

Hendry 2019-20 K-12 Comprehensive Research-Based Reading Plan

Contact Information

The district contact should be the person ultimately responsible for the plan. This person will be FDOE's contact for the K-12 Comprehensive Research-Based Reading Plan. Please designate one contact for your district.

District Contact: Dr. Robert Egley

Contact Email: egleyr@hendry-schools.net

Contact Telephone: 863-902-4244

District-Level Leadership

District-level administrators must look at schools on an individual basis and distribute resources based on students' and teachers' levels of need. To describe the district system for monitoring reading instruction that differentiates school-level services, please address the following.

- 1. Districts should match or exceed the State Board goals for increasing FSA-ELA achievement by six percentile points, increasing the percentage of students making learning gains on the FSA-ELA by seven percentile points and reducing the achievement gap for the identified sub groups on the FSA-ELA by at least one-third by 2020. Please fill out the charts below with the actual results from the 2015-2016, 2016-2017 and 2017-2018 FSA-ELA and the interim district goals for 2020 identified in the 2017-2018 Comprehensive Reading Plan.**

Performance Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Overall FSA-ELA	52	*	54	*	56	*	58
District Overall FSA-ELA	40	41	41	42	42	44	46

Growth (Learning Gains) Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Gains FSA-ELA	52	*	54	*	54	*	59
District Gains FSA-ELA	46	47	44	48	47	50	53

State Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
White/African American	29	*	29	*	28	*	21
White/Hispanic	15	*	16	*	14	*	10
Economically Disadvantaged/Non-Economically Disadvantaged	27	*	27	*	26	*	19
Students with Disabilities/Students without Disabilities	37	*	38	*	38	*	25
English Language Learners/ Non-English Language Learners	30	*	32	*	31	*	20

District Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
White/African American	23	21	20	19	19	17	15
White/Hispanic	12	11	11	10	11	9	8
Economically Disadvantaged/Non-Economically Disadvantaged	14	13	13	12	12	10	9
Students with Disabilities/Students without Disabilities	28	26	24	24	26	22	19
English Language Learners/ Non-English Language Learners	19	18	20	17	25	15	13

* Values for subsequent years will be entered once results are available in order to track progress toward the 2020 goal.

2. Explain how expenditures from the allocation are expected to impact student achievement in relation to your district goals.

Reading Plan funds will be used to support teachers that are teaching in the classrooms. Four Reading Coaches and three Resource Teachers have been employed to assist and develop teachers across the District.

3. In regard to district-level monitoring of student achievement progress, please address the following:

A. Who at the district level is responsible for collecting and reviewing student progress monitoring data?

Deputy Superintendent
Director of ESE and Student Services
Director of Federal Programs
District Reading/Literacy Coaches

B. What specific school-level progress monitoring data will be collected at the district level to determine that students are progressing toward the district goals stated above? Please specify which grade levels are associated with specific school-level progress monitoring tools discussed in this section.

Deputy Superintendent will progress monitor school-level data. This will be done in concert with building level administrators, at each school, every nine weeks. Below are the specific school-level progress monitoring tools, by grade that will be monitored:

iReady progress monitoring: Grades K-5

iReady Standards Mastery (standards-based) assessments: Grades 2-8

iReady ELA Diagnostic Results (3-4 times per year): Grades K-8

ELA FSA Results: Grades 3-10

SAT 10 Results: Grade 3 (summer school)

FLKRS (STAR EL): K

Waterford: Grades PK-K

Study Island: 6-8

Schools administrators will conduct classroom walk-through observations to ensure instruction is systematic and explicit based on student needs. Evidence will include lesson plans reflecting small group instruction and interventions based on data, bi-monthly data meetings at each school site between administration, reading coaches, reading resource teachers, and classroom teachers in regards to student needs. Agendas will be provided at each data meeting to ensure student needs are being addressed. Lesson plans will be reviewed by schools administration on a weekly basis for changes made to small group instruction based on data.

C. How often will student progress monitoring data be collected and reviewed by the district?

As mentioned above, District personnel will review relevant progress monitoring data every grading period. (iReady data)

4. Who at the district level is responsible for ensuring the fidelity of students not progressing towards district goals receiving appropriate interventions?

Deputy Superintendents
Director of ESE and Students Services
Director of Federal Programs
District Reading/Literacy Coaches
ELL Resource Teachers

5. In regard to district-level monitoring of instructional alignment to grade-level Florida Standards, please address the following:

A. Who at the district-level is responsible for ensuring classroom instruction is aligned to grade-level Florida Standards?

Deputy Superintendents
Director of ESE and Students Services,
Director of Federal Programs,
District Reading/Literacy Coaches,
ELL Resource Teachers

B. What evidence will be collected to demonstrate that classroom instruction is aligned to grade-level Florida Standards?

Bi-monthly data meeting agendas and minutes
Checklists
Formative Assessments
Lesson Plans
Grade Level meeting agendas and minutes
Subject Area meeting agendas and minutes

C. How often will this evidence be collected at the district level?

District personnel will review relevant progress monitoring data every grading period.

6. As a separate attachment, please provide the meeting agenda which demonstrates the district contact for the K-12 Comprehensive Research-Based Reading Plan has developed the plan along with: the district contact for Exceptional Student Education (ESE) to discuss the alignment between the District's Special Programs and Procedures (SP&P) requirements, the district contact for Multi-Tiered Systems of Supports(MTSS), the district Management Information Systems (MIS) contact to ensure accurate data reporting, the district ELL contact, a school based principal and a teacher.

See Appendix A.

Research-Based Reading Instruction Allocation

As per Section 1011.62(c), F.S., funds allocated under this subsection must be used to provide a system of comprehensive reading instruction to students enrolled in the K-12 programs, which may include the following:

- An additional hour per day of intensive reading instruction to students in the 300 lowest-performing elementary schools by teachers and reading specialists who are effective in teaching reading;
- Kindergarten through grade 5 reading intervention teachers to provide intensive intervention during the school day and in the required extra hour for students identified as having a reading deficiency;
- Highly qualified reading coaches to specifically support teachers in making instructional decisions based on student data and improve teacher delivery of effective reading instruction, intervention and reading in the content areas based on student need;
- Professional development for school district teachers in evidence-based reading instruction, including strategies to teach reading in content areas with an emphasis on technical and informational text;
- Summer reading camps, using only teachers or other district personnel who are certified or endorsed in reading consistent with Section 1008.25(7)(b)(3), F.S., for all students in kindergarten through grade 2 who demonstrate a reading deficiency as determined by district and state assessments, and students in grades 3 through 5 who score at Level 1 on the statewide, standardized English Language Arts (ELA) assessment;
- Supplemental instructional materials that are grounded in evidence-based reading research; and
- Intensive interventions for students in kindergarten through grade 12 who have been identified as having a reading deficiency or who are reading below grade level as determined by the statewide, standardized English Language Arts assessment.

