

DeSoto Parish  
WIN (“Whatever I Need”) Factor  
Guidance Document

### **Section 1: Introduction**

The purpose of this document is to provide an overview of “Whatever I Need” (WIN) in DeSoto Parish Schools and explain the essential components of WIN. WIN will assist ALL students through learning extensions and interventions. This WIN guidance document is designed to assist DeSoto educators in understanding the goals, values, and implementation expectations of this plan.

### **Section 2: What is WIN? Focused, Simple, Powerful!**

DeSoto’s WIN Factor is a daily, 45-minute minimum block of academic time built into master schedules at all schools for students in grades 2-12. For students in grades K-1, WIN time is part of the EL Skills Block. WIN time will allow all teachers and students to come together at a common time of day to study learning extensions for students who have met state proficiency standards in reading and math and learning interventions for students who are at risk of not meeting state proficiency standards. The WIN Factor utilizes data-based decisions that should allow for flexible grouping and fluid movement of students based on academic strengths and weaknesses. Student placement should be made by the school’s Leadership Team to ensure proper placement in a group or class and WebPAMS. WIN time is specifically for student acceleration or intervention and should target each individual student’s needs. Extensions and interventions will be dependent on student data and progress monitoring. By implementing the WIN Factor, Desoto will provide a structure to ensure that **ALL** students are provided with learning supports necessary to extend student outcomes and foster academic success.

### **Section 3: Essential Components of “Whatever I Need” (WIN)**

For WIN implementation to be effective, **ALL** essential components must be implemented with fidelity and in a rigorous manner.

There are four essential components of WIN:

- A. Universal Screening
- B. Multi-level Instructional System (Three-Tier Model)
- C. Progress Monitoring
- D. Data-Based Decision Making

#### ***A. Universal Screening***

The WIN process begins with Universal Screening of all students. DeSoto Parish will utilize the following Universal Screenings:

Grade (s)	Universal Screener(s)
PreK	Teaching Strategies GOLD
K-3	iSTEEP Literacy Screener ; EL Skills Diagnostics; Math EOY Proficiency Report or Fall Diagnostic; Kindergarten Entry Assessment (TS GOLD)
4-9	Proficiency Level (Mastery and Above) *LEAP 2025 Reading/ELA Achievement Level (last year available) *LEAP 2025 Math Achievement Level (last year available)
Grade 10	Reading: Proficient Level on English 1 EOC or last LEAP score available Math: Proficient Level on Algebra I EOC or last LEAP score available
Grade 11	Reading: Proficient Level on English II EOC or last LEAP score available Math: Proficient Level on Algebra I or Geometry EOC or last LEAP score available
Grade 12	Reading: Proficient Level on English III EOC or last LEAP score available Math: Proficient Level on Algebra I or Geometry EOC or last LEAP score available

(See Appendix for scaled score ranges.)

Schools will analyze the most recent Universal Screening data available for each grade band. This data analysis should be used to identify students for each level of WIN. A list of below proficient students in grades 4-12 will be uploaded into the iSTEEP data system. All K-3 students will be added to the iSteeep data system and will be accessed via Clever.

Reading: Any student in grades 4-12 whose reading achievement level does not meet a proficient level will be administered the iSTEEP Advanced Literacy Assessment for reading. All grade 3 students will be administered the iSTEEP Advanced Literacy Assessment and Smart Cloze in the winter and spring. In the fall, all 3rd grade students will be administered Advanced Literacy and Smart Cloze. It is also recommended that all 3rd grade students receive the iSkill assessment. (See Appendix B for required literacy screeners in each grade level)

Math: Any student in grades 1-5 who is not mastering math standards according to the last available Universal Screener may be administered the iSTEEP math screeners. Students in grades 1-5 will be administered Advanced Numeracy. Students in grades 1-5 that score below proficient on the Advanced Numeracy screener will then be administered the Math Computational Fluency Screener.

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Any student in grades 6-12 whose math achievement level does not meet a proficient level will be administered iSTEEP math screeners. Students will be administered Advanced Numeracy. Students in grades that score below proficient on the Advanced Numeracy screener will then be administered the Math Concepts and Application Screener. .

***B. Multi-level instructional Screener System:***

DeSoto's WIN Factor has three tier levels of instruction which represent a continuum of supports beyond the regularly scheduled core instruction time. Tiers shall be decided by the data team members.

- Tier I: Students whose data reflects a proficient level or above should be provided opportunities for purposeful enrichment and extension of learning. These students should be grouped and provided additional support comparable to their level of achievement. Leadership Teams should include an action plan for developing units or modules of study to provide purposeful enrichment/extension for Tier I students. (See Appendix C for tiered resources)
- Tier II: Students who score below proficient on the universal screener will take the STEEP required screeners three times a year. Students who score in the yellow (average) or green (above average) zone may be considered for Tier II intervention or work in a WIN Tier 1 setting based off of data team decisions. Student progress should be monitored closely. Students who score in the red zone (below average) with one area, but score in the yellow/green (average/above average) on the other area should work in a WIN Tier II setting as appointed by the data team. (See Appendix B for required screeners and Appendix C for tiered resources)

Students who respond to Tier II intervention(s) and who meet benchmark goals should be transitioned to a Tier I setting as decided by the data team. Students who show minimal response to Tier II intervention should have a change in intervention instruction, frequency, and/or duration as decided by the data team. If progress is still minimal, the student should move to Tier III intervention, where more intensive and individualized support is provided.

