

Wakulla County Schools



2021-22 Reading Plan

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## Table of Contents

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<b>Contact Information, Communication Plan, and Student Achievement Goals</b>	<b>3</b>
<b>Budget</b>	<b>5</b>
<b>School Literacy Leadership Teams</b>	<b>7</b>
<b>Professional Development</b>	<b>8</b>
<b>Charter Schools</b>	<b>8</b>
<b>Literacy Coaches</b>	<b>9</b>
<b>District-Level Monitoring of Plan Implementation</b>	<b>12</b>
<b>School-Level Monitoring of Plan Implementation</b>	<b>17</b>
<b>Summer Reading Camp</b>	<b>18</b>
<b>Parent Support through a Read-At-Home Plan</b>	<b>20</b>
<b>Assessment, Curriculum, and Instruction</b>	<b>21</b>
<b>Identification of Students with a Substantial Reading Deficiency</b>	<b>25</b>
<b>300 Lowest Performing Elementary Schools</b>	<b>26</b>

# Contact Information, Communication Plan, and Student Achievement Goals

## Contact Information - Part A

### District Contact Information

#### Reading Contacts

Identify the name, email address, position title, and job duties/responsibilities for each member of the district reading team.

Contact	Name	Title	Email	Phone Number
Main District Reading Contact	Harden, Holly	Dean Of Curriculum	holly.harden@wcsb.us	8509260065
Elementary English Language Arts (ELA)	Harden, Holly	Dean of Curriculum	holly.harden@wcsb.us	8509260065
Secondary ELA	Harden, Holly	Dean Of Curriculum	holly.harden@wcsb.us	8509260065
Reading Endorsement	Harden, Holly	Dean of Curriculum	holly.harden@wcsb.us	8509260065
Reading Curriculum	Harden, Holly	Dean of Curriculum	holly.harden@wcsb.us	8509260065
Reading Curriculum	Harden, Holly	Dean of Curriculum	holly.harden@wcsb.us	8509260065
Professional Development	Harden, Holly	Dean of Curriculum	holly.harden@wcsb.us	8509260065
Assessment	Harden, Holly	Dean of Curriculum	holly.harden@wcsb.us	8509260065
Data Element	Harden, Holly	Dean of Curriculum	holly.harden@wcsb.us	8509260065
Summer Reading Camp	Harden, Holly	Dean of Curriculum	holly.harden@wcsb.us	8509260065
Third Grade Promotion	Harden, Holly	Dean of Curriculum	holly.harden@wcsb.us	8509260065
300 Lowest-Performing Elementary Schools	Harden, Holly	Dean of Curriculum	holly.harden@wcsb.us	8509260065

### Communication of Plan Information

**Describe how the district will communicate the contents of its Comprehensive Evidence-Based Reading Plan to all stakeholders, including school administrators, reading leadership teams, literacy coaches, classroom instructors, support staff, and parents.**

Wakulla County Schools will focus on the reading plan during district wide professional development, such as 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 focused on standards base instruction, reading strategies, and assessments all 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, guidance 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 upcoming school year. Wakulla County Schools will present our district reading plan at stakeholder events, such as district advisory council meetings, district webpage, and parent informational meeting.

## Student Achievement Goals - Part B

### Measurable Student Achievement Goals

**For each grade, K-12, establish clear and measurable student literacy achievement goals based on screening, progress monitoring, and statewide/districtwide summative assessments.**

***Previous School Year***

***Kindergarten - % of Students "Ready" on FLKRS 52%***

***Goal for Plan Year***

***Kindergarten - % of Students "Ready" on FLKRS 55%***

***Describe action steps to meet the district's kindergarten readiness goal.***

VPK has adopted new curriculum, HMH Big Day. VPK is participating in STAR Early Lit pilot program. Wakulla District has reached out to public and private VPK programs to encourage attendance in PAEC VPK awareness training.

***Statewide English Language Arts Standardized Assessment:***

Grade	Previous School Year % of Students Scoring					Goal for Plan Year % of Students Scoring				
	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5
<b>3</b>	12	21	31	27	9	11	24	35	22	8
<b>4</b>	13	21	31	27	7	13	16	32	30	9
<b>5</b>	14	25	28	27	6	12	23	35	20	10
<b>6</b>	17	30	28	18	7	16	20	30	22	12
<b>7</b>	17	27	26	17	13	20	25	28	19	8
<b>8</b>	14	22	30	26	9	20	25	28	18	9
<b>9</b>	17	23	24	23	14	19	26	25	20	10
<b>10</b>	18	29	26	19	8	19	28	28	19	6

***Include additional literacy goals based on screening, progress monitoring, and/or district summative assessments. At a minimum, include specific goals for K-2 students.***

*Example: For each grade, K-2, increase the percentage of students currently scoring at or above grade level on (the approved district progress monitoring assessment) by 5% this year, from (60%) to (65%).*

For each grade, K-2, increase the percentage of students currently scoring at or above grade level on the STAR Reading/Early Literacy assessment by 3% from this year from K: 68% to 71%, 1st: 56% to 59%, 2nd: 65% to 68%.

## District Budget for Research-Based Reading Instructions Allocation

## Budget

<b>1</b>	<b>Research-Based Reading Instruction Allocation</b>		<b>\$0.00</b>
		FTE	2021-22
			\$0.00
<b>2</b>	<b>Estimated proportional share distributed to district charter</b>		<b>\$8,854.00</b>
		FTE	2021-22
			\$8,854.00
<b>3</b>	<b>Reading coaches assigned to elementary schools</b>		<b>\$0.00</b>
		FTE	2021-22
			\$0.00
<b>4</b>	<b>Reading coaches assigned to secondary schools</b>		<b>\$0.00</b>
		FTE	2021-22
			\$0.00
<b>5</b>	<b>Intervention teachers assigned to elementary schools</b>		<b>\$120,136.34</b>
		FTE	2021-22
		2.0	\$120,136.34
<b>6</b>	<b>Intervention teachers assigned to secondary schools</b>		<b>\$124,267.01</b>
		FTE	2021-22
		2.0	\$124,267.01
<b>7</b>	<b>Supplemental materials or interventions for elementary schools</b>		<b>\$10,000.00</b>
		FTE	2021-22
			\$10,000.00
<b>8</b>	<b>Supplemental materials or interventions for secondary schools</b>		<b>\$0.00</b>
<b>9</b>	<b>Intensive interventions for elementary students reading below grade level</b>		<b>\$15,000.00</b>
		FTE	2021-22
			\$15,000.00
<b>10</b>	<b>Intensive interventions for secondary students reading below grade level</b>		<b>\$4,613.65</b>
		FTE	2021-22
			\$4,613.65
<b>11</b>	<b>Professional development</b>		<b>\$10,000.00</b>
		FTE	2021-22
			\$10,000.00
<b>12</b>	<b>Helping teachers earn the reading endorsement</b>		<b>\$0.00</b>
<b>13</b>	<b>Summer reading camps</b>		<b>\$20,000.00</b>

		FTE	2021-22
			\$20,000.00
<b>14</b>	<b>Additional hour for 300 lowest-performing elementary schools</b>		<b>\$0.00</b>
<b>Total:</b>			<b>\$312,871.00</b>

**The use of the reading allocation funds must demonstrate a prioritization of K-3 students identified with a substantial deficiency in reading.**

**Describe how the district has prioritized reading allocation funds to fully support K-students identified with a substantial deficiency in reading.**

K-3 instruction will be supported through SIPPS, SIPPS multi-sensory kits, Bridging the Gap, Journeys interactive reads/decodable readers, I-Ready, Ready, Ready Interactive Read Aloud, ESGI, STARS and CARS, STAR Reading and Math, Renaissance Lalilo and District Standards Base Assessments.