The following sections will require districts to submit their budget for these expenditures and to answer questions regarding the implementation of the plan.

Professional Development

As per Section 1012.98, F.S. each school district shall develop a professional development system which must include a master plan for inservice activities for all district employees, from all fund sources. The *Just Read, Florida!* office will review professional development related to reading instruction listed in this plan during monitoring. Please answer the following questions to assist with this process:

- 1. Who is responsible for ensuring every professional development activity funded through the Research-Based Reading Instruction Allocation is appropriately entered into the Professional Learning Catalog pursuant to 6A-5.071 F.A.C.?**

Chief Financial Officer

2. **What is the total amount budgeted from the Research-Based Reading Allocation for these inservice activities?**

\$405,965

3. **Within the district professional development system, Section 1012.98 (4)(b)(11), F.S., states the district must provide training to reading coaches, classroom teachers, and school administrators in effective methods of identifying characteristics of conditions such as dyslexia and other causes of diminished phonological processing skills; incorporating instructional techniques into the general education setting which are proven to improve reading performance for all students; and using predictive and other data to make instructional decisions based on individual student needs. The training must help teachers integrate phonemic awareness; phonics, word study, and spelling; reading fluency; vocabulary, including academic vocabulary; and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies. Each district must provide all elementary grades instructional personnel access to training sufficient to meet the requirements of Section 1012.585(3)(f), F.S..**

Please list the course numbers from your district Professional Learning Catalog which cover this training.

1013510

Reading/Literacy Coaches

The *Just Read, Florida!* office strongly encourages district leadership to allocate reading/literacy coaches for schools determined to have the greatest need based on student performance data, especially achievement gaps. Please answer the following questions regarding reading/literacy coaches:

1. **What are the qualifications for reading/literacy coaches in your district? If there is a posted job description you may submit the link.**

Highly qualified Reading Endorsement or Reading Master's Degree and a minimum of 3-5 years teaching experience.

2. **Which schools have reading/literacy coaches funded from the Research-Based Reading Instruction Allocation?**

District Reading/Literacy Coaches funded from the Research-Based Reading Instruction Allocation are serving all schools in our county and spend more time in the schools with the greatest need based upon FSA results. Due to only having 4 coaches, the coaches are not assigned to specific schools, however, they visit various schools weekly for support. These coaches visit and provide support to all district schools that are listed as follows: Central Elementary, Eastside Elementary, Westside Elementary, Country Oaks Elementary, LaBelle Elementary, Edward Upthegrove Elementary, LaBelle Middle School, Clewiston Middle School, LaBelle High School, and Clewiston High School.

3. **Were these schools identified to have the greatest need based on a review of student achievement data? If not, please explain why reading/literacy coaches were placed at these schools.**

Yes

4. **How many total positions will be funded at each level using the Research-Based Reading Instruction Allocation:**

- a. **Elementary:**2
- b. **Middle:**1
- c. **High:** 1

5. **How is the effectiveness of reading/literacy coaches measured in your district?**

Data collected from iReady diagnostic assessments results from teachers receiving coaching, exit tickets following PD activities, Standards-based assessment results from teachers receiving coaching, professional development sign-in sheets, agendas for professional development, minutes of coaching meetings, feedback forms for professional development, coaches monthly calendars reflecting professional development, modeling, and coaching continuum, teacher reflection of modeled lesson plans by coach.

6. **What is the total amount from the Research-Based Reading Instruction Allocation that will be expended on reading/literacy coaches?**

\$259,273.00

Supports for Identification and Intervention of Students with Reading Deficiencies

Districts are required to submit Identification and Intervention Decision Trees which can be found in Appendix B.

Please answer the following questions regarding the use of the Research-Based Reading Instruction Allocation in support of the identification and intervention of students with reading deficiencies:

1. **Which schools will be provided reading intervention teachers to provide intensive interventions funded through the Research-Based Reading Instruction Allocation?**

The Reading Instruction Allocation funds 2 Reading Resource teachers for schools determined to have students with deficiencies in reading in our district. These Resource Teachers are not assigned to a specific school, but visit various schools based on their needs. (LaBelle Middle, LaBelle High, Clewiston Middle, Clewiston High)

2. **Were these schools identified to have the greatest need based on a review of the students achievement data? If not, please explain why reading intervention teachers were placed at these schools.**

Yes

3. How many total positions will be funded at each level through the Research-Based Reading Instruction Allocation:

- a. Elementary: 0
- b. Middle: 1
- c. High: 1

4. What is the total amount expended on these positions funded through the Research-Based Reading Instruction Allocation?

\$115,979.00

5. Please list any supplemental instructional materials, or interventions, which will be purchased using funds from the Research-Based Reading Instruction Allocation. These will be reviewed by the *Just Read, Florida!* Office to ensure the materials, or interventions, meet the requirements of Section 1001.215(8), F.S.:

Various Fountas & Pinnell Leveled Literacy Intervention Systems will be purchased from K-12 to help support the literacy intervention.

6. What is the total amount expended from the Research-Based Reading Instruction Allocation on supplemental instructional materials, or interventions?

\$30,713.00

7. If the intensive, explicit, systematic and multisensory interventions required to be provided to students in grades K-3 were not purchased using the Research-Based Reading Instruction Allocation, please list the funding source.

SAI Funds

Summer Reading Camps

Please complete the following questions regarding SRC:

1. SRC Supervisor Name: Barbara Mundy, Ph. D.

2. Email Address: mundyb@hendry-schools.net

3. Phone Number:863-674-4108

4. Please list the schools which will host a SRC:

Central Elementary and Upthegrove Elementary School

5. Provide the following information regarding the length of your district SRC:

a. Start Date:06/05/2019

b. Which days of the week is SRC offered: M, T, W, Th, F

c. Number of instructional hours per day in reading: 6

d. **End Date:** 07/02/2019

e. **Total number of instructional hours of reading:** 120

6. **Per the requirements of Section 1008.25(7)(b)(3), F.S., are all teachers selected to deliver SRC instruction highly effective as determined by their evaluation under Section 1012.34, F.S.?**

Yes

7. **What is the anticipated teacher/student ratio?**

1:10

8. **Will students in grades other than grade 3 be served as well? If so, which grade level(s)?**

No

9. **What evidence will be collected that demonstrates growth in student achievement as a result of the instruction provided during SRC?**

- SAT 10
- iReady Diagnostic assessment

300 Lowest-Performing Elementary Schools

Section 1011.62(9)(d)(2), F.S., requires school districts that have one or more of the 300 lowest-performing elementary schools, specifically delineate in the comprehensive reading plan, or in an addendum to the comprehensive reading plan, the implementation design and reading strategies that will be used for the required additional hour of reading instruction.

This may be found in Appendix C.

