## Identification/Intervention Decision Tree – K-5

**DT1 – Wakulla County Schools**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Assessment</th>
<th>Performance Benchmark(s)</th>
<th>Intervention</th>
<th>Intervention Modification</th>
<th>Correlation to MTSS Plan</th>
</tr>
</thead>
</table>
| K     | Florida Kindergarten Readiness Screener – STAR Early Literacy | Scaled Score of 521+ (BOY: 50th percentile alignment) | Core instruction (all students):  
- Expanding Expressions (oral language)  
- Harcourt Journeys with Interactive Read Alouds and Vocabulary Instruction; district aligned trade books  
- Daily instruction in phonemic and phonological awareness; phonics; decoding fluency; SIPPS beginning  
- Differentiated small and whole group instruction  
- 90 – 120 minutes daily | Targeted small group instruction occurs at point of need. If student fails to meet growth benchmark(s), one of the following will occur:  
- Additional diagnosis with aligned instruction;  
- More frequent progress monitoring with aligned instruction;  
- Creation of a Tier I Plan with parent contact, which outlines specific classroom interventions and expected growth targets. | Effective Tier I Instruction |
| K     | Florida Kindergarten Readiness Screener – STAR Early Literacy | Scaled Score of 471-520; (BOY) | Core Instruction + Targeted Intervention;  
Identification of specific area(s) of need with aligned daily small group instruction.  
15 – 20 minutes per day in targeted small group;  
Group size ≤ 5 students;  
Supplemental Instructional Materials:  
- iReady; PALS; FCRR activities small group instruction  
- SIPPS beginning  
- SIPPS: Intensive Multisensory Instruction | --Parents of student(s) not on level (at or above SS 594) by the mid-year assessment must be notified of reading deficiency as required in FS 1008.25.  
--If progress monitoring indicates the student is not making adequate progress toward on-level achievement, one of the following will occur:  
- Increased time/frequency of targeted instruction;  
- Increased problem-solving: Change of target or type of intervention based on problem solving.  
Students will be determined to have a **substantial reading deficiency** if they meet the following:  
- Scoring below the 50th percentile STAR Early Literacy  
- STAR Reading Scale Score: Grade K (STAR Early Literacy) =below 521  
- Kindergarten students who have mastered less than 75% of letters and sounds (When thinking of 52 letter names – upper and lowercase- and 26 sounds – all consonants plus short vowel sounds – for a total of 78, student should have at least 59.) | STAR Early Literacy will be implemented three times a year. Based on the scale score, aligned classroom interventions will occur throughout the year. |

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Students will be placed on the Watch List. Progress Monitoring will determine the need of a Tier I Plan with possible increase of intervention intensity to Tier II.
| Scaled Score Below 471; (BOY) | **Core Instruction + Targeted Intervention + Intensive Intervention;**
| | Intensive Targeted classroom instruction occurring daily.
| | Additional 20 minutes per day; Group size ≤ 3
| | Supplemental Instructional Materials:
| | • iReady with direct instruction component; Harcourt Journeys Intervention Station
| | • FCRR Activities in one on one intervention
| | • SIPPS beginning
| | • SIPPS: Intensive Multisensory Instruction
| | --Parents of student(s) not on level (at or above SS 594) by the mid-year assessment must be notified of reading deficiency as required in FS 1008.25.
| | --If progress monitoring indicates the student is not making adequate progress toward on-level achievement, one of the following will occur:
| | • Increased time/frequency of targeted instruction;
| | • Increased problem-solving; Change of target or type of intervention based on problem solving.
| | • Reference Tier II (pg.23) and Tier III (pg.29) Toolboxes for Response to Intervention, located in the MTSS Handbook.
| | Student(s) will be determined to have a **substantial reading deficiency** if they meet the following:
| | • Scoring below the 50th percentile STAR Early Literacy
| | • STAR Reading Scale Score: Grade K (STAR Early Literacy) =below 521
| | • Kindergarten students who have mastered less than 75% of letters and sounds (When thinking of 52 letter names – upper and lowercase- and 26 sounds – all consonants plus short vowel sounds – for a total of 78, student should have at least 59.