## School Literacy Leadership Teams

### **How is the School Literacy Leadership Team requirement communicated to principals?**

Monthly meetings to discuss improvements and celebrations

### **To whom at the district level is the roster of School Literacy Leadership Teams communicated?**

Director of Curriculum meets monthly with School Leadership team

### **Who at the district level is responsible for supporting and monitoring School Literacy Leadership Teams and ensuring compliance?**

Director of Curriculum

## Professional Development

**Describe the reading professional development that will be provided by the district and/or schools, aligned to the requirements below:**

- Provide professional development required by Section 1012.98(4)(b)11., F.S., which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies;
- Differentiate and intensify professional development for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional development.

Training in multi-sensory reading interventions, differentiated professional development with intensity increased for those teachers who progress monitoring data is not showing adequate growth, identification of mentor teachers, establishing of model classrooms within the school, lesson study and PLC meetings, oral language workshops, district collaboration workshops, B.E.S.T. standards review, writing training, PAEC rural connect: best practices, High Order Questioning, Restorative Discipline

**Provide a description of how the district will communicate to principals the professional development requirements and how the district will support principals with fulfilling each requirement. Include who at the district is responsible for monitoring professional development requirements and ensuring compliance.**

**How are professional development requirements communicated to principals?**

Monthly meetings with district staff and principals to discuss data and professional development needs. Professional Development Calendar is emailed out every Monday.

**Who at the district level is responsible for supporting and monitoring the professional development requirements and ensuring compliance?**

Director of Curriculum

## Charter Schools

**Does the district ensure charter schools will 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.?**

Yes



## Literacy Coaches

### Literacy Coaches - Part A

If the funding of literacy coaches is part of the reading allocation budget, literacy coaches must be assigned to schools determined to have the greatest need based on student performance data in reading. Districts must use the Just Read, Florida! model or explain the evidence-based coaching model used in their district and how they will monitor the implementation and effectiveness of the coaching model. This must include how communication between the district, school administration, and the reading coach throughout the year will address areas of concern.

#### Coaches must possess the following:

- bachelor's degree and reading endorsement or reading certification;
- highly effective rating on most recent available evaluation that contains student achievement data;
- 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; and
- outstanding presentation, interpersonal, and time-management skills.

**How were schools with the greatest need based on student performance data in reading selected for coach services and supports? Attach corresponding rubric, if applicable.**

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

#### **Upload rubric, if applicable**

The following documents were submitted as evidence for this section:

*No files were uploaded*

## Literacy Coaches - Part B

### Requirements of the Just Read, Florida! Coaching Model

- Provide professional development on the following:
  - the major reading components, as needed, based on an analysis of student performance data;
  - administration and analysis of instructional assessments; and
  - providing differentiated instruction and intensive intervention.
- Model effective instructional strategies for teachers.
- Facilitate study groups.
- Train teachers to administer assessments, analyze data, and use data to differentiate instruction.
- Coach and mentor teachers daily.
- 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.
- Participate in reading leadership teams.
- Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies.
- Prioritize time to those teachers, activities, and roles that will have the greatest impact on student achievement in reading, namely coaching and mentoring in classrooms.
- Work frequently with students in whole and small group instruction to model and coach in other teachers' classrooms.
- Work with school principals to plan and implement a consistent program of improving reading achievement using strategies that demonstrate a statistically significant effect on improving student outcomes.

Note: Coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach, and must limit the time spent on administering or coordinating assessments.

#### **Is the district using the Just Read, Florida! coaching model?**

Yes

#### **If no, please attach the evidence-based model the district is using.**

The following documents were submitted as evidence for this section:

*No files were uploaded*

**If yes, please complete the next section:**

**How are these requirements being communicated to principals?**

PAEC and District admins emails monthly about PAEC Coaching Cadre meetings and agenda to inform topics covered. New teacher boot camp is held every August for new teachers/ coaches. Meetings are once a month throughout the school year with reminders via email.

**How is the district supporting coaches with prioritizing high impact activities, such as conducting data analysis with teachers to establish goals and create action plans, coaching, and providing professional development based on need?**

Coach Monthly data review meetings where school level admins, district admins and instructional coaches meet to discuss top priorities for the month. In these meetings, a plan of action is formed to review the next month.

**Who at the district level is supporting and monitoring coach time and tasks?**

Director of Curriculum

**How often is coaching time, tasks, and impact data being reported and reviewed by the district?**

Monthly

**What problem-solving steps are in place for making decisions regarding coaching time and tasks based on the data?**

Coach Monthly data review meetings where school level admins, district admins and instructional coaches meet to discuss top priorities for the month. Task and problem/ solutions are created and formed to address for the upcoming month.

## District-Level Monitoring of Plan Implementation

### District-Level Monitoring - Part A

Districts must monitor the implementation of the District K-12 Comprehensive Evidence-Based Reading Plan at the school and classroom level. Districts must also explain how concerns are communicated if it is determined that the District K-12 Comprehensive Evidence-Based Reading Plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students. The district must:

- Provide an explanation of the data that will be collected, how it will be collected, and the frequency of review must be provided. Districts must also explain how concerns are communicated if it is determined that the District K-12 Comprehensive Evidence-Based Reading Plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students;
- Ensure all instruction in reading is systematic and explicit, based on data, and uses an evidence-based sequence of reading instruction and strategies to meet the needs of students at the school level and determining appropriate instructional adjustments;
- Ensure that data from formative assessments are used to guide differentiation of reading instruction;
- Ensure incorporation of reading and literacy instruction by all content area teachers into subject areas to extend and build discussions of text in order to deepen understanding; and
- Evaluate District K-12 Comprehensive Evidence-Based Reading Plan implementation and impact on student achievement.

### Assessments

Indicate the assessment(s) used to screen and progress monitor K-12 students. For each assessment, indicate the following:

- the full name of the assessment;
- the grade level(s) the assessment is administered, and, where applicable, criteria for identifying students who will be assessed; and
- the components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension) or the standards strand (reading, communication) that will be assessed, the type of assessment, and how often the data will be collected and analyzed to support instruction.