- Tier III (Red level of support): Students who score below proficient on the universal screener, and score in the red zone (Below Average) on the iSTEEP, should be provided Tier III interventions as determined by the campus data team. In reading, these students will be further assessed with iSkill (Grades 2-12) to determine the student's instructional level and appropriate intervention – fluency, accuracy, comprehension. In math, these students will be further assessed with iSkill

(Grades 1-12) to determine the student's instructional level and appropriate intervention -fluency, accuracy, problem solving. (See Appendix C for tiered resources)

Students who respond successfully to Tier III intervention(s) and meet personal goals should transition to Tier II where interventions are provided in a larger group setting with less intensity as determined by the data team meetings. Students who show minimal response to Tier III intervention should have a change in intervention instruction, frequency, and/or duration.

***C. Progress Monitoring:***

Every intervention or support service must have a progress monitoring component. Progress monitoring is used to assess students' performance over time, to quantify student rates of improvement or responsiveness to instruction, and to evaluate instructional effectiveness. Students scoring in the red (below average) zone on iSkill, should be entered in the iSTEEP Instructional Planning database so that progress monitoring can be conducted and tracked via the iSTEEP data system. Progress monitoring should occur either every 2 weeks or every 4 weeks depending on the intervention.

***D. Data Based Decision Making:***

Universal screening data determines a student's WIN level for enrichment or further screening, then data based decision-making is on-going. Progress monitoring data are used to determine when a student has or has not responded to instruction at any level of the intervention system. Student placement should be fluid, allowing for instructional opportunities that will best serve the academic needs of all students.

**Section 4: WIN Standard Protocol:**

STEP 1: Identify Students for each level of WIN through universal screening and data team meetings. Students that score below proficient in both reading and math on the universal screener will be placed in a reading WIN group. Students scoring above proficient on the universal screener will be in a Tier I group.

STEP 2: Administer iSTEEP required screeners to students who score below proficient according to the universal screener. Administer the iSkill to students who score in the red zone on Oral Reading Fluency (Grades 2-3) Smart Cloze (Grades 4-12), Math Computational Fluency (Grades 1-5), and Math Concepts and Application (Grades 6-12).

STEP 3: Make teacher/student Assignments by matching teachers for each group of students within all levels. Assign groups of students to instructors based on level of support and student need. This process is assisted by the data team leader.

STEP 4: Provide Instruction

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Provide a minimum of 45 minutes of learning extension or intervention daily. For grades K-1, this will take place in the EL skills block. **This time should be indicated on the master schedule.** Teachers will prepare lessons to maximize student progress in order to foster academic success for all students. Although attendance must be recorded, no grades are given for WIN instruction. (Exception: High School WIN for Credit--See Appendix D for WIN for Credit guidance)

#### STEP 5: Progress Monitor

Students scoring below average (red zone) on iSkill should be entered in the iSteep Database for Progress Monitoring. Students will receive progress monitoring every 2 weeks for fluency, accuracy (reading and math) and every 2 weeks for comprehension and concepts and application. Student goals for fluency and accuracy should be set at 1 point per week. Student goals for comprehension and concepts and applications should be .25 points per week. Percentiles for all interventions should be set at 20. Adjust grouping and extension/intervention plans as needed.

STEP 6: Students should be placed in the appropriate WIN class / group based on data as decided by the data team meeting.

# APPENDIX

- A. STEEP REQUIRED SCREENERS
- B. WIN ELA and MATH TIERED RESOURCES for Grades K-12
- C. WIN FOR CREDIT
- D. WIN RESOURCE INFORMATION/WEBSITES

Appendix A

**iSTEEP State Required Literacy Screeners\* and Benchmarks\*\***

Grade Level	Fall	Winter	Spring
Kindergarten	*Initial Sounds *Letter Naming *Letter Sounds	*Initial sounds  CVC	*Initial Sounds  CVC  <b>**Nonsense Words</b>
1 <sup>st</sup> Grade	*Nonsense words *Initial Sounds *Letter Naming *Letter Sounds	*Nonsense words  Oral Reading Fluency  <b>**Smart Cloze</b>	*Nonsense words  <b>*Oral Reading Fluency</b>  <b>**Smart Cloze</b>
2 <sup>nd</sup> Grade	*Oral Reading Fluency  Smart Cloze	*Oral Reading Fluency  Smart Cloze	*Oral Reading Fluency  <b>*Advanced Literacy Assessment</b>  Smart Cloze
3 <sup>rd</sup> Grade	*Advanced Literacy Assessment *Oral Reading Fluency  Smart Cloze	*Advanced Literacy Assessment *Oral Reading Fluency  Smart Cloze	*Advanced Literacy Assessment *Oral Reading Fluency  Smart Cloze
4 <sup>th</sup> -12 <sup>th</sup>	Advanced Literacy Assessment If below proficient on ALA Smart Cloze	Advanced Literacy Assessment If below proficient on ALA Smart Cloze	Advanced Literacy Assessment If below proficient on ALA Smart Cloze