Budget Review

Estimated proportional share distributed to district charter schools	0	
District expenditures on reading coaches	259,273.00	
District expenditures on intervention teachers	115,979.00	
District expenditures on supplemental materials or interventions	30,713.00	
District expenditures on professional development	0	
District expenditures on summer reading camps	0	
District expenditures on additional hour for schools on the list of 300 lowest performing elementary schools	0	
Flexible Categorical Spending	0	
	Sum of Expenditures	405,965.00
	Amount of district research-based reading instruction allocation for 2019-2020	405,965.00



Hendry County School Board

District Office
Hendry Co. Courthouse
P.O. Box 1980
LaBelle, FL 33975-1980
(863) 674-4100
FAX (863) 674-4103
SUNCOM 744-4100

Sub-Office
475 E. Osceola Ave.
Clewiston, FL 33440-3140
(863) 902-4244
FAX (863) 902-4247
SUNCOM 744-4244

June 3, 2019

2019-20 Reading Plan

As the Hendry County School District's contact, for the 2019-20 K-12 Comprehensive Research-Based Reading Program, I affirm that we met with the ESE Director and the ELL contact. The ESE Director, ELL contact person, and members of their departments worked collaboratively with others that helped formulate the Hendry County School District Reading Plan.

As part of the Hendry County School District (HCSD) 2019-20 k-12 Comprehensive Research-Based (CR-B) Reading Plan, the District-Level administrators examined various components of the plan to ensure we are responsive to the diverse learning needs of the student population we serve. As educators, we understand that the number of students with disabilities and the number of second language learners has increased over the years. From a District standpoint, we acknowledge the values of diversity on our school campuses and in our classrooms.

In order to meet the diverse learning needs of the students in our District, administrators and faculty must address the implications in the design and delivery of instruction. Building on approaches to the Universal Design of Learning (UDL), our District understands the value of creating instructional methods, materials and assessments that are adjusted for individual needs. The UDL approach to instruction allows the principles of learning to be more accessible to a wider range of students. Hendry County School District utilizes inclusive instructional strategies that benefit a broad range of learners that include students with disabilities and second language learners.

Sincerely,

A handwritten signature in blue ink that reads "Robert J. Egley".

Robert J. Egley, Ph.D.
Deputy Superintendent
Hendry County School District



Hendry County Federal Programs

District Office
111 Curry Street
LaBelle, FL 33975
(863) 674-4108
FAX (863) 674-4109

Dr. Barbara Mundy
Director

Sub-Office
475 E. Osceola Ave.
Clewiston, FL 33440
(863) 983-1508
FAX (863) 983-1509

MEMORANDUM

DATE: June 18, 2019

FROM: Dr. Barbara Mundy

RE: Committee Members for Reading Plan for Hendry County

To Whom It May Concern:

Committee Members who met, discussed and created the Reading Plan:

Dr. Barbara Mundy – District Contact
Kristi Durance – MTSS coordinator
Ana Paz – ELL Resource teacher
Patricia Sutton – Parent - Elementary
Necole Marquez – Parent – Elementary, Middle and High
Dr. Angela Staley - ESE Director
Leslie Mathis – Director of IT
Melanie Holt – Reading Coach
Sasha Tack – Reading Coach
Pam R. Cooper – Teacher
Auria Perera – Reading Coach
Robin Jones – Principal of COES

If you have questions, please call me.

Kind Regards,

Barbara Mundy
Director of Federal Programs

APPENDIX B

Identification of Students with Reading Deficiencies and Intervention Supports

In this section districts will describe how they identify students with substantial reading deficiencies and provide them with required interventions. Districts will create three Identification/Intervention Decision Tree charts to demonstrate how data from screening, diagnostic, progress monitoring, local assessments, statewide assessments or teacher observations will be used to determine specific reading instructional needs and interventions for students. It is important to note that a school may not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial deficiency in reading. If a local assessment is being used for identification, districts should internally analyze their data in order to ensure students are identified at similar rates as on statewide assessments. Districts who use a procured diagnostic, progress monitoring or assessment tool should, at a minimum, use the recommended ranges provided by the instrument developer; however, these districts should also ensure that rates of identification correlate to statewide performance.

- DT1 – Elementary (K-5)
- DT2 – Middle (6-8)
- DT3 – High (9-12)

The charts must contain the following information:

- The grade level(s) of the student;
- Name and performance benchmark on screening, diagnostic, progress monitoring, local assessment, statewide assessment or teacher observations used to identify students with substantial deficiencies in reading and subsequent interventions provided. FSA-ELA scores must be used for appropriate grade levels;
- DT1 must clearly state the conditions the district uses to determine whether a student has a substantial reading deficiency and will subsequently notify the student's parent as required in Section 1008.25, F.S. This also includes a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3;
- DT1 must include information on how the Florida Kindergarten Readiness Screener will be used to identify students for intervention. For each grade level on each chart, districts must include a description of which students will be reported in the Student Information System with an appropriate code for the Reading Intervention Component; and

An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided;

Hendry K-5 Assessment / Decision Curriculum Tree

Programs Monitoring Assessments: Florida Kindergarten Readiness Screener (FLKRS: STAR EL)