<b>Name of the Assessment</b>	<b>To whom is the assessment administered?</b>	<b>What component of the reading/ strand of standard is being assessed?</b>	<b>Assessment type</b>	<b>How often is the data being collected?</b>
FLKRS	Kindergarten	Screener	Oral Language, Phonological Awareness, Phonics, Vocabulary, Comprehension	Annually
FSA	Grades 3-12	Summative	Vocabulary, Comprehension	Annually
STAR Early Literacy	K-2	Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Monthly
STAR Reading	Grades 1-12	Progress Monitoring, Diagnostic, Summative	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Monthly
i-Ready	K-5	Screener, Progress Monitoring, Formative Assessment, Diagnostic, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	2 x A Month
Achieve 3000	6-12	Screener, Progress Monitoring, Formative Assessment, Diagnostic, Summative	Fluency, Vocabulary, Comprehension	2 x A Month
Oral Reading Fluency (ORF)	K-12	Screener, Progress Monitoring, Diagnostic	Oral Language, Fluency	Quarterly
DRA	K-12	Screener, Diagnostic	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Quarterly
DIBELS	K-5	Screener	Phonological Awareness, Phonics	Quarterly
District Developed Assessment	K-12	Progress Monitoring, Formative Assessment, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Monthly
SIPPS (Systematic Instructions in Phonological Awareness, Phonics, and Sight Words)	K-5	Screener, Progress Monitoring, Diagnostic, Summative	Phonological Awareness, Phonics, Fluency, Vocabulary	2 x A Month

Name of the Assessment	To whom is the assessment administered?	What component of the reading/strand of standard is being assessed?	Assessment type	How often is the data being collected?
Renaissance: Lalilo	K-2	Screener, Progress Monitoring, Diagnostic	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Monthly
Collaborative Classroom: Be a Reader/Making Meaning	K-2	Progress Monitoring, Formative Assessment, Summative	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	2 x A Month
Bridge the Gap	K-2	Progress Monitoring, Formative Assessment, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	2 x A Month
FCRR Activities	K-5	Progress Monitoring, Formative Assessment, Diagnostic, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Monthly
REWARDS	6-12	Screener, Progress Monitoring, Diagnostic	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary	2 x A Month
Read 180/System 44	6-8	Screener, Progress Monitoring, Formative Assessment, Diagnostic, Summative	Oral Language, Fluency, Vocabulary, Comprehension	2 x A Month

**District-Level Monitoring - Part B**  
Provide the following information to depict how the district will meet each of the requirements.

**Who at the district level is responsible for providing plan implementation oversight, support, and follow-up?**

Director of Curriculum

**What process is in place for ensuring all instruction in foundational reading skills is systematic and explicit and all reading instruction is evidence-based?**

Director of Curriculum meets with Instructional Coaches and School level admin teams to discuss instruction in foundational reading skills. The direction of pacing guides, assessments, and Canvas access hep school level admin communicate the formal process of delivery of instruction. Walkthroughs, formal evaluations, and data char meetings ensure instruction is being met with validity.

**What process is in place for ensuring that formative assessment data is used to differentiate reading instruction?**

Monthly Data chat meetings with Director of Curriculum, Instructional Coaches, School Level admins and Teacher coaches to review data to drive instruction, which allows differentiate instruction to occur in the classroom. Director of ESE and MTSS Coordinator monitor differentiate instruction through RtI and IEP goals and interventions.

**What steps are the district taking to incorporate literacy instruction into content areas to build discussions of texts in order to deepen understanding?**

Director of Curriculum works with teachers and school level admins to ensure text sets and novels sets have been purchased that align to the current standards. Summer professional development occurs the entire month of June to build pacing guides to incorporate literacy instruction lessons into Canvas.

**How are concerns communicated if the plan is not being implemented to meet the needs of students?**

Director of Curriculum meets with Instructional Coaches and School level admin teams (monthly) to discuss instruction.

**District-Level Monitoring - Part C**

Districts must annually evaluate the implementation of their K-12 Reading plan. The evaluation must:

- Analyze elements of the district’s plan, including leadership, assessment, curriculum, instruction, intervention, professional development and family engagement;
- Include input from teachers, literacy coaches and administrators at the school level; and
- Identify elements in need of improvement and strategies to increase literacy outcomes for students.

**Describe the district’s plan to meet each requirement above. Include a description of how the district will use the evaluation to improve implementation of the district’s plan for the following school year to increase student achievement.**

Leadership meetings are held between district administration and school level admins to discuss the reading plan of the prior school year. Changes, solutions, and celebrations are all considered in this meeting. Director of Curriculum meets with Teachers and Instructional Coaches to discuss improvements to the reading plan. After meetings, discussions on instructional and interventions are made the district Instructional Services team. The K-12 reading plan is shared and communicated throughout the summer, as well as in fall semester to ensure full implementation.

**Self Reflection Tool**

Districts must upload their evaluation of the District K-12 Comprehensive evidence-Based Reading Plan.

The district must use the evaluation to improve implementation of the district's plan for the following school year to increase student achievement.

The following documents were submitted as evidence for this section:

[K-12\\_CERP\\_district\\_Self-Reflection\\_Tool\\_4-28-21\\_FINAL.pdf](#)





## School-Level Monitoring of Plan Implementation

### School-level implementation - Part A

Districts must describe the process used by principals to monitor implementation of, and ensure compliance with, the reading plan, including weekly reading walkthroughs conducted by administrators. In addition, districts must describe how principals monitor collection and utilization of assessment data, including progress monitoring data, to determine intervention and support needs of students.

#### **What process is in place to ensure effective implementation?**

Director of Curriculum and School Level admin team meet monthly to discuss data and instruction implementation. School Level admins meet with Instructional Coaches and teacher leaders to help communicate instructional process.

#### **Who at the district level supports effective implementation?**

Director of Curriculum, Instructional Services team.

#### **What process is in place to identify areas in need of improvement for effective implementation?**

Monthly meetings to discuss changes that need to occur with instructional implementation

### Weekly reading walkthroughs - Part B

#### **What process is in place to ensure effective implementation?**

Weekly Data chats at grade level meetings: Teachers, school level admins, and Instructional Coaches. These meetings will also be communicated at weekly faculty meetings if needed.

#### **Who at the district level supports effective implementation?**

Director of Curriculum, Instructional Services team

#### **What process is in place to identify areas in need of improvement for effective implementation?**

Monthly review meeting with district admin and school level admin team

### Use of data to determine interventions - Part C

#### **What process is in place to ensure effective implementation?**

Weekly Data chats at grade level meetings: Teachers, school level admins, and Instructional Coaches. These meetings will also be communicated at weekly faculty meetings if needed.

#### **Who at the district level supports effective implementation?**

Director of Curriculum, Instructional Services team

#### **What process is in place to identify areas in need of improvement for effective implementation?**

Monthly review meeting with district admin and school level admin team

# Summer Reading Camp

## Reading Camp - Part A

For Summer Reading Camps required by Section 1008.25(7), F.S., districts must:

- Provide instruction to grade 3 students who score Level 1 on the statewide standardized assessment for ELA;
- Implement evidence-based explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension; and
- Provide instruction by a highly effective teacher endorsed or certified in reading.