Teacher creates a Tier I Plan with parent contact and monitors progress. Progress Monitoring determines increase of intensity of intervention to Tier II and/or Tier III.
| Grade 1, 2, and 3 | Universal Screener – STAR Reading | First Grade, Second Grade, and Third Grade: 50th percentile or above | **Core instruction:**
- Expanding Expressions (oral language) – first grade only
- Harcourt Journeys with Interactive Read Alouds and Vocabulary Instruction; district aligned trade books
- Daily instruction in phonemic and phonological awareness; phonics; decoding fluency, as notes in the curriculum organizer
- 1st: SIPPS Extension/2nd: SIPPS: beginning of Challenge/ 3rd: SIPPS Challenge
- Differentiated small and whole group instruction
- 90 – 120 minutes daily |
|---|---|---|---|
| First Grade, Second Grade, and Third Grade: (and retained 3rd grade students) 21st percentile-49th percentile | **Administer STAR Early Literacy to help target intervention.**
**Core Instruction + Targeted Intervention:** Identification of specific area(s) of need with aligned daily small group instruction. 15 – 20 minutes per day in targeted small group; Group size ≤ 5 students; Supplemental Instructional Materials:
- iReady; PALS
- SIPPS: Intensive Multisensory Instruction based on placement**
**--Parents of student(s) not on level by the mid-year assessment must be notified of reading deficiency as required in FS 1008.25. (<50th percentile)**
**--If progress monitoring (STAR Reading) indicates the student is not making adequate progress toward on-level achievement, one of the following will occur:**
- Increased time/frequency of targeted instruction;
- Increased problem-solving; Change of target or type of intervention based on problem solving.

**Students will be determined to have a substantial reading deficiency** if they meet the following:
- Scoring below the 50th percentile on STAR Reading or STAR Early Literacy
  - Grade 1: STAR Reading=below 75 OR STAR Early Literacy=below 639
  - STAR Reading Scale Score: Grade 2= below 316/Grade 3= below 428
- An average of below 70% on District Standard-Based Assessments for the first semester |

<table>
<thead>
<tr>
<th>Grade</th>
<th>Assessment</th>
<th>Performance Benchmark(s)</th>
<th>Fall Scale Score</th>
<th>Intervention</th>
<th>Intervention Modification</th>
<th>Correlation to MTSS Plan</th>
</tr>
</thead>
</table>
| Grade | 1, 2, and 3 | Universal Screener – STAR Reading | First Grade, Second Grade, and Third Grade: 50th percentile or above | **Core instruction:**
- Expanding Expressions (oral language) – first grade only
- Harcourt Journeys with Interactive Read Alouds and Vocabulary Instruction; district aligned trade books
- Daily instruction in phonemic and phonological awareness; phonics; decoding fluency, as notes in the curriculum organizer
- 1st: SIPPS Extension/2nd: SIPPS: beginning of Challenge/ 3rd: SIPPS Challenge
- Differentiated small and whole group instruction
- 90 – 120 minutes daily | Targeted small group instruction occurs at point of need. If student fails to meet growth benchmark(s), one of the following will occur:
- Additional diagnosis with aligned instruction;
- More frequent progress monitoring with aligned instruction;
- Creation of a Tier I Plan with parent contact. | Effective Tier I Instruction
Student is placed on the Watch List. |

**Progress Monitoring will determine the need of a Tier I Plan with possible increase of intervention intensity to Tier II.**
First Grade, Second Grade, and Third Grade:
(and retained 3rd grade students)
20th percentile and below

Retained 3rd FSA ELA (Level 2/285)

Administer STAR Early Literacy to help target intervention.

Core Instruction + Targeted Intervention + Intensive Intervention;

Intensive Targeted classroom instruction occurring daily. Additional 20 minutes per day; Group size ≤ 3

Supplemental Instructional Materials:
- iReady with direct instruction component; Harcourt Journeys Intervention Station
- SIPPS: Intensive Multisensory Instruction based on placement

**All retained 3rd grade students must receive Tiered interventions as outlined in SS 1008.25.

Parents of student(s) not on level by the mid-year assessment must be notified of reading deficiency as required in FS 1008.25. (<50th percentile)

If progress monitoring (STAR Reading) indicates the student is not making adequate progress toward on-level achievement, one of the following will occur:
- Increased time/frequency of targeted instruction;
- Increased problem-solving; Change of target or type of intervention based on problem solving.
- Reference Tier II (pg.23) and Tier III (pg.29) Toolboxes for Response to Intervention, located in the MTSS Handbook.


Students will be determined to have a substantial reading deficiency if they meet the following:
- Scoring below the 50th percentile on STAR Reading or STAR Early Literacy
  - Grade 1: STAR Reading=below 75 OR STAR Early Literacy=below 639
  - STAR Reading Scale Score: Grade 2= below 316/Grade 3= below 428
- An average of below 70% on District Standard-Based Assessments for the first semester

