

3rd Grade Retention Intervention Strategies Update



Annual Literacy Reflection Tool and Plan

District Reading Plan

[Link to District Plan](#)

School Reading Plan

[Link to School Plan](#)



3rd Grade Students At Risk for Retention

Total Number of Students Being Monitored: 1,123

Students with a Good Cause Exemption:

- Student was retained prior to 3rd grade.
- Student has an IEP with a reading goal for at least 2 years.
- Student is ML and has been in the country less than 2 years.

Placement and Student Progress Assessments

Universal Screeners:

- K-2 - DIBELS 8 Assessment
- 2-5 - MAP Assessment

State Assessment:

- SC Ready

Progress Monitoring Data:

- DIBELS 8
- MAP
- Lexile
 - Lexia
 - Achieve 3000
- Core Phonics Survey
- LETRS Survey
- Curriculum Based Measures administered throughout program implementation

MTSS Protocols and Intervention Programs



Multi-Tiered Systems of Support (MTSS) Literacy Protocols (K-1)

Tier 1	Kindergarten DIBELS Cut Scores BOY >331 MOY >392 First Grade Cut Scores BOY >349 MOY >400	<ul style="list-style-type: none"> • CORE ELA Instruction AND • Accelerated Small Group Instruction 	<div style="text-align: right;">▼</div> <p>UNIVERSAL SCREENER</p> <p>Assess using the following data:</p> <p>DIBELS 8 results</p> <p>The DIBELS 8 benchmark composite score (CS) determines the level of tier intervention that students receive based on norms established by DIBELS 8.</p>
Tier 1	Kindergarten DIBELS Cut Scores BOY > 305 MOY >372 First Grade Cut Scores BOY >330 MOY >385	<ul style="list-style-type: none"> • CORE ELA Instruction AND • Small Group Instruction based on student need 	
Tier 2	Kindergarten DIBELS Cut Scores BOY 280-305 MOY 360-372 First Grade Cut Scores BOY 323-330 MOY 375-385	<ul style="list-style-type: none"> • CORE ELA Instruction AND • Small Group Instruction based on student need AND • mClass Intervention or UFLI (First Grade Only) <p>*SpEd Tier 2 intervention <u>plus</u> supplemental specialized instruction</p>	
Tier 3	Kindergarten DIBELS Cut Scores BOY <280 MOY <360 First Grade Cut Scores BOY <323 MOY <375	<p><u>Tier 3a General Education</u></p> <ul style="list-style-type: none"> • CORE ELA Instruction AND • Small Group Instruction based on student need AND • mClass Intervention or UFLI (First Grade Only) <p><u>Tier 3b Special Education</u> School Leadership Teams and Office of Special Education Staff work collaboratively to determine appropriate HCS approved curriculum options depending on individual student / group needs.</p>	

2-5 MTSS Protocols and Intervention Programs



Multi-Tiered Systems of Support (MTSS) Literacy Protocols (2-5)