**All district Summer Reading Camp teachers are highly effective and reading endorsed/certified.**

Yes

**Describe the district's plan to meet each requirement for Summer Reading Camps required by Section 1008.25(7), F.S. Include a description of the evidence-based instructional materials that will be utilized.**

SIPPS Multisensory kits to support foundations skill instruction using Recommendation 2 and 3 from the IES Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Practice Guide (Strong, WWC) , Curriculum Associates Ready ELA workbooks (Strong: evidenceforessa.org) I Ready Computer Assistance program (promising evidence with favorable effects), Ready Teacher toolbox (Strong: evidenceforessa.org) Curriculum Associates: Stars and Cars (strong based on research - Curriculum associates website) Renaissance STAR Reading (Strong based on research -Reissuance website)

**Districts have the option of providing summer reading camps to students in grades K-2 who demonstrate a reading deficiency as determined by district and state assessments, and students in grades 4-5 who score Level 1 on the statewide, standardized ELA assessment.**

**Will the district implement this option?**

Yes

**If yes, describe the district's instructional plan, include a description of the evidence-based instructional materials that will be utilized.**

2nd grade: SIPPS Multisensory kits to support foundations skill instruction using Recommendation 2 and 3 from the IES Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Practice Guide (Strong, WWC) , Curriculum Associates Ready ELA workbooks (Strong: evidenceforessa.org) I Ready Computer Assistance program (promising evidence with favorable effects), Ready Teacher toolbox (Strong: evidenceforessa.org) Curriculum Associates: Stars and Cars (strong based on research - Curriculum associates website) Renaissance STAR Reading (Strong based on research -Reissuance website)

**Attendance - Part B**

Complete below depicting the number and percentage of students attending summer reading camps.

**Number of Students Attending Summer Reading Camp**

**Third grade students who score Level 1 and at risk of retention  
(1008.25(7)(a)2., F.S.)**

32

**Students who demonstrate a reading deficiency in grades K-2**

68

**Students who score Level 1 in grades 4-5**

**Percentage of Students Attending Summer Reading Camp**

**Third grade students who score Level 1 and at risk of retention  
(1008.25(7)(a)2., F.S.)**

9%

**Students who demonstrate a reading deficiency in grades K-2**

18%

**Students who score Level 1 in grades 4-5**

%

## Parent Support through a Read-At-Home Plan

**Describe the district's plan for providing a read-at-home plan to parents of students identified with a substantial deficiency in reading. Include literacy partnerships or programs the district has to increase support for families to engage in literacy activities and reading at home. In addition, include who at the district is responsible for supporting and monitoring implementation.**

<https://www.wakullaschooldistrict.org/ParentResources>

Read at Home plans are given to parents during our Rtl meetings. Plans are on our district webpage for easy accessibility.

**Who at the district is responsible for monitoring this requirement?**

Director of Curriculum

## Assessment, Curriculum, and Instruction

### Requirements - Part A

Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.

#### **Provide whole group instruction utilizing an evidence-based sequence of reading instruction.**

##### **How does the district support and monitor implementation?**

Pacing guide/standards based 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.

Pacing guide/standards based calendar—assessed and review with each grade level and school level admin—one week in June.

##### **Who at the district is responsible for supporting and monitoring this requirement?**

Director of Curriculum —emails a “week at a glance” with description of standards, resource menu/assignments for walk through guidance.

#### **Use texts to increase students’ background knowledge and literacy skills in social studies, science, and the arts.**

##### **How does the district support and monitor implementation?**

Pacing guide/standards based 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.

Pacing guide/standards based calendar—assessed and review with each grade level and school level admin—one week in June.

##### **Who at the district is responsible for supporting and monitoring this requirement?**

Director of Curriculum —emails a “week at a glance” with description of standards, resource menu/assignments for walk through guidance

#### **Provide small group differentiated instruction in order to meet individual student needs.**

##### **How does the district support and monitor implementation?**

Pacing guide/standards based calendar (per grade) with a list of district approved resource (menu per standard) created to assess whole group. Within the pacing guide/standards based calendar remediation/differentiated instruction is addressed with assignments

Pacing guide/standards based calendar—assessed and review with each grade level and school level admin—one week in June.

**Who at the district is responsible for supporting and monitoring this requirement?**

Director of Curriculum—emails a “week at a glance” with description of standards, resource menu/assignments for walk through guidance

## Florida's Revised Formula For Success - Part B

K-12 reading instruction will align with Florida's Revised Formula for Success, 6 + 4 + T1 +T2 + T3, which includes the following:

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
- **Four types of classroom assessments:** screening, progress monitoring/formative assessment, diagnosis, and summative assessment;
- **Core instruction (Tier 1):** is standards-aligned; includes accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; provides print-rich explicit and systematic, scaffolded, and differentiated instruction; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning as defined in 34 C.F.R. 200.2(b)(2)(ii);
- **Immediate intervention (Tier 2):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive feedback; and occurs in addition to core instruction; and
- **Immediate intensive intervention (Tier 3):** is provided to students identified as having a substantial deficiency in reading; is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions. In accordance with Section 1008.25(4)(c), F.S., students identified with a substantial reading deficiency must be covered by a federally required student plan, such as an IEP or an individualized progress monitoring plan and receive intensive interventions from teachers who are certified or endorsed in reading.

### **Describe how the district will align K-12 reading instruction with Florida's Revised Formula for Success.**

District admins will meet with school admins to go over reading plan formula that has been developments into our decision tress, as well as Rtl handbook. The reading plan will drive decisions featuring the master schedule, Rtl interventions, instructional materials, as well a communication to stakeholders.

### **How does the district support and monitor implementation?**

Through monthly meetings

### **Who at the district is responsible for supporting and monitoring this requirement?**

Director of Curriculum and Instructional Coaches

### **Assessment/Curriculum Decision Trees - Part C**

Districts are required to develop Assessment/Curriculum Decision Trees to demonstrate how data will be used to determine specific reading instructional needs and interventions for all students in grades K-2. Use the Assessment/Curriculum Decision Tree template to address ALL students. The template can be used for grade bands or for individual grades.

The Decision Trees must contain the following information:

- Name of screening, diagnostic, progress monitoring, local assessment, statewide assessment, or teacher observations used within the district. Pursuant to Section 1002.69, F.S., the Florida Kindergarten Readiness Screener (FLKRS) must be used as a component of identification for kindergarten students, and according to section (12) of the plan rule, the assessment tool used to identify students in grades K-3 with a substantial deficiency. Florida Standards Assessment-English Language Arts (FSA-ELA) must be one of the components used for grades 3-12 pursuant to Section 1008.25(4)(a), F.S.;
- Target audience (grade level);
- Performance criteria used for decision-making for each instrument;
- Assessment/curriculum connection, including evidence-based curriculum materials and practices used in instruction and intervention, 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;
- An explanation of how instruction will be modified for students who have been identified as having a substantial deficiency in reading who are in need of intensive intervention; and
- Specific criteria for when a student is identified to receive intensive reading interventions by a teacher who is certified or endorsed in reading, what intensive reading interventions will be used, and how they are provided. Districts must identify the multisensory intervention provided to students in grades K-3 who have a substantial deficiency in reading. A description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

### **Upload Decision Tree File in PDF format**

The following documents were submitted as evidence for this section:

2021-2022 Wakulla Decision Trees K-12.pdf
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<i>2021-2022 Wakulla Decision Trees K-12</i>
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## Identification of Students with a Substantial Reading Deficiency

**Describe the district's process for identifying students with a substantial deficiency in reading based on the criteria above.**

The MTSS leader, school level admins, teachers, and instructional coaches hold biweekly meetings to discuss struggling students. Data is presented to help create a plan to address substantial deficiency in reading. This plan is monitored for validity and revisited once a month to show growth.