Teacher creates a Tier I Plan with parent contact and monitors progress. Progress Monitoring determines increase of intensity of intervention to Tier II and/or Tier III.
<table>
<thead>
<tr>
<th>Fourth Grade: Scaled Score at or below 296</th>
<th>Fifth Grade: Scaled Score of at or below 303</th>
</tr>
</thead>
<tbody>
<tr>
<td>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:</td>
<td></td>
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<tr>
<td>∷ iReady; REWARDS</td>
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<tr>
<td>--If progress monitoring (STAR Reading) indicates the student is not making adequate progress toward on-level achievement, one of the following will occur:</td>
<td></td>
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<tr>
<td>∷ Increased time/frequency of targeted instruction;</td>
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<tr>
<td>∷ Increased problem-solving; Change of target or type of intervention based on problem solving.</td>
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<tr>
<td>determine the need for possible increase of intervention intensity to Tier II.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Grade: Scaled Score of at or below 303</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administer DAR to help target intervention.</td>
</tr>
<tr>
<td><strong>Core Instruction + Targeted Intervention + Intensive Intervention:</strong></td>
</tr>
<tr>
<td>Intensive Targeted classroom instruction occurring daily. Additional 20 minutes per day; Group size ≤ 3</td>
</tr>
<tr>
<td>Supplemental Instructional Materials:</td>
</tr>
<tr>
<td>∷ iReady with direct instruction component; Harcourt Journeys Intervention Station</td>
</tr>
<tr>
<td>∷ REWARDS</td>
</tr>
<tr>
<td>--Parents of student(s) not on level (&lt;50th percentile) by the mid-year interim assessment (STAR Reading) must be notified of reading deficiency.</td>
</tr>
<tr>
<td>--If progress monitoring (STAR Reading) indicates the student is not making adequate progress toward on-level achievement, one of the following will occur:</td>
</tr>
<tr>
<td>∷ Increased time/frequency of targeted instruction;</td>
</tr>
<tr>
<td>∷ Increased problem-solving; Change of target or type of intervention based on problem solving.</td>
</tr>
<tr>
<td>If full data review indicates ongoing deficiency, problem solving must occur to increase level of intervention to Tier II and/or Tier III.</td>
</tr>
</tbody>
</table>
## Identification/Intervention Decision Tree – 6-8

### DT2 – Wakulla County Schools

<table>
<thead>
<tr>
<th>Grade 6, 7, and 8</th>
<th>Performance Benchmark(s)</th>
<th>Intervention</th>
<th>Intervention Modification</th>
<th>Correlation to MTSS Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Core instruction: ELA Class + Critical Thinking Class</td>
<td>Targeted small group instruction occurs at point of need. If student fails to meet growth benchmark(s), one of the following will occur:</td>
<td>Effective Tier I Instruction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Harcourt Collections with a focus on close reading and vocabulary instruction; (ELA)</td>
<td>- Additional diagnosis with aligned instruction;</td>
<td>Universal screener may indicate the need of a Tier I Plan if student scored at the low end of Level 3.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- CIS and LDC (Critical Thinking Class)</td>
<td>- More frequent progress monitoring with aligned instruction;</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>- District-aligned trade books on District Reading List (ELA/Critical Thinking)</td>
<td>- Creation of a Tier I Plan with parent contact.</td>
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<tr>
<td></td>
<td></td>
<td>- REWARDS (Sixth grade)/REWARDS PLUS Social Studies (Seventh grade)/REWARDS PLUS Science (Eighth grade):</td>
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<tr>
<td></td>
<td></td>
<td>- Daily instruction/support for decoding multisyllabic words; affixes; root words (ELA and Critical Thinking Classes)</td>
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<tr>
<td></td>
<td></td>
<td>- Text-based writing (ELA and Critical Thinking Classes)</td>
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<td></td>
<td></td>
<td>- Teengagement Solutions (Critical Thinking Class)</td>
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<td></td>
<td><strong><a href="http://www.wakullaschooldistrict.org/Portals/Wakulla/District/docs/Employee%20Resources/RTI/RtI%20Handbook%202016final.pdf">Review Universal Screener information to determine targeted area(s) of need.</a></strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sixth Grade:</td>
<td>Scaled Score of 304-320;</td>
<td><a href="http://www.wakullaschooldistrict.org/Portals/Wakulla/District/docs/Employee%20Resources/RTI/RtI%20Handbook%202016final.pdf">Core Instruction + Targeted Intervention;</a></td>
<td><strong>Tier I Plan with parental communication; progress monitoring and follow up</strong></td>
<td></td>
</tr>
<tr>
<td>Seventh Grade:</td>
<td>Scaled Score of 309-325;</td>
<td>- Content-area Reading Class or intensive Reading Class (in addition to ELA Class) – Daily;</td>
<td>Progress monitoring will determine the need to create a Tier II plan to define increased intensity.</td>
<td></td>
</tr>
<tr>
<td>Eighth Grade:</td>
<td>Scaled Score of 318-332</td>
<td>- Integrated and targeted small-group instruction within class – groups of 5 – 7 students;</td>
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<td></td>
<td>(FSA Achievement Level 2)</td>
<td>- Achieve 3000</td>
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## Identification/Intervention Decision Tree – 6-8