## iSTEEP Math Screeners

<b>Grade Level</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
<b>1st-5th</b> <small>ONLY STUDENTS THAT SCORE BELOW PROFICIENT ACCORDING TO UNIVERSAL SCREENERS SHOULD BE SCREENED IN ISTEEP</small>	<b>Advanced Numeracy Assessment</b>  <small>If below proficient on Advanced Numeracy</small> <b>Math Computational Fluency</b>	<b>Advanced Numeracy Assessment</b>  <small>If below proficient on Advanced Numeracy</small> <b>Math Computational Fluency</b>	<b>Advanced Numeracy Assessment</b>  <small>If below proficient on Advanced Numeracy</small> <b>Math Computational Fluency</b>
<b>6th-12th</b> <small>ONLY STUDENTS THAT SCORE BELOW PROFICIENT ACCORDING TO LEAP 2025 SHOULD BE SCREENED IN ISTEEP</small>	<b>Math Concepts and Application</b>	<b>Math Concepts and Application</b>	<b>Math Concepts and Application</b>



Appendix B

**ELA Tiered Resources Grades K-12**

Grade	Tier/Resources
<b>Kindergarten</b>	<p><b>Tier I</b></p> <ul style="list-style-type: none"> <li>● EL Skills Block Activities for the identified microphase</li> <li>● Reading Rangers</li> <li>● MyOn</li> <li>● iSteep 1<sup>st</sup> grade Fluency/Progress monitoring passages</li> </ul> <p><b>Tier II</b></p> <ul style="list-style-type: none"> <li>● EL Skills Block Activities for the identified microphase</li> <li>● Reading Rangers</li> </ul> <p><b>Tier III</b></p> <ul style="list-style-type: none"> <li>● EL Skills Block Activities for the identified microphase</li> <li>● Reading Rangers</li> <li>● Project Read</li> </ul>
<b>1<sup>st</sup> grade</b>	<p><b>Tier I</b></p> <ul style="list-style-type: none"> <li>● EL Skills Block Activities for the identified microphase</li> <li>● Reading Rangers</li> <li>● MyOn</li> <li>● iSteep 2<sup>nd</sup> grade Fluency/Progress monitoring passages</li> <li>● PLTW Modules/ DBQ units</li> </ul> <p><b>Tier II</b></p> <ul style="list-style-type: none"> <li>● EL Skills Block Activities for the identified microphase</li> <li>● Reading Rangers</li> <li>● iSteep 1<sup>st</sup> grade Fluency/Progress monitoring passages IProgress (isteep progress monitoring) fluency, accuracy, or comprehension practice(based on iSkill reading level results)</li> </ul> <p><b>Tier III</b></p> <ul style="list-style-type: none"> <li>● EL Skills Block Activities for the identified microphase</li> <li>● Reading Rangers</li> <li>● Project Read</li> </ul>

<p><b>2<sup>nd</sup> grade</b></p>	<p><b>Tier I</b></p> <ul style="list-style-type: none"> <li>● Extension groups</li> <li>● Reading Rangers</li> <li>● MyOn</li> <li>● iSteep 3<sup>rd</sup> grade Fluency/Progress monitoring passages</li> <li>● PLTW Modules/ DBQ units</li> </ul> <p><b>Tier II</b></p> <ul style="list-style-type: none"> <li>● EL Skills Block Activities for the Identified Microphase</li> <li>● Reading Rangers</li> <li>● iSteep 2<sup>nd</sup> grade Fluency/Progress monitoring passages IProgress (isteeep progress monitoring) fluency, accuracy, or comprehension practice(based on iSkill reading level results)</li> </ul> <p><b>Tier III</b></p> <ul style="list-style-type: none"> <li>● EL Skills Block Activities for the Identified Microphase</li> <li>● Project Read</li> </ul>
<p><b>3<sup>rd</sup> grade</b></p>	<p><b>Tier I</b></p> <ul style="list-style-type: none"> <li>● Extension groups</li> <li>● Reading Rangers</li> <li>● MyOn</li> <li>● PLTW Modules/ DBQ units</li> </ul> <p><b>Tier II</b></p> <ul style="list-style-type: none"> <li>● Fluency and Comprehension Support found in Diverse Learners Guide in LZ Guidebook</li> <li>● Reading Rangers</li> <li>● iSteep 3<sup>rd</sup> grade Fluency/Progress monitoring passages (IProgress (isteeep progress monitoring) fluency, accuracy, or comprehension practice(based on iSkill reading level results)</li> </ul> <p><b>Tier III</b></p> <ul style="list-style-type: none"> <li>● Foundational Skills Support found in Guidebook (state dept)</li> <li>● Fluency and Comprehension Support found in Diverse Learners Guide in LZ Guidebook</li> <li>● Foundational Skill Support from EL Skills Block Activities for Identified Microphase</li> <li>● Project Read</li> <li>● Reading Rangers</li> </ul>