Tier 1	75th %ile and higher based on norms established by NWEA	<ul style="list-style-type: none"> • CORE ELA Instruction AND • Accelerated Small Group Instruction 	<p>UNIVERSAL SCREENER</p>
Tier 1	25th %ile and higher based on norms established by NWEA and / or 25th %ile and higher on grade level ORF DIBELS 8	<ul style="list-style-type: none"> • CORE ELA Instruction AND • Small Group Instruction based on student need 	<p>Assess using the following data:</p> <ul style="list-style-type: none"> • SC Ready Reading results • MAP data (use prior <u>spring</u> and current fall norms) • DIBELS 8 results (2nd grade)
Tier 2	10th %ile - 24th %ile based on norms established by NWEA and / or 10th %ile - 24th %ile based on grade level ORF DIBELS 8	<ul style="list-style-type: none"> • CORE ELA Instruction AND • Small Group Instruction based on student need AND • UFLI (Decoding)/ Passport (Comprehension) <p>*SpEd Tier 2 intervention <u>plus</u> supplemental specialized instruction</p>	<p>SCREENER FOR STRATEGIC INTERVENTION</p> <p>If the student scores "Does Not Meet Expectation" on SC Ready and/or MAP 24%ile or lower:</p> <ul style="list-style-type: none"> • Administer grade-level ORAL READING FLUENCY (ORF) probe • Administer diagnostic screener (ex. Core Phonics Survey) <p>*Students with a Lexile <650 need explicit phonics instruction.</p>
Tier 3	<10th %ile based on norms established by NWEA and / or <10th %ile based on grade level ORF DIBELS 8	<p><u>Tier 3a General Education</u></p> <ul style="list-style-type: none"> • Kaleidoscope (Grades 2-3) • Language! (Grades 4-5) • UFLI (can be used in conjunction with the above programs but not as a stand alone curriculum) 	<p><i>Building level MTSS team determines appropriate Tier 3A program/instruction based on individual data gathered from additional probes such as the CORE Phonics Reading Survey and/or other diagnostic screeners. (add the other screeners.)</i></p>
		<p><u>Tier 3b Special Education</u></p> <p>School Leadership Teams and Office of Special Education Staff work collaboratively to determine appropriate HCS approved curriculum options depending on individual student / group needs.</p>	<p><i>Building level MTSS team determines additional assessments needed for Tier 3B placement. Only IEP teams have the authority and responsibility to make instructional decisions about students with disabilities.</i></p>

Intervention Support

School

Instructional Coaches, Assistant Principals, and Principals:

- Ongoing professional development
- MTSS student placement and monitoring of students
- Close monitoring of student progress
- Frequent classroom observations to determine effectiveness and support needs

District

Two Elementary Intervention Learning Specialists Provide Ongoing Support:

- District and school embedded professional development
- Support with MTSS student placement and monitoring of student progress
- Modeling of lessons and strategies
- School, class, and student data review
- Intervention observations and reflection with school leadership teams and teachers

Progress Monitoring Sample

Progress Monitoring ORF Data

Student: [REDACTED]

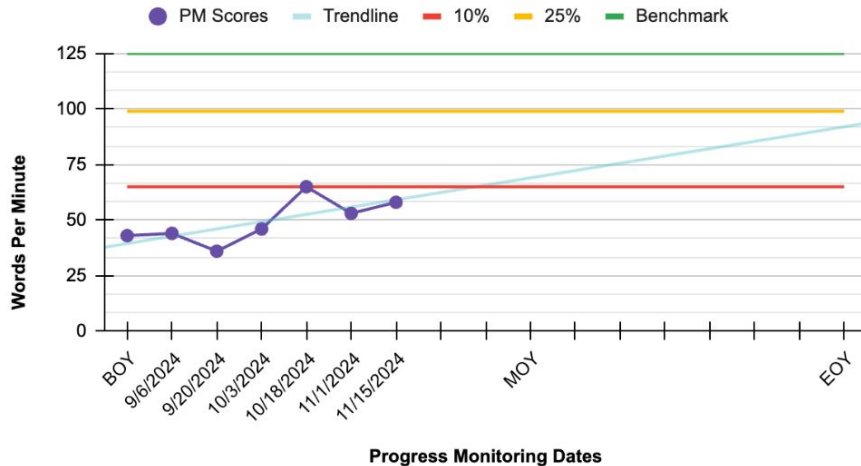
School Year: 2024-25

Teacher: [REDACTED]

School: SES

PM Dates	PM Scores	10%	25%	Benchmark
BOY	43	65	99	125
9/6/2024	44	65	99	125
9/20/2024	36	65	99	125
10/3/2024	46	65	99	125
10/18/2024	65	65	99	125
11/1/2024	53	65	99	125
11/15/2024	58	65	99	125
		65	99	125
		65	99	125
MOY		65	99	125
		65	99	125
		65	99	125
		65	99	125
		65	99	125
		65	99	125
		65	99	125
		65	99	125
		65	99	125
EOY		65	99	125

ORF Progress Monitoring



Tier 1 Professional Development and Support

- Staff development focused on the new ELA standards
- Professional development focused on the new core curriculum (HMH)
- LETRS training for all K-3 teachers, elementary special education teachers, ML teachers, interventionists, school leadership teams, and applicable district office staff
- Hagerty training for all child development teachers
- Reading foundations training for 4th and 5th grade teachers (each school is allotted two seats annually)
- Continued training on ELA digital content platforms
- Continued professional development focused on differentiation for all students including but not limited to students who are on track, below grade level, above grade level, special education, and ML.