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</table>
| Grade 6, 7, and 8 (con’d) | Universal Screener – STAR Reading | **FSA Scale Score from previous year.** | **Sixth Grade:** Scaled Score of at or below 257-303;  
**Seventh Grade:** Scaled Score of at or below 259-308;  
**Eight Grade:** Scaled Score of at or below 267-317 (FSA Achievement Level 1) | Review data from universal screener to determine area(s) of need. If sufficient information is not available, administer DAR to plan intervention.  
**Core Instruction + Targeted Intervention + Intensive Intervention;**  
• 90-minute Intensive Reading Class in addition to ELA Class (daily);  
• Small group differentiated instruction; groups of 3 – 7.  
Diagnostic will determine student placement in the following programs.  
• Read 180 Universal  
• Read 180: Systems 44- Daily instruction in phonemic and phonological awareness; phonics; decoding fluency | --Parental notification as described in the MTSS plan.  
--If progress monitoring indicates the student is not making adequate progress toward on-level achievement, one of the following will occur:  
• Increased time/frequency of targeted instruction;  
• Increased problem-solving; Change of target or type of intervention based on problem solving.  
• Reference Tier II (pg.23) and Tier III (pg.29) Toolboxes for Response to Intervention, located in the MTSS Handbook.  
http://www.wakullaschooldistrict.org/Portals/Wakulla/District/docs/Employee Resources/RTI/Rti Handbook 2016final.pdf | Duration of student deficiency will determine whether the teacher creates a Tier I Plan with parental communication or intensifies problem solving to Tier II and/or Tier III. |
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</table>
| 9 and 10 | FSA Scale Score from Previous Year; Universal Screener – STAR Reading | 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)  
Eleventh and Twelfth grades: not meeting graduation requirements  
(FSA Achievement Level 2) | Core instruction:  
- Harcourt *Collections* with an emphasis on close reading, text-based writing, and Vocabulary Instruction;  
- District-aligned trade books from District Reading List  
- Teengagement Solutions-Critical Thinking | Targeted small group instruction occurs at point of need. If student fails to meet growth benchmark(s), one of the following will occur:  
- Additional diagnosis with aligned instruction;  
- More frequent progress monitoring with aligned instruction;  
- Creation of a Tier I Plan with parent contact. | Effective Tier I Instruction |
| 10th | | Review of Universal Screener data will help target instruction.  
**Core Instruction + Targeted Intervention:**  
Content-Area Reading Class or Intensive Reading Class – 45-minutes daily  
- Achieve 3000- Differentiated small and whole group instruction with progress monitoring. | --Parent notification occurs as outlined in the MTSS Handbook.  
--If progress monitoring indicates the student is not making adequate progress toward on-level achievement, one of the following will occur:  
- Increased time/frequency of targeted instruction;  
- Increased problem-solving; Change of target or type of intervention based on problem solving.  
- Reference Tier II (pg.23) Toolbox for Response to Intervention, located in the MTSS Handbook.  
In 10th grade: Progress monitoring will determine the need to create a Tier II plan to define increased intensity.  
In 11th grade: Intervention intensity must be at a minimum Tier II level and increased to Tier III based on student progress monitoring. |
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<tr>
<th>Grade</th>
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<th>Performance Benchmark(s) FSA Scale Score</th>
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</thead>
<tbody>
<tr>
<td>Grade 9 and 10; 11th and 12th who have not met graduation requirements</td>
<td>Universal Screener – STAR Reading</td>
<td>Ninth Grade: Scaled Score of at below 274-321 &lt;br&gt;Tenth Grade: Scaled Score of at or below 276-327 &lt;br&gt;Eleventh and Twelfth grades: not meeting graduation requirements (FSA Achievement Level 1)</td>
<td>Review data from universal screener to determine area(s) of need. If sufficient information is not available, administer DAR to plan intervention. <strong>Core Instruction + Targeted Intervention + Intensive Intervention;</strong> Intensive Reading Class; 45 – 90 minutes daily &lt;ul&gt;• Achieve 3000- Intensive Targeted classroom instruction occurring daily to build basic skills while continuing participation in core instruction.&lt;/ul&gt;</td>
<td>--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: &lt;ul&gt;&lt;li&gt;Increased time/frequency of targeted instruction;&lt;/li&gt;&lt;li&gt;Increased problem-solving; Change of target or type of intervention based on problem solving.&lt;/li&gt;&lt;/ul&gt;</td>
<td>9th Grade: Tier I Plan with parental communication; progress monitoring and follow up determines need to increase level of intervention. In 10th grade: Progress monitoring will determine the need to create a Tier II plan to define increased intensity. In 11th grade: Intervention intensity must be at a minimum Tier II level and increased to Tier III based on student progress monitoring. In 12th grade: Intensity must be at Tier III.</td>
</tr>
</tbody>
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