<p><b>4<sup>th</sup> grade</b></p>	<p><b>Tier I</b></p> <ul style="list-style-type: none"> <li>● Extensions groups</li> <li>● Reading Rangers</li> <li>● MyOn</li> <li>● PLTW Modules/ DBQ units</li> </ul> <p><b>Tier II</b></p> <ul style="list-style-type: none"> <li>● Fluency and Comprehension Support found in Diverse Learners Guide in LZ Guidebook</li> <li>● Reading Rangers</li> </ul> <p><b>Tier III</b></p> <ul style="list-style-type: none"> <li>● Foundational Skills Support found in Guidebook (state dept)</li> <li>● Fluency and Comprehension Support found in Diverse Learners Guide in LZ Guidebook</li> <li>● Reading Rangers</li> <li>● Project Read</li> </ul>
<p><b>5<sup>th</sup> grade</b></p>	<p><b>Tier I</b></p> <ul style="list-style-type: none"> <li>● Extension groups</li> <li>● Reading Rangers</li> <li>● MyOn</li> <li>● PLTW Modules/DBQ units</li> </ul> <p><b>Tier II</b></p> <ul style="list-style-type: none"> <li>● Fluency and Comprehension Support found in Diverse Learners Guide in LZ Guidebook</li> <li>● Reading Rangers</li> </ul> <p><b>Tier III</b></p> <ul style="list-style-type: none"> <li>● Foundational Skills Support found in Guidebook (state dept)</li> <li>● Fluency and Comprehension Support found in Diverse Learners Guide in LZ</li> <li>● Reading Rangers</li> <li>● Language! Live (for students that require support in fluency or accuracy according to iSkill)</li> </ul>
<p><b>6<sup>th</sup> grade</b></p>	<p><b>Tier I</b></p> <ul style="list-style-type: none"> <li>● Extension groups</li> <li>● PLTW Modules/ DBQ units</li> <li>● MyOn</li> </ul>

6 <sup>th</sup> grade (cont.)	<p><b>Tier II</b></p> <ul style="list-style-type: none"> <li>● Fluency and Comprehension Support found in Diverse Learners Guide in LZ</li> </ul> <p><b>Tier III</b></p> <ul style="list-style-type: none"> <li>● Fluency and Comprehension Support found in Diverse Learners Guide in LZ</li> <li>● Language! Live (for students that require support in fluency or accuracy according to iSkill)</li> </ul>
7 <sup>th</sup> grade	<p><b>Tier I</b></p> <ul style="list-style-type: none"> <li>● Extension groups</li> <li>● MyOn</li> <li>● PLTW Modules/ DBQ units</li> </ul> <p><b>Tier II</b></p> <ul style="list-style-type: none"> <li>● Fluency and Comprehension Support found in Diverse Learners Guide in LZ</li> </ul> <p><b>Tier III</b></p> <ul style="list-style-type: none"> <li>● Fluency and Comprehension Support found in Diverse Learners Guide in LZ</li> <li>● Language! Live (for students that require support in fluency or accuracy according to iSkill)</li> </ul>
8 <sup>th</sup> grade	<p><b>Tier I</b></p> <ul style="list-style-type: none"> <li>● Extension groups</li> <li>● PLTW Modules/ DBQ units</li> <li>● MyOn</li> <li>● Win for Credit</li> </ul> <p><b>Tier II</b></p> <ul style="list-style-type: none"> <li>● Fluency and Comprehension Support found in Diverse Learners Guide in LZ</li> </ul> <p><b>Tier III</b></p> <ul style="list-style-type: none"> <li>● Fluency and Comprehension Support found in Diverse Learners Guide in LZ</li> <li>● Language! Live (for students that require support in fluency or accuracy according to iSkill)</li> </ul>
9 <sup>th</sup> grade	<p><b>Tier I</b></p> <ul style="list-style-type: none"> <li>● WIN for Credit-High school</li> <li>● Extension groups</li> </ul>