Grade: Kindergarten

Date(s): FALL 2019 – First 30 Days

IF:	Students receive a scaled score of 437 and below, students will be placed in the Red Zone. Red Zone students are considered to have a substantial reading deficiency.
THEN:	<ul style="list-style-type: none"> ▸ Students in this category that have been identified as having a substantial reading deficiency, based on the results of their first FKRS Benchmark assessment and/or their first iReady Diagnostic Benchmark Assessment, will be provided with a level and content of daily differentiated intervention strategies as per iReady prescriptive instruction. ▸ Analyze data results to determine level and content of differentiated intervention and to provide targeted instruction in areas identified in FLKRS. ▸ Students scoring substantially below grade level FLKRS scores will receive immediate intensive intervention five days a week for a minimum of 30 minutes a day in groups of 3-5 students, in addition to intensive intervention five days a week for a minimum of 20 minutes per day in groups of 5 students, and the 90 minute ELA block, and in addition to Tier 2. ▸ Students who score a scaled score of 437 or lower will be placed in a 30 minutes Immediate Intensive Intervention grouping size of 3-5. Students will be assessed further in Phonological Awareness. If PA is below mastery then provide PA immediate intensive intervention while continuing to work on print awareness and oral language development. If Phonological Awareness level is at or above mastery, immediate intensive intervention in phonics will be provided while continuing to build vocabulary, fluency, and comprehension. ▸ <i>Parents will be notified of the intensive reading interventions that are being used to help their child improve his/her reading ability. One or more of the following forms of notification will be used: face-to-face meeting, phone call, letter, or email to parents.</i>
Programs, Materials, Strategies	<ul style="list-style-type: none"> ▸ Students will be instructed in Alphabetic Principle, Concept of Print, Visual Discrimination, Phonemic Awareness, Phonics, Structural Analysis, Vocabulary, and Listening Comprehension at the sentence and paragraph level using CKLA. ▸ Small groups of 3-5 will be formed by results of screener to differentiate instruction. ▸ Differentiated Instruction will include but not limited to phonemic awareness lessons, concept of print, alphabetic principle, oral language development, vocabulary, and listening comprehension. ▸ Small groups of 3-5 will be formed by results of screener to differentiate instruction providing explicit instruction using multisensory activities and strategies based on the student's individual needs. ▸ The following Programs/Materials will be utilized to provide explicit, systematic intensive multisensory intervention: <ul style="list-style-type: none"> – Reading Horizons Discovery – Spalding Phonics – Seeing Stars – Secret Stories ▸ The following examples of multisensory strategies will be incorporated in the classroom: <ul style="list-style-type: none"> • Use graphic organizers to assist with comprehension strategies • Tap out sounds • Use body movements for various sounds • Use textured materials to manipulate letters in words • Use food that begins with the focus sound to reinforce the sounds (/c/ cookies) ▸ Students who have not responded to the immediate intensive intervention will have their group size and instruction modified by providing one-on-one instruction in deficit areas.
IF:	Students score a scaled score of 438-496, they will be placed in the Yellow Zone.
THEN:	<ul style="list-style-type: none"> ▸ Analyze data results to determine level and content of differentiated intervention and to provide targeted instruction in areas identified in FLKRS. ▸ Students scoring slightly below grade level FLKRS scores will receive intensive intervention five days a week for a minimum of 20 minutes per day in groups of 5 students in addition to the 90 minute ELA Block. If PA is below mastery then provide PA intensive intervention while continuing to work on print awareness and oral language development. If Phonological Awareness level is at or above mastery, provide immediate intervention in phonics instruction while continuing to build vocabulary, fluency, and comprehension. ▸ <i>Parents will be notified of the intensive reading interventions that are being used to help their child improve his/her reading ability. One or more of the following forms of notification will be used: face-to-face meeting, phone call, letter, or email to parents</i>

Hendry K-5 Assessment / Decision Curriculum Tree

Programs, Materials, Strategies	<ul style="list-style-type: none"> ▸ Students will be instructed in Alphabetic Principle, Concept of Print, Visual Discrimination, Phonemic Awareness, Phonics, Structural Analysis, Vocabulary, and Listening Comprehension at the sentence and paragraph level using CKLA. ▸ Small groups of 5 will be formed by results of screener to differentiate instruction. ▸ Differentiated instruction will include phonics intensive intervention. Continue to build vocabulary, fluency, and comprehension instruction. ▸ Students who have not responded to the immediate intensive intervention will have their group size and instruction modified by providing one-on-one instruction in deficit areas.
IF:	Students score a scaled score of 497-529, then students are placed in the Green Zone.
THEN:	<ul style="list-style-type: none"> ▸ Analyze data results to determine level and content of differentiated intervention and to provide targeted instruction in areas identified in FLKRS. ▸ Students scoring on or above grade level in FLKRS scores will receive instruction in areas identified by FLKRS.
Programs, Materials, Strategies	<ul style="list-style-type: none"> ▸ Continue instruction on Alphabetic Principle, Concept of Print, Visual Discrimination, Phonemic Awareness, Phonics, Structural Analysis, Vocabulary, and Listening Comprehension at the sentence and paragraph level. ▸ Small groups of 5 will be formed by results of screener to differentiate instruction. Meet with students at least 15-20 minutes three days per week to enhance vocabulary and comprehension instruction. ▸ Accelerated Reader Program

Programs Monitoring Assessments: i-Ready Diagnostic 1st – 2nd

Grades

Date(s): Assessment 1 – Aug/Sept. 2019; Assessment 2 – Nov/Dec. 2019; Assessment 3 – April/May 2020

IF:	Students score in the 9 th %tile on the National Norms Percentile Rank, iReady Tier 3, Profile 1 2, and/or below more than one grade level, they will be placed in the Red Zone. Red Zone students are considered to have a substantial reading deficiency.
THEN:	<p>Students in this category that have been identified as having a substantial reading deficiency, based on their first iReady Diagnostic Benchmark Assessment, will be provided with daily differentiated intervention strategies as per iReady prescriptive instruction.</p> <ul style="list-style-type: none"> ▸ Analyze data results to determine level and content of daily differentiated intervention and to provide targeted iReady prescriptive instruction ▸ Profile 1 Students scoring substantially below grade level benchmark category will receive immediate intensive intervention five days a week for a minimum of 30 minutes per day in groups of 3-5 students in addition to targeted tier 2 intervention five days a week for a minimum of 20 minutes per day in groups of 5 students, and the 90 minute ELA block.. ▸ Profile 2 Students scoring one year below grade level benchmark category will receive intensive intervention five days a week for a minimum of 20 minutes per day in groups of 5 students. This is in addition to the 90 minute ELA block, and in addition to Tier 2.. ▸ Profile 1 & 2 Students will be assessed in phonics. If phonics is below mastery, then assess phonological awareness. If phonological awareness is below mastery, then provide immediate intensive intervention while continuing to build phonics, vocabulary, fluency, and comprehension skills. If phonics is at or above mastery, instruct in fluency. Continue to build vocabulary and comprehension instruction. ▸ <i>Parents will be notified of the intensive reading interventions that are being used to help their child improve his/her reading ability. One or more of the following forms of notification will be used: face-to-face meeting, phone call, letter, or email to parents.</i>
Programs, Materials, Strategies	<ul style="list-style-type: none"> ▸ Core Reading Program ▸ Core Knowledge (CKLA) ▸ Phonics for Reading Program ▸ Fluency Instruction ▸ Small group differentiated instruction that focuses on before, during and after reading comprehension strategies for literary and informational text ▸ Reading Comprehension Strategies: Monitoring for Understanding, Making Connections, Making Predictions, Build Background knowledge, Graphic Organizers ▸ Fountas and Pinell Leveled Literacy Intervention, addresses language, phonics, word work, sentence complexity/dictation, vocabulary and comprehension literary and informational texts ▸ Utilize iReady Profile 1 and 2 small group instruction lesson plans focusing on phonemic awareness, phonics, vocabulary, reading comprehension strategies. ▸ Utilize Decodable reader ▸ Accelerated Reader Program