## 300 Lowest-Performing Elementary Schools

### **Does the district have one or more of the 300 lowest-performing elementary schools?**

If yes, describe the process the district uses to ensure all of the following requirements are met. If individual schools within the district have a different approach to meet the requirements below, please include their plan.

No

### **Provide an additional hour per day of intensive reading instruction for students in the school. The additional hour may be provided within the school day.**

*Note: If the additional hour is provided within the school day, 150 minutes of reading instruction must be provided in accordance with Rule 6A-6.053, F.A.C., and Section 1011.62, F.S.*

**The additional hour per day of intensive reading instruction must be provided by teachers and reading specialists who have demonstrated effectiveness in teaching reading.**

**The intensive reading instruction delivered in this additional hour includes research-based reading instruction that has been proven to accelerate progress of students exhibiting a reading deficiency, including:**

- differentiated instruction based on screening, diagnostic, progress monitoring, or student assessment data to meet students' specific reading needs;
- explicit and systematic reading strategies to develop phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided practice, error correction, and feedback; and
- integration of social studies, science, and mathematics text reading, text discussion, and writing in response to reading.

## Curriculum, Instruction, and Assessment Decision Tree

**Grade Level(s): K-5 (Elementary)**

**IF:**

Student meets the following criteria at beginning of school year:

Tool	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
FSA					Level 3 or higher	Level 3 or higher
iReady	362	434	489	511	557	581
STAR	521 (SEL)	640(SEL)	219-317	362-435	465-522	570-640
FLKRS	Scale Score Of 500 or more					

**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 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)
- Curriculum Associates Ready ELA workbooks (Strong: evidenceforessa.org)
- REWARDS with ongoing instruction as needed in multisyllabic word decoding, affixes, and spelling patterns (Strong: evidenceforessa.org)
- HMH Close reading and vocabulary instruction using content-area texts (science, social studies, etc.) (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)

**Progress Monitoring**

<b>Assessment &amp; Frequency</b>	<b>Performance Criteria that indicates Tier 1 is sufficient</b>	<b>Performance Criteria to that would prompt addition of Tier 2 interventions</b>
FKRS: Star Early Literacy—3 times a year District Standards Base Assessment—given every 4 weeks ESGI assessments –monthly SIPPS Mastery Test-given every 4 weeks Renaissance Star Reading —3 times a year	Scoring above the 50 <sup>th</sup> percentile on STAR Reading or STAR Early Literacy	Students will be determined to have a <b>substantial reading deficiency</b> if they meet the following:  Scoring below the 50 <sup>th</sup> percentile on STAR Reading or STAR Early Literacy  An average of below 70% on District Standard-Based Assessments for the first semester  Scoring less than 60% of SIPPS sight word or blending
<b>How is the effectiveness of Tier 1 instruction being monitored?</b> Walk through by School Level Admins, Instructional Coach Modeling, Teacher Coach, Grade level meetings, District pace guide and calendar.	<b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</b> 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"> <li>• Additional diagnosis with aligned instruction;</li> <li>• More frequent progress monitoring with aligned instruction;</li> <li>• Creation of a *Tier I Plan with parent contact, which outlines specific classroom differentiation, support and expected growth targets.</li> </ul>	
<b>How is the effectiveness of Tier 1 curriculum being monitored?</b> District Standards Base Assessment SIPPS Mastery Test STAR Early Literacy Assessment ESGI Assessments	<b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</b> District Data Review Meetings Grade level Meetings	
<b>How is instruction modified for students who receive instruction through distance learning?</b> Canvas		

<b>IF:</b>	Student meets the following criteria at beginning of school year: (equivalent of one year behind):						
	<b>Tool</b>	<b>Kindergarten</b>	<b>First Grade</b>	<b>Second Grade</b>	<b>Third Grade</b>	<b>Fourth Grade</b>	<b>Fifth Grade</b>
	FSA					Level 1-2	Level 1-2
	iReady	100-361	347-433	419-488	474-510	496-556	542-580
	STAR	499-644 (SEL)	612-743(SEL) 71-105(Star)	182-279	323-392	424-479	525-584
	FLKRS	Scale Score Of 500 or less					

**THEN:** **TIER 1 instruction and TIER 2 interventions**

<b>TIER 1 instruction and TIER 2 interventions</b>	<i>Interventions:</i> <ul style="list-style-type: none"> <li>• are standards-aligned</li> <li>• address gaps and reduce barriers to students' ability to meet Tier 1 expectations</li> <li>• provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</li> <li>• are matched to the needs of the students</li> <li>• provide multiple opportunities to practice the targeted skill(s) and receive feedback</li> <li>• occurs during time allotted in addition to core instruction</li> <li>• includes accommodations (IEP, ESOL or 504)</li> </ul>				
	<b>TIER 2 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 2 Progress Monitoring</b>			
		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to discontinue Tier 2 intervention</b>	<b>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt addition of Tier 3 interventions</b>
	Curriculum Associates: iReady	Screener for placement; Mastery test check up	Above 50 <sup>th</sup> percentile	Ongoing progress monitoring: 24 <sup>th</sup> percentile-49 <sup>th</sup> percentile	Below 25 <sup>th</sup> percentile
SIPPS Multisensory (Systematic Instructions in Phonological Awareness, Phonics, and Sight Words)	Diagnostic/ 15-20 minutes; 2-3 times per week; no less than 45 minutes weekly.	Student masters grade-level skills within a SIPPS level: 70 % or higher	Student shows progress on mastery test every 10 lessons: 70 % or above. Student moves on to next lesson/level.	Students fails to show progress on mastery test every 10 lessons will be retaught lessons. Failed progress is 69% or below.	

Renaissance: Lalilo	Screener for placement; mastery test for check up	Above 50 <sup>th</sup> percentile	Ongoing progress monitoring: 24 <sup>th</sup> percentile-49 <sup>th</sup> percentile	Below 25 <sup>th</sup> percentile
Collaborative Classroom: Be a Reader/Making Meaning	Screener for placement; mastery test for check up	Formative and Summative assessments: 70 % or higher	Student shows progress on mastery test every 10 lessons: 70 % or above. Student moves on to next lesson/level.	Students fails to show progress on mastery test every 10 lessons will be retaught lessons. Failed progress is 69% or below.
<b>Number of times a week intervention provided</b>	2-3	<b>Number of minutes per intervention session</b>	15-20 Minutes	
<p><b><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></b></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><b><i>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</i></b></p> <p>SIPPS, Renaissance Lalilo, Collaborative Classroom: Be A Reader/Making Meaning are resources used to support foundational skill instruction using Recommendation 2 and Recommendation 3 from the IES Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Practice Guide  <a href="https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_found_reading_summary_051517.pdf">https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_found_reading_summary_051517.pdf</a> (Strong, WWC).  In addition these resources support Recommendation 4 in the WWC Practice Guide regarding Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades  <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf</a>. (Strong, WWC)  <a href="https://www.collaborativeclassroom.org/wp-content/uploads/2017/11/Evidence%20of%20Effectiveness.pdf">https://www.collaborativeclassroom.org/wp-content/uploads/2017/11/Evidence%20of%20Effectiveness.pdf</a>  <a href="https://doc.renlearn.com/KMNet/R63394.pdf">https://doc.renlearn.com/KMNet/R63394.pdf</a>  <a href="https://www.collaborativeclassroom.org/wp-content/uploads/2018/03/MKT2493_Evidence_Base_MM_BR.pdf">https://www.collaborativeclassroom.org/wp-content/uploads/2018/03/MKT2493_Evidence_Base_MM_BR.pdf</a></p> <p>Curriculum Associates: iReady: Strong according to ESSA <a href="https://www.curriculumassociates.com/-/media/1a95af7827d74adcb87ccc7a53a7af22.ashx">https://www.curriculumassociates.com/-/media/1a95af7827d74adcb87ccc7a53a7af22.ashx</a></p>				
<p><b><i>How are Tier 2 interventions modified for students who receive interventions through distance learning?</i></b></p> <p>Canvas—student learning management system</p>				