	<p><b>Tier II</b></p> <ul style="list-style-type: none"> <li>● WIN for Credit-High school</li> <li>● Diverse Learners Guide support found in Learnzillion Guidebook</li> </ul> <p><b>Tier III</b></p> <ul style="list-style-type: none"> <li>● Language! Live (for students that require support in fluency or accuracy according to iSkill)</li> <li>● IProgress (istEEP progress monitoring) fluency, accuracy, or comprehension practice(based on iSkill reading level results)</li> <li>● Diverse Learners Guide support found in Learnzillion Guidebook</li> </ul>
<b>10<sup>th</sup> grade</b>	<p><b>Tier I</b></p> <ul style="list-style-type: none"> <li>● WIN for Credit-High school</li> <li>● Extension groups</li> </ul> <p><b>Tier II</b></p> <ul style="list-style-type: none"> <li>● WIN for Credit-High school</li> <li>● Diverse Learners Guide support found in Learnzillion Guidebook</li> </ul> <p><b>Tier III</b></p> <ul style="list-style-type: none"> <li>● Language! Live (for students that require support in fluency or accuracy according to iSkill)</li> <li>● IProgress (istEEP progress monitoring) fluency, accuracy, or comprehension practice(based on iSkill reading level results)</li> <li>● Diverse Learners Guide support found in Learnzillion Guidebook</li> </ul>
<b>11<sup>th</sup> grade</b>	<p><b>Tier I</b></p> <ul style="list-style-type: none"> <li>● WIN for Credit-High school</li> <li>● Extension groups</li> </ul> <p><b>Tier II</b></p> <ul style="list-style-type: none"> <li>● WIN for Credit-High school</li> <li>● Diverse Learners Guide support found in Learnzillion Guidebook</li> </ul> <p><b>Tier III</b></p> <ul style="list-style-type: none"> <li>● Language! Live (for students that require support in fluency or accuracy according to iSkill)</li> <li>● Diverse Learners Guide support found in Learnzillion Guidebook</li> </ul>
<b>12<sup>th</sup> grade</b>	<p><b>Tier I</b></p> <ul style="list-style-type: none"> <li>● WIN for Credit-High school</li> <li>● Extension groups</li> </ul> <p><b>Tier II</b></p>

	<ul style="list-style-type: none"> <li>• WIN for Credit-High school</li> <li>• Diverse Learners Guide support found in Learnzillion Guidebook</li> </ul> <p><b>Tier III</b></p> <ul style="list-style-type: none"> <li>• Language! Live (for students that require support in fluency or accuracy according to iSkill)</li> <li>• Diverse Learners Guide support found in Learnzillion Guidebook</li> </ul>
<b>SPECIAL EDUCATION-ELA</b>	<ul style="list-style-type: none"> <li>• <b>Individual Education Plan Standards Based Goals** w/ specified Special Education Teacher (K-12)</b></li> <li>• <b>Project Read (Grade 3)</b></li> <li>• <b>Guidebook Diverse Learners Guide (3-8) WIN CISL</b></li> </ul>

## **Math Tiered Resources Grades K-12**

Grades	Tier/Resources																
<b>K-5<sup>th</sup> grade</b>  <b>NOTE:</b> <b><u>FOCUSED REMEDIATION helps target the skills students need to more quickly access and practice on-grade level content.</u></b>	Tier I <ul style="list-style-type: none"> <li>• Math Extension Groups</li> <li>• Dreambox</li> </ul> Tier II <ul style="list-style-type: none"> <li>• Bridges Math Intervention Modules Set 2 (Grades 3-5)</li> </ul> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Domain</th> <th>Grade 3</th> <th>Grade 4</th> <th>Grade 5</th> </tr> </thead> <tbody> <tr> <td>OA</td> <td>Vol 5, M1-12</td> <td></td> <td></td> </tr> <tr> <td></td> <td>Vol 6, M1-7</td> <td>Vol 6, M1-3, 5</td> <td></td> </tr> <tr> <td>NF</td> <td>Vol 8, M3-5</td> <td>Vol 8, M6-10</td> <td>Vol 8, M11-13</td> </tr> </tbody> </table>	Domain	Grade 3	Grade 4	Grade 5	OA	Vol 5, M1-12				Vol 6, M1-7	Vol 6, M1-3, 5		NF	Vol 8, M3-5	Vol 8, M6-10	Vol 8, M11-13
Domain	Grade 3	Grade 4	Grade 5														
OA	Vol 5, M1-12																
	Vol 6, M1-7	Vol 6, M1-3, 5															
NF	Vol 8, M3-5	Vol 8, M6-10	Vol 8, M11-13														

		Vol 9, M5-6	Vol 9, M7-8
NBT		Vol 6, M1-12	Vol 6, M8-12
		Vol 7, M3-8	

- Achieve the Core-Math Coherence Document <https://achievethecore.org/coherence-map/>
- LEAP 2025 Diagnostics within LEAP 360  
Grades 3-5, correspond with standards grades 2-4

Tier III

- Bridges Math Intervention Modules  
Set 1 (Grades (K-2)

Domain	K	Grade 1	Grade 3
CC	Vol 1, M1-4		
OA	Vol 1, M3-4	Vol 1, M4-6	Vol 1, M7-8
	Vol 2, M1-2	Vol 2, M2-7	Vol 2, M7-10
	Vol 4, M1-2	Vol 4, M 3-6	Vol 4, 7-9
NBT		Vol 1, M4-6	Vol 1, M7-8
		Vol 3, M1-3	Vol 3, M8-9
			Vol 4, M7-9

- Achieve the Core-Math Coherence Document <https://achievethecore.org/coherence-map/>