Hendry K-5 Assessment / Decision Curriculum Tree

	<ul style="list-style-type: none"> ▶ Small group differentiated instruction that focuses on explicit instruction of The Big Five of Reading using multisensory strategies and activities. These activities and strategies are embedded in the small group intervention instruction piece of the Core Reading Program. ▶ The following Programs/Materials will be utilized to provide explicit, systematic intensive multisensory intervention: <ul style="list-style-type: none"> ○ Reading Horizons Discovery ○ Spalding Phonics ○ Seeing Stars ○ Secret Stories ▶ The following examples of multisensory strategies will be incorporated in the classroom: <ul style="list-style-type: none"> ● Use graphic organizers to assist with comprehension strategies ● Tap out sounds ● Use body movements for various sounds ● Use textured materials to manipulate letters in words ● Use food that begins with the focus sound to reinforce the sounds(/c/ cookies) ▶ Students who have not responded to the immediate intensive intervention will have their group size and instruction modified by providing one-on-one instruction in deficit areas.
IF:	Students score in the 10 th – 25 th %tile on the National Norms Percentile Rank, iReady Tier 2, Profile 3, and/or one year below grade level, they will be in the YELLOW Success Zone
THEN:	<ul style="list-style-type: none"> ▶ Profile 3: Students scoring less than a year below grade level continue with initial instruction that follows a developmental reading continuum including instruction with higher level comprehension, vocabulary, phonics, and fluency at the word or connected word level. Provide an additional 20 minutes of intensive instruction 3 times per week in addition to the 90 minute ELA block. ▶ Students will be assessed in phonics. If phonics is below mastery level then assess Phonological Awareness. Provide additional phonological awareness and phonics instruction during intensive intervention consisting of groups of 3-5 students. Promote automaticity by providing practice with Fluency at the sentence level and paragraph level. Continue to provide comprehension instruction that includes explicit before, during, and after reading comprehension strategies for literary and informational text. If phonics is at mastery or above mastery level, continue to instruct in fluency and provide comprehension instruction that includes explicit before, during, and after reading comprehension strategies for literary and informational text. ▶ <i>Parents will be notified of the intensive reading interventions that are being used to help their child improve his/her reading ability. One or more of the following forms of notification will be used: face-to-face meeting, phone call, letter, or email to parents.</i>
Programs, Materials, Strategies	<ul style="list-style-type: none"> ▶ Core Reading Program ▶ Guided Reading Small group differentiated instruction that focuses on before, during and after reading comprehension strategies. ▶ Daily small group differentiated reading intervention ▶ Reading Comprehension Strategies: Build Background knowledge, KWL, QAR, Making Connections, Visualizing, Monitor and Fix up ▶ Vocabulary Strategies ▶ Scholastics Story Works Magazines ▶ Accelerated Reader Program ▶ Fountas and Pinell Leveled Literacy Program ▶ Utilize Profile 3 iReady small group lesson plans that focus on fluency, vocabulary, and comprehension in literary and inform ▶ Students who have not responded to the immediate intensive intervention will have their group size and instruction modified by providing one-on-one instruction in deficit areas.
IF:	Students score in the 26 th – 49 th %tile on the National Norms Percentile Rank, iReady Tier 1 or 2, Profile 3, and/or are less than one year below grade level, then they are in the BLUE Success Zone .
THEN:	<ul style="list-style-type: none"> ▶ Profile 3: Students scoring less than a year below grade level continue with initial instruction that follows a developmental reading continuum including instruction with higher level comprehension, vocabulary, phonics, and fluency at the word or connected word level. Provide an additional 20 minutes of intensive instruction 3 times per week in addition to the 90 minute ELA block. ▶ Students will be assessed in phonics. If phonics is below mastery level then assess Phonological Awareness. Provide additional phonological awareness and phonics instruction during intensive intervention consisting of groups of 3-5 students. Promote automaticity by providing practice with Fluency at the sentence level and paragraph level. Continue to provide comprehension instruction that includes explicit before, during, and after reading comprehension strategies for literary and informational text. If phonics is at mastery or above mastery level, continue to instruct in fluency and provide comprehension instruction that includes explicit before, during, and after reading comprehension strategies for literary and informational text. ▶ <i>Parents will be notified of the intensive reading interventions that are being used to help their child improve his/her reading ability. One or more of the following forms of notification will be used: face-to-face meeting, phone call, letter, or email to parents.</i>
Programs, Materials, Strategies	<ul style="list-style-type: none"> ▶ Core Reading Program ▶ Guided Reading Small group differentiated instruction that focuses on before, during and after reading comprehension strategies for literary and informational text

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	<ul style="list-style-type: none"> ▸ Daily small group differentiated reading intervention ▸ Reading Comprehension Strategies: Build Background knowledge, KWL, QAR, Making Connections, Visualizing, Monitor and Fix up ▸ Vocabulary Strategies ▸ Scholastics Story Works Magazines ▸ Accelerated Reader Program ▸ Fountas and Pinell Leveled Literacy Program ▸ Utilize Profile 3 iReady small group lesson plans that focus on fluency, vocabulary, and comprehension in literary and inform ▸ Students who have not responded to the immediate intensive intervention will have their group size and instruction modified by providing one-on-one instruction in deficit areas.
IF:	Students score in the 50 th %tile or higher on the National Norms Percentile Rank, iReady Tier 1, Profiles 4, 5, or is on or above grade level, they will be in the GREEN Success Zone .
THEN:	<ul style="list-style-type: none"> ▸ Continue grade level instruction and enrichment in high level reasoning skills, vocabulary, reading comprehension, and fluency practice strategies ▸ Provide differentiated small group instruction using appropriate leveled text. ▸ Provide a variety of opportunities to strengthen content reading and research through centers. ▸ Provide an additional 15-20 minutes of small group instruction three times a week to enhance skills.
Programs, Materials, Strategies	<ul style="list-style-type: none"> ▸ Core Reading Program ▸ Appropriate leveled text for small group focusing on text dependent questions and text based writing ▸ Literature Circles and Reciprocal Teaching strategies ▸ Small group instruction with a focus on informational text ▸ Accelerated Reader Program ▸ Scholastic Story Works ▸ Utilize Profile 4 and 5 iReady small group lesson plans that focus on vocabulary and comprehension in literary and informational text

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Programs Monitoring Assessments: i-Ready Diagnostic

Grades

3rd – 5th

Date(s): Assessment 1 – Aug/Sept. 2019; Assessment 2 – Nov/Dec. 2019; Assessment 3 – April/May 2020