Tier 2 Professional Development and Support

- Staff development focused on the new ELA standards
- Professional development focused on the new core curriculum (HMH)
- LETRS training for all K-3 teachers, elementary special education teachers, ML teachers, interventionists, school leadership teams, and applicable district office staff
- Reading foundations training for 4th and 5th grade teachers (each school is allotted two seats annually)
- Professional development focused on tier 2 intervention programs
- Training on progress monitoring assessments and response to gaps in learning

Tier 3 Professional Development and Support

- Staff development focused on the new ELA standards
- Professional development focused on the new core curriculum (HMH)
- LETRS training for all K-3 teachers, elementary special education teachers, ML teachers, interventionists, school leadership teams, and applicable district office staff
- Reading foundations training for 4th and 5th grade teachers (each school is allotted two seats annually)
- Professional development focused on tier 3 intervention programs
- Training on progress monitoring assessments and response to gaps in learning

The Tiers of Literacy Instruction

1st Grade
Whole Group

Process to Determine Literacy Requests for Spring 2025

1. Collaborated with elementary principals, instructional coaches, and learning specialists to generate areas of need for support
2. Surveyed all elementary principals to rank order the items
3. Identified the top requests for K-3 literacy support

Provide funding for teacher release time for frequent ELA planning and professional development

Finding adequate time for teachers to plan and engage in professional development focused on the new standards, new curriculum, and LETRS implementation has been challenging. Additionally, the cost of substitutes increased significantly which has impacted the amount of time that principals can provide for teachers to deeply plan and collaborate. Providing funding for substitutes would provide much needed time for teacher planning and professional development in reading.

Funding:

Spring 2025: 865 K-3 teachers x \$225.75 per substitute x 4 days per teacher (one per month from January-April) = \$781,095

Total 2024-2025 Budget Amount: \$781,095

Allow schools to develop a strategic reading plan and provide funding to support specific student/teacher needs

Each year, schools submit a plan for professional development unique to their school goals and needs. As costs have increased, principals are more limited in the amount of professional development opportunities that can be offered to their teachers. Additionally, some principals would like to offer opportunities for students and families. This proposal would provide funding for principals to design a plan of support for early literacy at their schools.

Funding:

Spring 2025: \$400,000 divided among our 27 K-5 elementary schools based on the 135th-day report

Total 2024-2025 Budget Amount: \$400,000

Provide funding for additional positive pay interventionists

Schools currently receive funding for positive pay interventionists in addition to their intervention teacher allocations. Currently, \$500,000 is divided among our 28 schools based on the 135-day report. Providing an additional \$500,000 to be divided up among schools would provide additional intervention support for students.

Funding:

Spring 2025: \$500,000 divided among our 27 K-5 elementary schools based on the 135th-day report

Total 2024-2025 Budget Amount: \$500,000

Add additional summer school sites

Due to the loss of ESSER funding, summer school sites and allocations will drastically reduce this summer. Providing funding for additional sites will increase the number of participants in K-3 thus providing more support for students. The funds would cover salaries for administrators, teachers, nurses, bus drivers, and security officers. The funds also cover expenses for books, materials, and resources.

Summer 2025:

Estimated State Funding: \$406,593

State Carryover: \$398,114.21 (due to ESSER funding provided in 2024)

Total Available Funding: \$804,077.21

Total 2024-2025 Budget Amount: \$1,283,035.52 (7 sites, K-5) - \$804,077.21 = \$478,958.31
needed to sustain the same model implemented during the summer of 2024

After School Tutoring

Due to the loss of ESSER funding, elementary schools no longer have funds for after school tutoring. Adding funds to support early literacy would support struggling learners potentially reducing the number of students below grade level and/or retained.

Total 2024-2025 Budget Amount: \$500,000

Funding: \$500,000 divided among our 27 K-5 elementary schools based on the 135th-day report

Questions or Comments?