<b>IF:</b>	Student meets the following criteria at beginning of school year: (equivalent of two years behind):						
	<b>Tool</b>	<b>Kindergarten</b>	<b>First Grade</b>	<b>Second Grade</b>	<b>Third Grade</b>	<b>Fourth Grade</b>	<b>Fifth Grade</b>
	FSA					Level 1-2	Level 1-2
	iReady	< 100	< 347	< 419	< 474	< 496	< 542
	STAR	455 or below	570 or below (SEL) 64 or below (Star)	114 or below	261 or below	357 or below	453 or below
	FLKRS	Scale Score Of 500 or less					
<b>THEN:</b>	<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b>						
<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions</b>	Immediate, intensive intervention: <ul style="list-style-type: none"> <li>extended time</li> <li>targeted instruction based on student need</li> <li>small group or one-on-one instruction</li> <li>accommodations (IEP, ESOL, or 504)</li> <li>more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions</li> <li><i>additional time allotted is in addition to core instruction and tier 2 interventions</i></li> </ul>						
	<b>TIER 3 Programs/Materials/Strategies &amp; Duration</b>		<b>TIER 3 Progress Monitoring</b>				
			<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt changes to Tier 3 interventions</b>		
Heggerty: Bridge the Gap		Screeners for initial placement/ lessons occur daily	Above 70% passing rate	Scoring less than 60% on formative and summative assessments.			

SIPPS Multisensory beginning SIPPS: Intensive Multisensory Instruction	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
FCRR Activities in one on one intervention	Five times a week for 100 minutes of instruction outside of the core instruction block.	Above 70% passing rate	Kindergarten students who have mastered less than 80% of letters and sounds
Collaborative Classroom— Be a Reader/Making Meaning	Five times a week for 100 minutes of instruction outside of the core instruction block.	Above 70% passing rate	Students fails to show progress on mastery test every 10 lessons will be retaught lessons. Failed progress is 69% or below
<b>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</b> Wakulla County Schools requires all Tier 3 interventions to be face to face direct instruction			
<b>Number of times a week intervention provided</b>	4-5	<b>Number of minutes per intervention session</b>	20-30 minutes
<b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</b> Intervention support team meets every 3-4 weeks, depending on student need, to determine individual student intervention to close academic gaps			
<b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b> SIPPS, Heggerty: Bridge the Gap, and Collaborative Classroom: Be A Reader/Making Meaning are resources used to support foundational skill instruction using Recommendation 2 and Recommendation 3 from the IES Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Practice Guide <a href="https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_found_reading_summary_051517.pdf">https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_found_reading_summary_051517.pdf</a> . (Strong, WWC) In addition these resources support Recommendation 4 in the WWC Practice Guide regarding Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf</a> . (Strong, WWC)  <a href="https://www.collaborativeclassroom.org/wp-content/uploads/2017/11/Evidence%20of%20Effectiveness.pdf">https://www.collaborativeclassroom.org/wp-content/uploads/2017/11/Evidence%20of%20Effectiveness.pdf</a> <a href="https://www.collaborativeclassroom.org/wp-content/uploads/2018/03/MKT2493_Evidence_Base_MM_BR.pdf">https://www.collaborativeclassroom.org/wp-content/uploads/2018/03/MKT2493_Evidence_Base_MM_BR.pdf</a> <a href="https://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2021045_module2_participant.pdf">https://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2021045_module2_participant.pdf</a> <a href="https://ies.ed.gov/ncee/edlabs/regions/appalachia/blogs/pdf/CoachingMemo_508.pdf">https://ies.ed.gov/ncee/edlabs/regions/appalachia/blogs/pdf/CoachingMemo_508.pdf</a>			
<b>How are Tier 3 interventions modified for students who receive interventions through distance learning?</b> Canvas—student learning management system			



## Curriculum, Instruction, and Assessment Decision Tree

**Grade Level(s): 6-8**

**IF:**

Student meets the following criteria at beginning of school year:

Tool	Sixth Grade	Seventh Grade	Eighth Grade
FSA	Level 3 or above	Level 3 or above	Level 3 or above
STAR (50 <sup>th</sup> percentile)	684-795	811-895	921-994

**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)
- Teengagement (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**

	<p>FSA ELA annual assessment. Renaissance STAR three times a year. District Standards Based Assessments every 4 weeks.</p>	<p>FSA: Level 3 or above</p> <table border="1"> <tr> <td>Grade level:</td> <td>STAR SS:</td> </tr> <tr> <td>6<sup>th</sup> grade</td> <td>684-795</td> </tr> <tr> <td>7<sup>th</sup> grade</td> <td>811-895</td> </tr> <tr> <td>8<sup>th</sup> grade</td> <td>921-994</td> </tr> </table>	Grade level:	STAR SS:	6 <sup>th</sup> grade	684-795	7 <sup>th</sup> grade	811-895	8 <sup>th</sup> grade	921-994	<p>FSA: Level 1 or 2</p> <p>STAR: 40th percentile or below</p>
	Grade level:	STAR SS:									
	6 <sup>th</sup> grade	684-795									
	7 <sup>th</sup> grade	811-895									
8 <sup>th</sup> grade	921-994										
<p><b><i>How is the effectiveness of Tier 1 instruction being monitored?</i></b> Walk through by School Level Admins, Instructional Coach Modeling, Teacher Coach, Grade level meetings, District pacing guide and calendar.</p>	<p><b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</i></b></p> <p>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><b><i>How is the effectiveness of Tier 1 curriculum being monitored?</i></b> District Standards Base Assessment Rewards Mastery Test FSA Assessment STAR Reading Assessment</p>	<p><b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</i></b> District Data Review Meetings Grade level Meetings</p>										
<p><b><i>How is instruction modified for students who receive instruction through distance learning?</i></b> Canvas—student learning management system</p>											

<b>IF:</b>	Student meets the following criteria at beginning of school year:			
	<b>Tool</b>	<b>Sixth Grade</b>	<b>Seventh Grade</b>	<b>Eighth Grade</b>
	FSA	Level 1 or 2	Level 1 or 2	Level 1 or 2
	STAR (40 <sup>th</sup> percentile)	626-698	713-806	847-908

**THEN:** **TIER 1 instruction and TIER 2 interventions**

- Interventions:*
- are standards-aligned
  - address gaps and reduce barriers to students’ ability to meet Tier 1 expectations
  - provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills
  - are matched to the needs of the students
  - provide multiple opportunities to practice the targeted skill(s) and receive feedback
  - occurs during time allotted in addition to core instruction
  - includes accommodations (IEP, ESOL or 504)
  - Review data from universal screener to determine area(s) of need. If sufficient information is not available, administer DAR to plan intervention.