IF:	Students score in the 9th %tile or lower National Norms Percentile Rank , scored an FSA Level 1 , are considered Tier 3, are placed in the iReady Profile 1 2, and/or scores more than one year below grade level, they will be in the Red Success Zone . Students in the red zone are considered to have a substantial reading deficiency.
THEN:	<p>Students in this category that have been identified as having a substantial reading deficiency, based on their first iReady Diagnostic Benchmark Assessment, will be provided with a level and content of daily differentiated intervention strategies as per iReady prescriptive instruction.</p> <ul style="list-style-type: none"> ▸ Students in this category that have been identified as having a substantial reading deficiency, based on the results of their first iReady Diagnostic Benchmark Assessment, will be provided with a level and content of daily differentiated intervention strategies as per iReady prescriptive instruction. ▸ FSA Level 1 / I-Ready Profile 1 and 2: Analyze data results to determine level and content of daily differentiated intervention and to provide targeted iReady prescriptive instruction ▸ FSA Level 1 Lower End / i-Ready Profile 1: Students scoring substantially below grade level benchmark category will receive immediate intensive intervention five days a week for a minimum of 30 minutes per day in groups of 3-5 students, in addition to targeted tier 2 intervention five days a week for a minimum of 20 minutes per day in groups of 5 students, and the 90 minute ELA block. ▸ FSA Level 1 Higher End / i-Ready Profile 2: Students scoring more than one year below grade level benchmark category will receive intensive intervention five days a week for a minimum of 30 minutes per day in groups 3-5 students, in addition to intensive intervention five days a week for a minimum of 20 minutes per day in groups of 5 students, and the 90 minute ELA block. ▸ Students will be assessed in phonics. If phonics is below mastery level then Administer Phonological Awareness inventory. If Phonological Awareness is below mastery then provide additional phonological awareness and phonics instruction during immediate intensive intervention consisting of groups of 3-5 students with additional 30 minutes daily. Promote automaticity by providing practice with Fluency at the sentence level and paragraph level. Continue to provide comprehension instruction that includes explicit before, during, and after reading comprehension strategies for literary and informational text. If phonics is at mastery or above mastery level, continue to instruct in fluency and provide comprehension instruction that includes explicit before, during, and after reading comprehension strategies for literary and informational text. ▸ <i>Parents will be notified of the intensive reading interventions that are being used to help their child improve his/her reading ability. One or more of the following forms of notification will be used: face-to-face meeting, phone call, letter, or email to parents.</i>
Programs, Materials, Strategies	<ul style="list-style-type: none"> ▸ Use Core Reading Program during the 90 minute block. ▸ Use research based strategies for scaffolding comprehension ▸ Use Close Reading Strategy ▸ Small group differentiated instruction focuses on specific tools for instruction from iReady teacher toolbox ▸ Provide students with daily opportunities for fluency practice using strategies like partnered readings, repeated readings, teacher read-aloud, reader's theater ▸ Teacher think-aloud to model monitoring of own comprehension ▸ Additional 30 minutes of Strategic Intervention provided by reading resource teacher ▸ Small group differentiated instruction that focuses on specific tools for instruction from iReady teacher toolbox ▸ Instruct in Phonics using Phonics for Reading Program, decodable books and decodable comprehension stories ▸ Use the iReady ELA formative assessment system to monitor student progress between Assessments Periods ▸ Implement QAR strategy in small groups ▸ Accelerated Reader Program ▸ Small group differentiated instruction that focuses on explicit instruction of The Big Five of Reading using multisensory strategies and activities. These activities and strategies are embedded in the small group intervention instruction piece of the Core Reading Program. ▸ The following Programs/Materials will be utilized to provide explicit, systematic intensive multisensory intervention: <ul style="list-style-type: none"> ○ Reading Horizons Discovery ○ Spalding Phonics ○ Seeing Stars ▸ The following examples of multisensory strategies will be incorporated in the classroom: <ul style="list-style-type: none"> ▪ Use graphic organizers to assist with comprehension strategies ▪ Tap out sounds ▪ Use body movements for various sounds ▪ Use textured materials to manipulate letters in words

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	<ul style="list-style-type: none"> ▪ Use food that begins with the focus sound to reinforce the sounds(/c/ cookies) ○ Students who have not responded to the immediate intensive intervention will have their group size and instruction modified by providing one-on-one instruction in deficit areas.
IF:	Students score in the 10-25th %tile National Norms Percentile Rank, scored an FSA Level 2 (low) , are considered Tier 2, are placed in the iReady Profile 3, and/or scores one year below grade level, they will be in the Yellow Success Zone .
THEN:	<ul style="list-style-type: none"> ▸ Small group instruction focusing on vocabulary, building background knowledge, comprehension activities that focus on drawing meaning from texts ▸ Delivery of 90 minute Reading Block ▸ iReady Profile 3 lessons based on students' needs will be utilized during small group instruction ▸ An additional 20 minutes of Reading to provide instruction in phonics, fluency, vocabulary and comprehension five days per week with a group size of 3-5 students. ▸ Students will be assessed in phonics. If phonics is below mastery level then assess Phonological Awareness. Provide additional phonological awareness and phonics instruction during intensive intervention consisting of groups of 3-5 students. Promote automaticity by providing practice with Fluency at the sentence level and paragraph level. Continue to provide comprehension instruction that includes explicit before, during, and after reading comprehension strategies for literary and informational text. If phonics is at mastery or above mastery level, continue to instruct in fluency and provide comprehension instruction that includes explicit before, during, and after reading comprehension strategies for literary and informational text. ▸ <i>Parents will be notified of the intensive reading interventions that are being used to help their child improve his/her reading ability. One or more of the following forms of notification will be used: face-to-face meeting, phone call, letter, or email to parents.</i>
Programs, Materials, Strategies	<ul style="list-style-type: none"> ▸ Core Reading Program ▸ Appropriate leveled text for small group differentiated instruction focusing on before, during and after strategies ▸ Accelerated Reader Program ▸ Phonics for Reading Program ▸ High level questioning strategies ▸ Use of Close Reading Strategy ▸ Small group differentiated instruction that focuses on specific tools for instruction from iReady and lesson from Ready Florida ▸ Continue the development of Fluency ▸ Students who have not responded to the immediate intensive intervention will have their group size and instruction modified by providing one-on-one instruction in deficit areas.
IF:	Students score in the 26-49th %tile National Norms Percentile Rank, scored an FSA Level 2 (high) , are considered Tier 1 or 2, are placed in the iReady Profile 3, and/or scores less than one year below grade level, they will be in the Blue Success Zone .
THEN:	<ul style="list-style-type: none"> ▸ Small group instruction focusing on vocabulary, building background knowledge, comprehension activities that focus on drawing meaning from texts ▸ Delivery of 90 minute Reading Block ▸ iReady Profile 3 lessons based on students' needs will be utilized during small group instruction ▸ An additional 20 minutes of Reading to provide instruction in phonics, fluency, vocabulary and comprehension five days per week with a group size of 3-5 students. ▸ Students will be assessed in phonics. If phonics is below mastery level then assess Phonological Awareness. Provide additional phonological awareness and phonics instruction during intensive intervention consisting of groups of 3-5 students. Promote automaticity by providing practice with Fluency at the sentence level and paragraph level. Continue to provide comprehension instruction that includes explicit before, during, and after reading comprehension strategies for literary and informational text. If phonics is at mastery or above mastery level, continue to instruct in fluency and provide comprehension instruction that includes explicit before, during, and after reading comprehension strategies for literary and informational text ▸ <i>Parents will be notified of the intensive reading interventions that are being used to help their child improve his/her reading ability. One or more of the following forms of notification will be used: face-to-face meeting, phone call, letter, or email to parents.</i>
Programs, Materials, Strategies	<ul style="list-style-type: none"> ▸ Core Reading Program ▸ Appropriate leveled text for small group differentiated instruction focusing on before, during and after strategies ▸ Accelerated Reader Program ▸ Phonics for Reading Program ▸ High level questioning strategies ▸ Before, during, after reading questioning strategies ▸ Use of Close Reading Strategy ▸ Small group differentiated instruction that focuses on specific tools for instruction from iReady and lesson from Ready Florida ▸ Continue the development of Fluency ▸ Students who have not responded to the immediate intensive intervention will have their group size and instruction modified by