**Kindergarten-5<sup>th</sup> grade Louisiana Student Standards**

Grades	Tier/Resources
	<p style="text-align: center;"><b><u>Math Acceleration Guides</u></b></p> <p><b>Kindergarten</b>  <a href="https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/new-standards---kindergarten-remediation-guide.pdf?sfvrsn=8">https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/new-standards---kindergarten-remediation-guide.pdf?sfvrsn=8</a></p> <p><b>1<sup>st</sup> grade</b>  <a href="https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/new-standards---grade-1-remediation-guide.pdf?sfvrsn=8">https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/new-standards---grade-1-remediation-guide.pdf?sfvrsn=8</a></p> <p><b>2<sup>nd</sup> grade</b>  <a href="https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/new-standards---grade-2-remediation-guide.pdf?sfvrsn=4">https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/new-standards---grade-2-remediation-guide.pdf?sfvrsn=4</a></p> <p><b>3<sup>rd</sup> grade</b>  <a href="https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/new-standards---grade-3-remediation-guide.pdf?sfvrsn=4">https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/new-standards---grade-3-remediation-guide.pdf?sfvrsn=4</a></p> <p><b>4<sup>th</sup> grade</b>  <a href="https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/new-standards---grade-4-remediation-guide.pdf?sfvrsn=6">https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/new-standards---grade-4-remediation-guide.pdf?sfvrsn=6</a></p> <p><b>5<sup>th</sup> grade</b>  <a href="https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/new-standards---grade-5-remediation-guide.pdf?sfvrsn=8">https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/new-standards---grade-5-remediation-guide.pdf?sfvrsn=8</a></p>
<p><b>6<sup>th</sup>-8<sup>th</sup> grade</b></p> <p><b>NOTE:</b>  <u><b>FOCUSED REMEDIATION</b></u>  <u>helps target the skills</u>  <u>students need to more</u>  <u>quickly access and</u></p>	<p>Tier I</p> <ul style="list-style-type: none"> <li>● Math Extensions groups</li> <li>● “Are you Ready For More?” IM Lesson Extensions in each Unit</li> <li>● IM Unit 9 of each grade level</li> </ul> <p>Tier II</p> <ul style="list-style-type: none"> <li>● IM Online Resources</li> <li>● Khan Academy IM Link:</li> </ul>



practice on-grade level content.

<https://www.khanacademy.org/math/illustrative-math>

- Achieve the Core-Math Coherence Document  
<https://achievethecore.org/coherence-map/>
- LEAP 2025 Diagnostics within LEAP 360  
Grades 6-8, correspond with standards grades 5-7
- LDOE Accelerate Lessons- Published for Grades 6-8, Units 4-7,  
Pending for Grades 6-8, Units 1-3 (released by Sept. 2021)
- ALEKS.com  
Access granted through Student Learning Department (R.Cornet)  
Optional Courses: Middle School Math Courses 1-3

Tier III

- IM Online Resources  
Khan Academy IM Link:  
<https://www.khanacademy.org/math/illustrative-math>
- Bridges Math Intervention Modules  
*Primarily for 6th graders that are multiple grade levels behind.*  
Set 2 (Grades 3-5)

Domain	Grade 3	Grade 4	Grade 5
OA	Vol 5, M1-12		
	Vol 6, M1-7	Vol 6, M1-3, 5	
NF	Vol 8, M3-5	Vol 8, M6-10	Vol 8, M11-13
		Vol 9, M5-6	Vol 9, M7-8
NBT		Vol 6, M1-12	Vol 6, M8-12
		Vol 7, M3-8	

- Achieve the Core-Math Coherence Document  
<https://achievethecore.org/coherence-map/>

	<p style="text-align: center;"><b><u>6<sup>th</sup> grade-8<sup>th</sup> grade Louisiana Student Standards</u></b> <b><u>Math Remediation Guides</u></b></p> <p><b><u>6<sup>th</sup> grade</u></b> <a href="https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/new-standards---grade-6-remediation-guide.pdf?sfvrsn=6">https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/new-standards---grade-6-remediation-guide.pdf?sfvrsn=6</a></p> <p><b><u>7<sup>th</sup> grade</u></b> <a href="https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/new-standards---grade-7-remediation-guide.pdf?sfvrsn=6">https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/new-standards---grade-7-remediation-guide.pdf?sfvrsn=6</a></p> <p><b><u>8<sup>th</sup> grade</u></b> <a href="https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/new-standards---grade-8-remediation-guide.pdf?sfvrsn=8">https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/new-standards---grade-8-remediation-guide.pdf?sfvrsn=8</a></p>
<b>Grades</b>	<b>Tier/Resources</b>
<p><b>9<sup>th</sup> -12<sup>th</sup> grade</b></p> <p><b><u>NOTE:</u></b> <b><u>FOCUSED REMEDIATION helps target the skills students need to more quickly access and practice on-grade level content.</u></b></p>	<p>Tier I</p> <ul style="list-style-type: none"> <li>● Math Extensions groups</li> <li>● “Are you Ready For More?” IM Lesson Extensions in each Algebra Unit</li> </ul> <p>Tier II</p> <ul style="list-style-type: none"> <li>● IM Algebra I Extra Support Course</li> <li>● Extra Support Course includes: <ul style="list-style-type: none"> <li>○ 30+ Mini-Lessons</li> <li>○ Reasoning with Equations and Inequalities</li> <li>○ Graphs and Tables</li> <li>○ Substitution with Systems of Equations and Inequalities</li> <li>○ Modeling Constraints</li> </ul> </li> <li>● Khan Academy IM Support Algebra I</li> <li>● Khan Academy IM Grades 6-8 <a href="https://www.khanacademy.org/math/illustrative-math">https://www.khanacademy.org/math/illustrative-math</a></li> <li>● Achieve the Core-Math Coherence Document <a href="https://achievethecore.org/coherence-map/">https://achievethecore.org/coherence-map/</a></li> <li>● LEAP 2025 Diagnostics within LEAP 360</li> </ul>