<b>TIER 1 instruction and TIER 2 interventions</b>	<b>TIER 2 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 2 Progress Monitoring</b>			
		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to discontinue Tier 2 intervention</b>	<b>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt addition of Tier 3 interventions</b>
	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;  Instructional Material: Curriculum Associate: Ready ELA Workbooks/Ready Teacher Tool box	15-20 minutes; 2-3 times per week; no less than 45 minutes weekly.	STAR: At or Above 50 <sup>th</sup> percentile  Standards Base Assessment: 80% or higher	Ongoing progress monitoring: Showing moderate or questionable response to intervention-school based decision with monitoring of PM data	Showing little to no growth, or growth below the expected standards base assessment.
	Achieve 3000: Computer base instruction/ Daily Instruction	15-20 minutes; 2-3 times per week; no less than 45 minutes weekly. (Course part of student	STAR: At or Above 50 <sup>th</sup> percentile  Achieve Activities Average: 75% or higher	Ongoing progress monitoring: Showing moderate or questionable response to intervention-school based decision with	Showing little to no growth, or growth below the expected standards base assessment.  Critical Alert: 6 <sup>th</sup> grade---555 7 <sup>th</sup> grade—625 8 <sup>th</sup> grade--660

		schedule: daily)	Achieve Lexile: 50 points =1 year of growth	monitoring of PM data	
Reading Excellence: Word Attack and Rate Development Strategies (REWARDS)	Pre and Post Test (2 x per year)  Lessons: daily	School based decision with standards based assessment/ mastery of grade level standards	Students shows progress on checkup assessments (70%)	Student fails to show progress on checkup assessment (69% or below)	
Read 180 Universal  Read 180: Systems 44- Daily instruction in phonemic and phonological awareness; phonics; decoding fluency	Screener at beginning of the year; 90-minute block schedule/ daily	STAR: At or Above 50 <sup>th</sup> percentile  Standards base Mastery Assessment-on grade level	Ongoing progress monitoring: Showing moderate or questionable response to intervention- school based decision with monitoring of PM data	Showing little to no growth, or growth below the expected standards base assessment.  STAR: 40 <sup>th</sup> percentile or below  Progress monitoring: Workshops and Activities	
<i>Number of times a week intervention provided</i>	2-3	<i>Number of minutes per intervention session</i>	15-20 minutes		
<b><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></b>					
Intervention support team meets every 3-4 weeks, depending on student need, to determine individual student intervention to close academic gaps.					
<b><i>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</i></b>					
*Curriculum Associate: Ready ELA Workbooks in Intensive Reading Course: (Strong: evidenceforessa.org)					
*Achieve 3000: Computer/Daily Instruction: (Strong: evidenceforessa.org)					
*REWARDS: (Strong: Evidence of Effectiveness)					
* Read 180/System 44: (Strong: evidenceforessa.org)					

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

Canvas—student learning management system

<b>IF:</b>	Student meets the following criteria at beginning of school year:			
	<b>Tool</b>	<b>Sixth Grade</b>	<b>Seventh Grade</b>	<b>Eighth Grade</b>
	FSA	Level 1 or 2	Level 1 or 2	Level 1 or 2
	STAR (25 <sup>th</sup> percentile or below)	537-590	601-651	680-753
<b>THEN:</b>	<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b>			
<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions</b>	Immediate, intensive intervention: <ul style="list-style-type: none"> <li>• extended time</li> <li>• targeted instruction based on student need</li> <li>• small group or one-on-one instruction</li> <li>• accommodations (IEP, ESOL, or 504)</li> <li>• more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions</li> <li>• <i>additional time allotted is in addition to core instruction and tier 2 interventions</i></li> </ul>			
	<b>TIER 3 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 3 Progress Monitoring</b>		
		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt changes to Tier 3 interventions</b>
	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	STAR--Above 40th percentile or FSA score level 3, 4, or 5.	STAR: Scaled Score Below 25th percentile

	<p>Read 180 Universal</p> <p>Read 180: Systems 44- Daily instruction in phonemic and phonological awareness; phonics; decoding fluency</p> <p>(Strong: evidenceforessa.org)</p>	<p>5 x times a week for 100 minutes of instruction outside core instruction block</p>	<p>STAR--Above 40th percentile or FSA score level 3, 4, or 5.</p>	<p>STAR: Scaled Score Below 25th percentile</p>
	<p>Achieve 3000: small group instruction with teacher</p> <p>(Strong: evidenceforessa.org)</p>	<p>5 x times a week for 100 minutes of instruction outside core instruction block</p>	<p>STAR: At or Above 40<sup>th</sup> percentile</p> <p>Achieve Activities Average: 75% or higher</p>	<p>Showing little to no growth, or growth below the expected standards base assessment.</p> <p>Critical Alert: 6<sup>th</sup> grade---555 7<sup>th</sup> grade—625 8<sup>th</sup> grade--660</p>
<p><b>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</b> Wakulla County Schools requires all Tier 3 interventions to be face to face direct instruction.</p>				
<p><b>Number of times a week intervention provided:</b> Five times a week for twenty to thirty minutes a day.</p>				
<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</b></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><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <p>Curriculum Associate: Ready ELA Workbooks in Intensive Reading Course: (Strong: evidenceforessa.org) Achieve 3000: Computer/Daily Instruction: (Strong: evidenceforessa.org) REWARDS: (Strong: Evidence of Effectiveness) Read 180/System 44: (Strong: evidenceforessa.org)</p>				
<p><b>How are Tier 3 interventions modified for students who receive interventions through distance learning?</b></p> <p>Canvas—student learning management system</p>				

## Curriculum, Instruction, and Assessment Decision Tree

**Grade Level(s): 9-12**

**IF:**

The student meets the following criteria on the following tools at beginning of school year:

Tool	Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
FSA	Level 3 or above	Level 3 or above	Level 3 or above	Level 3 or above
STAR (50 <sup>th</sup> percentile)	1026-1116	1124-1167	1172-1204	1224-1244

**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)
- Teengagement -Critical Thinking (Strong:Teengagement white papers)
- District Standards Based Pacing Guide / Assessments (Strong: evidenceforessa.org)

**Progress Monitoring**

**Assessment & Frequency**

**Performance Criteria that indicates Tier 1 is sufficient**

**Performance Criteria to that would prompt addition of Tier 2 interventions**

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

Grade level:	STAR SS:
9 <sup>th</sup> grade	1026-1116
10 <sup>th</sup> grade	1124-1167
11 <sup>th</sup> grade	1172-1204
12 <sup>th</sup> grade	1224-1244