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	providing one-on-one instruction in deficit areas.
IF:	Students score in the 50th %tile or higher National Norms Percentile Rank, scored an FSA Level of 3-5 , are considered Tier 1, are placed in the iReady Profiles 4-5, and scores on or above grade level, they are in the Green Success Zone.
THEN:	<ul style="list-style-type: none"> ▸ Continue grade level instruction and enrichment in high level reasoning skills, vocabulary, reading comprehension, and fluency practice strategies ▸ Provide differentiated small group instruction using appropriate leveled text. ▸ Provide a variety of opportunities to strengthen content reading and research through centers. ▸ Provide an additional 15-20 minutes of small group instruction three times a week to enhance skills.
Programs, Materials, Strategies	<ul style="list-style-type: none"> ▸ Core Reading Program ▸ Appropriate leveled text for small group focusing on text dependent questions and text-based writing ▸ Literature Circles and Reciprocal Teaching strategies ▸ Accelerated Reader Program ▸ Small group instruction with a focus on informational text ▸ Scholastic StoryWorks Magazine ▸ Utilize Profile 4 – 5 iReady small group lesson plans that focus on vocabulary and comprehension in literary and informational text

DECISION TREE FOR MTSS PROBLEM SOLVING TEAM (PST)
Reading Plan for Secondary Schools:
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TIERS 1 - 3	Grades 6 - 8 and 9 - 12
Tier 1 General Recommendations	<ul style="list-style-type: none"> ● All students are working on grade level content with standards-based instruction, rigor, and text complexity. ● Teachers are using a grade-level specific curriculum and pacing guide with a focus standards matrix to assure all standards are addressed with enough intensity to allow for student mastery and taught with fidelity. The curriculum pacing guide allows for common formative and cumulative unit assessments. Students will take a progress monitoring, standards-based benchmark assessment to gather data on their progress in standards mastery. ● Students identified with substantial deficiencies in reading, math, social-emotional deficiencies will be placed on a progress monitoring plan by the teacher. ● Should the progress monitoring plan not produce intended results, then the teacher will create a modified progress monitoring plan about the same deficit. ● In a modified or initial progress monitoring plan, the teacher demonstrates that steps have been taken to alter the environment, scaffold the task, or provide additional support that would be appropriate within the context of a general education classroom in the regular school day. ● Should the modified progress monitoring plan indicate continued deficiencies, students will be referred to MTSS coordinator to begin tier 2. ● The teacher and MTSS coordinator maintain a minimum of four planned parent contacts within tier 1.
Tier 1: Core Curriculum Plan	<ul style="list-style-type: none"> ● Students will receive core instruction in ELA-6,-7,and -8, and English 1-4 classes according to the district curriculum pacing guide. ● Teachers engage in collaborative planning meetings to align instruction with the pacing guide and tier 2 reading. ● Students have the opportunity to enroll in standards-level, honors, advanced placement, and dual-enrollment classes where age-appropriate. ● Reading strategies include close reading, explicit instruction, reciprocal reading, cooperative learning structures. ● Strategic Instruction Model (SIM) Content Enhancement Routines will be used in English, SIM Learning Strategies, and Extreme Reading curriculum will be used in Tier 2 Reading and content area classes with literacy standards. ● Text-based argumentative and informative writing response practice.

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	District-Approved Curriculum and Assessments			
	6th-8th grade	<i>Expeditionary Learning</i> (Engage-NY) for 6th, 7th, and 8th grade and full-length books per the district curriculum guide, <i>Common Lit.</i> , <i>Study Island standards mastery for grades 6-8</i> or <i>i-Ready</i> .		
	9th grade	Engage NY: Core Proficiencies for 9th grade, O’Dell supplemental units in Engage NY, <i>Common Lit</i> , <i>Study Island 9th grade ELA Standards mastery lessons</i>		
	10th grade	<i>Springboard</i> for Grade 10, including full length novels and plays per district curriculum and pacing guide, <i>Common Lit</i> , <i>Study Island 10th grade ELA Standards mastery lessons</i>		
	11th grade	<i>Springboard</i> for grades 11 and 12, including full length novels and plays per district curriculum map;		
	12th grade	<i>Khan Academy ELA SAT Preparation</i> , <i>Common Lit</i> , <i>Study Island SAT/ACT prep</i>		
Criteria for advancement from Tier 1 to Tier 2	Teacher and MTSS Problem Solving team reviews students’ data including attendance, behavioral, physical, cultural, demographic, and other relevant data to rule out other concerns along with a student’s i-Ready or Study Island Benchmark and lessons, and FSA scores. If students are in the “yellow zone,” they are performing one grade level below their chronological grade level and should be considered by the problem solving team for tier 2 intervention.			
	Grade 6-8 I-Ready Profile Scores	Grades 6-10 Study Island scores	Correlated FSA-ELA levels	Recommendation for Classroom Teacher and Problem Solving Team Action
	Profile 4-5 Scores 598-684	Study Island Proficiency scores 80-100%	FS-ELA Levels 3-5	Core ELA class will provide enhanced instruction; students will participate in independent daily reading. Progress monitor on a monthly basis to adjust instruction. Students may take advantage of the opportunity to take honors, advanced placement, and dual enrollment classes, as age-appropriate.
	Profile 3	Study	FSA-ELA	Teachers should determine the areas of weakness and consult the

