventions through distance learning?

Canvas—student learning management system

IF:	Student meets the following criteria at beginning of school year: (Grades 9-12) 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)			
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions			
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	Immediate, intensive intervention: <ul style="list-style-type: none"> • extended time • targeted instruction based on student need • small group or one-on-one instruction • accommodations (IEP, ESOL, or 504) • more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions • <i>additional time allotted is in addition to core instruction and tier 2 interventions</i> • Review data from universal screener to determine area(s) of need. If sufficient information is not available, administer DAR to plan intervention. 			
	TIER 3 Programs/Materials/Strategies & Duration	TIER 3 Progress Monitoring		
		Assessment & Frequency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt changes to Tier 3 interventions
	Intensive Reading Class in addition to ELA Class (daily); Small group differentiated instruction; groups of 3 – 7. (Strong: evidenceforessa.org)	Five times a week for 100 minutes of instruction outside of the core instruction block.	Above 50th percentile or score level 3, 4, or 5.	Scaled Score Below 40th percentile
	<ul style="list-style-type: none"> • Achieve 3000 – Small Group Instruction with Teacher (Strong: evidenceforessa.org)	Five times a week for 100 minutes of instruction outside of the core instruction block.	Above 50 th percentile or score level 3, 4, or 5.	Scaled Score Below 40th percentile
	<ul style="list-style-type: none"> • ACT /SAT Test Prep (Strong:WWC.com)	Five times a week for 100 minutes of instruction outside of the core instruction block.	Above 50th percentile or score level 3, 4, or 5.	Scaled Score Below 40th percentile
	<ul style="list-style-type: none"> • Teengagement Assessment Accelerator (Strong: Teenagement white paper)	Five times a week for 100 minutes of instruction outside of the core instruction block.	Above 50 th percentile or score level 3, 4, or 5.	Scaled Score Below 40th percentile
All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement. Wakulla County Schools requires all Tier 3 interventions to be face to face direct instruction.				

Number of times a week intervention provided: Five times a week for twenty to thirty minutes a day.

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

Intervention support team meets every 3-4 weeks, depending on student need, to determine individual student intervention to close academic gaps.

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

--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.24) and Tier III (pg.30) Toolboxes for Response to Intervention, located in the MTSS Handbook.

How are Tier 3 interventions modified for students who receive interventions through distance learning?

Canvas—student learning management system enables teachers to specifically curate interventions.