Algebra I Diagnostic corresponds to Grades 7-8 F & EE Domains with Priority Standards

Geometry Diagnostic corresponds to all Grade 8 , Geometry Domain

- LDOE Accelerate Lessons for Algebra I and Geometry To be published by September 2021 by LDOE [here](#).
- ALEKS.com

Access granted through Student Learning Department (R.Cornet)  
Optional Courses: Middle School Math Courses 1-3, HS Algebra I, HS Geometry

Tier III

- Khan Academy IM Grades 6-8  
<https://www.khanacademy.org/math/illustrative-math>
- Achieve the Core-Math Coherence Document  
<https://achievethecore.org/coherence-map/>
- ALEKS.com

Access granted through Student Learning Department (R.Cornet)  
Optional Courses: Middle School Math Courses 1-3

**9<sup>th</sup> grade- 12<sup>th</sup> grade Louisiana Student Standards  
Math Acceleration Guides**

**Algebra I**

<https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/new-standards---algebra-i-remediation-guide.pdf?sfvrsn=6>

**Geometry**

<https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/new-standards---geometry-remediation-guide.pdf?sfvrsn=6>

**Algebra II**

<https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/new-standards---algebra-ii-remediation-guide.pdf?sfvrsn=6>

<b>SPECIAL EDUCATION-MATH</b>	<ul style="list-style-type: none"><li>● Individual Education Plan Standards Based Goals** w/ specified Special Education Teacher</li><li>● LDOE- Accelerate Lessons to support CiSL Instruction and pre-teaching. <a href="#">Accelerate Math Link</a>, Grades 6-8 are aligned with IM resources</li><li>● Bridges Math Intervention Modules (K-5<sup>th</sup> grade)</li><li>● LDOE-Louisiana Student Standards Math Acceleration . Guides (K-12)</li><li>● Achieve the Core-Math Coherence Document (K-12) <a href="https://achievethecore.org/coherence-map/">https://achievethecore.org/coherence-map/</a></li><li>● Illustrative Math Support for SwD and ELL is built into every lesson grades 6-HS. SPED teachers can help modify and adjust activities and assignments based on this guidance, located in all teacher guides.</li></ul>
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Appendix C

WIN for Credit High School

WIN course needed	Description/Requirement	Credit Options	Title of Course	Course code
Reading Course	Any student not testing on grade level via iSteep on Reading will be enrolled in a WIN for Credit Reading Course	.5 or 1.0	WIN Reading I WIN Reading II	120321 120322
AP Labs	AP teachers should be surveyed to determine if their course requires a double block, full year WIN or ½ year WIN lab	.5 or 1.0	Examples: WIN Chem AP Lab US Hist AP Elect submit course request if not listed in JCampus	150499 220099
ACT Prep	TOPS University seniors without a 21 on their ACT will be placed in an ACT prep course in the fall of their senior year according to DPSB policy	.5 or 1.0	WIN ACT Prep	400107
WorkKeys Prep	TOPS TECH Jumpstart seniors without a silver on their WorkKeys will be placed in a WorkKeys prep course in the fall of their senior year.	.5 or 1.0	WIN WK Prep submit course request if not listed in JCampus	
LEAP Assessment Prep	Students needing additional time for remediation or reinforcement in any of the state tested LEAP subjects may benefit from this additional course.	.5 or 1.0	Examples: WIN Biology Rem WIN Algebra Rem submit course request if not listed in JCampus	

SEGUE-- Credit Recovery	Students needing additional time to recover credits that they have previously failed. Depending on the student this course may be for credit or not.	0, .5, 1.0	Study Hall Study Skills	999999 500104
Study Skills (LAA 1)	Students on the LAA 1 Diploma Path will be scheduled in Study Skills courses to assist them in earning their workforce component of their diploma.	1.0	Study Skills I Study Skills II Study Skills III Study Skills IV	500100 500101 500102 500103
Study Skills (SPED/ACT 833)	Students that are classified as SPED and are on the TOPS TECH Jumpstart diploma may have a Study Skills course that will assist them in earning their workforce component of their diploma <b>if indicated on their IEP.</b>	1.0	Study Skills I Study Skills II Study Skills III Study Skills IV	
Any Carnegie Credit Course	If any Carnegie credit course is needing to be offered all year it <b>may</b> be offered in a WIN for credit format.			