FSA: Level 3 or higher

FSA: Level 1 or 2  
  
STAR: 40th percentile or below

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



<b>IF:</b>	<b>Student meets the following criteria at beginning of school year: (Grades 9-12)</b>				
	<b>Tool</b>	<b>Ninth Grade</b>	<b>Tenth Grade</b>	<b>Eleventh Grade</b>	<b>Twelfth Grade</b>
	FSA	Level 3 or above	Level 3 or above	Level 3 or above	Level 3 or above
	STAR (40 <sup>th</sup> percentile)	925-975	981-1026	1026-1097	1141-1162
<b>THEN:</b>	<b>TIER 1 instruction and TIER 2 interventions</b>				
<b>TIER 1 instruction and TIER 2 interventions</b>	<i>Interventions:</i> <ul style="list-style-type: none"> <li>• are standards-aligned</li> <li>• address gaps and reduce barriers to students' ability to meet Tier 1 expectations</li> <li>• provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</li> <li>• are matched to the needs of the students</li> <li>• provide multiple opportunities to practice the targeted skill(s) and receive feedback</li> <li>• occurs during time allotted in addition to core instruction</li> <li>• includes accommodations (IEP, ESOL or 504)</li> <li>• Review data from universal screener to determine area(s) of need. If sufficient information is not available, administer DAR to plan intervention.</li> </ul>				
	<b>TIER 2 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 2 Progress Monitoring</b>			
		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to discontinue Tier 2 intervention</b>	<b>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt addition of Tier 3 interventions</b>
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;  Instructional Materials: HMH Collection/Close Reads	15-20 minutes two to three times a week; no less than 45 minutes weekly	STAR: At or Above 50 <sup>th</sup> percentile  Standards Base Assessment: 80% or higher	Ongoing progress monitoring: Showing moderate or questionable response to intervention-school based decision with monitoring of PM data	Showing little to no growth, or growth below the expected standards base assessment.	

Achieve 3000 – Computer Based Instruction/Daily Instruction	15-20 minutes two to three times a week; no less than 45 minutes' weekly (Course part of student daily schedule)	STAR: At or Above 50 <sup>th</sup> percentile  Achieve Activities Average: 75% or higher	Ongoing progress monitoring: Showing moderate or questionable response to intervention-school based decision with monitoring of PM data	Showing little to no growth, or growth below the expected standards base assessment.
McGraw-Hill: Jamestown Instruction/Assessment	15-20 minutes two to three times a week; no less than 45 minutes weekly	STAR: At or Above 50 <sup>th</sup> percentile  Standards Base Assessment: 80% or higher	Ongoing progress monitoring: Showing moderate or questionable response to intervention-school based decision with monitoring of PM data	Showing little to no growth, or growth below the expected standards base assessment.  STAR: 40 <sup>th</sup> percentile or below
<b>Number of times a week intervention provided</b>	2-3	<b>Number of minutes per intervention session</b>	15-20 minutes	
<p><b><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></b></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><b><i>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</i></b></p> <p>McGraw-Hill: Jamestown is a resource used to support comprehension instruction based on Recommendation 2 and Recommendation 3 from the IES Practice Guide Improving Adolescent Literacy: Effective Classroom and Intervention Practices <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf</a> (Strong, WWC). Achieve 3000: Computer/Daily Instruction: (Strong: evidenceforessa.org) HMH: Collections and Close Reads (Strong: evidenceforessa.org)</p>				
<p><b><i>How are Tier 2 interventions modified for students who receive interventions through distance learning?</i></b></p> <p>Canvas—student learning management system</p>				

<b>IF:</b>	<b>Student meets the following criteria at beginning of school year: (Grades 9-12)</b>				
	<b>Tool</b>	<b>Ninth Grade</b>	<b>Tenth Grade</b>	<b>Eleventh Grade</b>	<b>Twelfth Grade</b>
	FSA	Level 1 or 2	Level 1 or 2	Level 1 or 2	Level 1 or 2
	STAR (25 <sup>th</sup> percentile or below)	790-851	855-878	878-908	921-942
<b>THEN:</b>	<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b>				
<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions</b>	Immediate, intensive intervention: <ul style="list-style-type: none"> <li>• extended time</li> <li>• targeted instruction based on student need</li> <li>• small group or one-on-one instruction</li> <li>• accommodations (IEP, ESOL, or 504)</li> <li>• more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions</li> <li>• <i>additional time allotted is in addition to core instruction and tier 2 interventions</i></li> <li>• <b>Review data from universal screener to determine area(s) of need. If sufficient information is not available, administer DAR to plan intervention.</b></li> </ul>				
	<i>TIER 3 Programs/Materials/Strategies &amp; Duration</i>	<i>TIER 3 Progress Monitoring</i>			
		<i>Assessment &amp; 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.	Five times a week for 100 minutes of instruction outside of the core instruction block.	STAR--Above 40th percentile or FSA score level 3, 4, or 5.	STAR: Scaled Score Below 25th percentile	
	Achieve 3000 – Small Group Instruction with Teacher	Five times a week for 100 minutes of instruction outside of the core instruction block.	STAR: At or Above 40 <sup>th</sup> percentile  Achieve Activities Average: 75% or higher	Showing little to no growth, or growth below the expected standards base assessment.	
ACT /SAT Test Prep	Five times a week for 100 minutes of instruction	STAR--Above 40th percentile or FSA score level 3, 4, or 5.	STAR: Scaled Score Below 25th percentile		

	outside of the core instruction block.		
McGraw-Hill: Jamestown Instruction/Assessment	Five times a week for 100 minutes of instruction outside of the core instruction block.	STAR: At or Above 50 <sup>th</sup> percentile  Standards Base Assessment: 70% or higher	Showing little to no growth, or growth below the expected standards base assessment.  STAR: 40 <sup>th</sup> percentile or below
<b>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</b> Wakulla County Schools requires all Tier 3 interventions to be face to face direct instruction.			
<b>Number of times a week intervention provided:</b> Five times a week for twenty to thirty minutes a day.			
<b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</b>			
Intervention support team meets every 3-4 weeks, depending on student need, to determine individual student intervention to close academic gaps.			
<b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b>			
<p>McGraw-Hill: Jamestown is a resource used to support comprehension instruction based on Recommendation 2 and Recommendation 3 from the IES Practice Guide Improving Adolescent Literacy: Effective Classroom and Intervention Practices <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf</a> (Strong, WWC).</p> <p>ACT/SAT Test Prep is a resource used to support vocabulary and comprehension instruction based on Recommendation 1 and Recommendation 2 from the IES Practice Guide Improving Adolescent Literacy: Effective Classroom and Intervention Practices <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf</a> (Strong, WWC).</p> <p><a href="https://www.act.org/content/dam/act/unsecured/documents/R1710-investigating-test-prep-impact-2018-07.pdf">https://www.act.org/content/dam/act/unsecured/documents/R1710-investigating-test-prep-impact-2018-07.pdf</a></p> <p>Achieve 3000: Computer/Daily Instruction: (Strong: evidenceforessa.org)</p> <p>HMH: Collections and Close Reads (Strong: evidenceforessa.org)</p>			
<b>How are Tier 3 interventions modified for students who receive interventions through distance learning?</b>			
Canvas—student learning management system enables teachers to specifically curate interventions.			