## WIN Resource Information

### ISTEEP-

STEEP (System to Enhance Educational Performance) is a comprehensive system to assist teachers, administrators and other professionals to provide the right type of assistance to the right students at the right time. The first phase of the STEEP RTI process focuses on prevention and early detection of academic issues. It is a quick efficient model for determining students' unique needs and determining which intervention would be most appropriate for the student. RTI is a framework that uses screening, intervention and progress monitoring to provide multi-tiered intervention and instructional services for students school wide.

- iScreen – Process of universal screening/benchmarking
- iSkill – Process of identifying a student's instructional level
- iProgress – Process of conducting progress monitoring to determine if student is responding to intervention

**\*\*ISTEEP Scaled Score Ranges and Training\*\*** [www.steeptraining.com](http://www.steeptraining.com)

### EL Skills Block-

The EL Skills Block is a core literacy curriculum for kindergarten through second grade that teaches *all* aspects of reading seamlessly integrated with the language arts. Built on scientific research and proven pedagogy, it combines rigorous instruction with highly motivating materials. For more information on the EL Skills Block click [here](#). *Please note that you will need to be logged into [desoto.learnzillion.com](http://desoto.learnzillion.com) to access the page.*

### Reading Rangers

Reading Rangers is a self-paced, student-centered online program that results in improved reading performance for students in grades K-5. Students complete tasks in the areas of foundational skills, fluency, vocabulary, and comprehension. For more information on Reading Rangers click [here](#).

## **Project Read**

Project Read Phonics curriculum applies sound/symbol knowledge to spelling and reading comprehension using targeted multisensory activities and direct instruction focusing on:

- Classifying 44 Speech Sounds and Alternative Spellings
- Word Building
- Decoding Strategies: Sound/Symbol, Syllabication, Context Clues
- Vocabulary Enrichment
- Sentence Building
- Fluency
- Narrative (story) Mapping Strategies
- Informational Text Comprehension Process

## **Bridges Math Intervention Modules**

Bridges Intervention is a resource designed for mathematics intervention environments providing targeted instruction and support within the RtI framework. Intended to complement regular math instruction, Bridges Intervention is ideal for small groups and can also be used with individuals. Students work with models that spur thinking and build confidence—starting with manipulatives, moving to two-dimensional representations and then mental images. Organized by content rather than grade, progress monitoring is key to the program. Each focused, 30-minute session is matched to student needs.

## **Khan Academy Illustrative Math**

Khan Academy has partnered with Illustrative Math to create online resources, lessons, and activities that align to each grade level as well as each unit within the Illustrative Math Curriculum. Students can be reinforced with re-teacher, progress monitoring, and assessments to check for mastery of the standards. If students are performing below grade level, an IM unit from the previous grade level could be used to build prerequisite skills before students move into the grade-level expectations during regular class time.

## **LDOE Accelerate Lessons**

LDOE has partnered with teachers from Eureka and Illustrative Math to make “mini-lessons” referred to as “accelerate lessons” to help students prepare for upcoming lessons and help close the gaps identified due to the 2019-2020 and 2020-2021 school year. Accelerate is an equal-access, just-in-time tutoring model that is focused on identifying, celebrating, and building upon the assets students bring to the learning



experience. An acceleration approach addresses unfinished learning in an equitable way. Acceleration means connecting unfinished learning in the context of new learning, integrating new information and the needed prior knowledge.

### **ALEKS: McGraw-Hill**

ALEKS.com is aligned to a set of middle school math textbooks with standards and practice related to basic skills of each grade level. Topics are organized in bands and students begin by completing an online diagnostic to determine which bands need to be strengthened. Teachers can organize topics/bands based on need (basic to complex) or based on content needed in real-time for class. This is best served as a remediation tool for struggling students because the skills are addressed with plenty of practice and support, but the website lacks examples with reasoning and modeling.

### **Websites**

- iSteep database--[www.isteepdata.com](http://www.isteepdata.com)
- iSteep Training--[www.steeptraining.com](http://www.steeptraining.com)
- EL Skills Block--<https://desoto.learnzillion.com>
- SRA Early Interventions in Reading-<http://www.mheonline.com/go/insider/sra-early-interventions-in-reading/>
- Voyager/Passport/Ticket to Read-<http://www.voyagersopris.com/>
- Project Read-[www.projectread.com](http://www.projectread.com)
- Bridges-[www.mathlearningcenter.org/bridges-intervention](http://www.mathlearningcenter.org/bridges-intervention)
- LDOE Math Accelerate Lessons-  
[https://www.louisianabelieves.com/docs/default-source/accelerate/accelerate-math.pdf?sfvrsn=433c6618\\_10](https://www.louisianabelieves.com/docs/default-source/accelerate/accelerate-math.pdf?sfvrsn=433c6618_10)
- Illustrative Math Khan Academy- <https://www.khanacademy.org/math/illustrative-math>
- ALEKS Middle School & High School Support Courses- [www.aleks.com](http://www.aleks.com)