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	(one level below student's grade level) Scores 566-597	Island Proficiency Scores 60-79%	Level 2	student profile in i-Ready to see detailed next steps for instruction. Bring progress monitoring data to the problem solving MTSS team meeting and consider advancement to intervention at tier 2 level. Progress monitor according to the tier 2 instruction, should problem solving team recommend intervention at tier 2. Teacher should provide data to the MTSS problem solving team, as reading intervention in small groups is recommended for tier 2.		
	Profile 1 (more than 2 levels below student's grade level)	Study Island Proficiency Scores 0-59%	FSA-ELA Level 1	Teacher should consult the student profile in i-Ready to see detailed next steps for instruction and consult the small grouping profile report to determine instructional priorities for the student. Teacher should monitor student's progress and maintain parent contact according to the tier 2 (or 3 if tier 2 has been completed and the problem solving team recommends) interventions. Teacher should provide data to the MTSS problem solving team, as intensive intervention, in small group instruction, is recommended.		
Tier 2 General Recommendations	<ul style="list-style-type: none"> • The counselor or MTSS coordinator contacts parents to schedule a tier 2 response meeting. • The problem solving team creates an instructional plan. • The teacher or interventionist documents a daily intervention report to provide evidence of fidelity. • The MTSS coordinator and/or reading coach monitor fidelity of instruction and progress monitoring data. • Parent contact by the classroom teacher or interventionist is required by the district every three weeks regardless how long the student is in the tier. • The contact may consist of letters home, teacher-parent conferences, phone calls home, summary of the messages left, report cards requesting meetings, emails, Remind101, Class Dojo messages, and the like. Contact must be documented. 					
	Facilitator	Group Size	Time/Week	Progress Monitoring Data Collection	Assessment	Duration
	Classroom teacher or	5-8 students	90+ minutes each week	Bi-weekly (every 2 weeks)	Use same assessment for the group,	10-13 weeks and then PST

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interventionist			assessment	individual score	meeting
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Resources / Strategies

(More interventions can be found on <https://intensiveintervention.org/tools-charts/levels-intervention-evidence>)

Skill	Grades 6-8	Grades 9-12
Vocabulary	<ul style="list-style-type: none"> ● Mind Play ● Study Island and SI Teacher Tools ● ReadWorks ● I-Ready ● Strategic Instruction Model (SIM): Toolbox ● Strategic Instruction Model (SIM): Xtreme Reading curriculum ● Strategic Instruction Model (SIM): Learning Strategies 	<ul style="list-style-type: none"> ● Study Island (SI) and SI Teacher Tools ● Khan Academy ● ReadWorks ● SAT/ACT Practice Materials ● 10 Steps to Improve College Reading Skills ● Strategic Instruction Model (SIM): Toolbox ● Strategic Instruction Model (SIM): Xtreme Reading curriculum ● Strategic Instruction Model (SIM): Learning Strategies (affixes, roots)
Comprehension: Literary Text	<ul style="list-style-type: none"> ● Mind Play ● Study Island and SI teacher tools ● ReadWorks ● Common Lit ● I-Ready Toolbox ● Strategic Instruction Model (SIM): Xtreme Reading curriculum ● Strategic Instruction Model (SIM): Learning Strategies (summarizing, paraphrasing, inferences, etc.) ● ESL Learning Smart ● Nearpod (including lessons for ELLs) 	<ul style="list-style-type: none"> ● Study Island and SI toolbox ● Khan Academy (SAT literature prep) ● ReadWorks ● Common Lit ● SAT/ACT Practice Materials ● Strategic Instruction Model (SIM): Xtreme Reading curriculum ● Strategic Instruction Model (SIM): Learning Strategies (summarizing, paraphrasing, inferences, etc.) ● ESL Learning Smart ● Nearpod (including lessons for

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			ELLs)
	Comprehension: Information Text	<ul style="list-style-type: none"> ● Mind Play ● Study Island and SI teacher tools ● ReadWorks ● Common Lit ● I-Ready Toolbox ● Strategic Instruction Model (SIM): Xtreme Reading curriculum ● Strategic Instruction Model (SIM): Learning Strategies (summarizing, paraphrasing, inferences, etc.) 	<ul style="list-style-type: none"> ● Mind Play ● Study Island and SI teacher tools ● ReadWorks ● Common Lit ● I-Ready Toolbox ● Strategic Instruction Model (SIM): Xtreme Reading curriculum ● Strategic Instruction Model (SIM): Learning Strategies (summarizing, paraphrasing, inferences, etc.)
Progress Monitoring Data Reveals Response to Intervention	<ul style="list-style-type: none"> ● Big idea: We can remediate deficits, but if we don't align instruction to the grade-level standards students are accountable for, we might be helping with particular skills but not catching up and students continue to fall behind their grade-level peers. ● Data is collected biweekly to determine the student's response to intervention. In problem solving team meetings, use MTSS Review Meeting Worksheet (+/?/-). ● The following define possible responses on the meeting worksheet and suggested decision rules: 		
	Responses to Intervention	Description of the Response	Decision Rules
	Positive Response	<ul style="list-style-type: none"> ● Increased rate of growth ● Gap is closing ● Level of "risk" lowers over time 	<ul style="list-style-type: none"> ● Continue implementation plan
	Questionable Response	<ul style="list-style-type: none"> ● Rate of growth remains relatively "flat" ● Risk level remains the same over time 	<p>Was intervention implemented as intended?</p> <ul style="list-style-type: none"> ● If no: develop strategies to increase fidelity of implementation ● If yes: Increase intensity of current intervention for a short period of time and assess impact.

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		<ul style="list-style-type: none"> ○ If rate improves, continue. ○ If rate does not improve return to problem solving
	Poor Response <ul style="list-style-type: none"> ● Loss of growth rate ● Risk level increases over time 	<p>Was intervention implemented as intended?</p> <ul style="list-style-type: none"> ● If no, design strategies to increase fidelity of implementation ● If yes: <ul style="list-style-type: none"> ○ Is intervention aligned with verified hypothesis (intervention design)? ○ Are there other hypotheses to consider (problem analysis)? ○ Was the problem identified correctly (problem identification)?
Criteria to advance from Tier 2 to Tier 3	<p>Approximately 20% gap between the intervention group and the student should indicate need for problem solving team conversations, not necessarily a firm indicator of advancement to tier 3. If there is a distinct gap between student and class/grade level/demographic subgroup, is a point of discussion and included on graph.</p>	
Tier 3 General Recommendations	<p>Tier 3:</p> <ul style="list-style-type: none"> ● The counselor contacts parents to schedule a tier 3 response meeting. ● The problem solving team creates an instructional plan for tier 3, mindful of requirements listed below. ● The interventionist who is not the same interventionist who worked with the student in tier 2 documents an intervention report for each lesson to provide evidence of fidelity. ● The MTSS coordinator and/or reading coach monitor fidelity of instruction and progress monitoring data. ● Parent contact is required of the classroom teacher or interventionist by the district every two weeks regardless how long the student is in the tier. ● Contact may consist of letters home about student progress, attempting to schedule meetings, conferences between teacher/parent, phone calls home (if unable to contact, write a summary of the message left), report cards requesting meetings, emails, Remind messages, Class Dojo messages, etc. Contact must be documented. 	

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Facilitator	Group Size	Time/Week	Progress Monitoring Data Collection	Assessment	Duration
Interventionist: not the same as tier 2	1-3 students	120+ minutes each week	Weekly assessment	Individual assessment with individual score	6-10 weeks and then PST meeting

- Tier 3 interventions should be aligned and require the same skill set throughout tier 2 and tier 3; for example, if tier 2 originally focused on phonics and the PST recommended repeating tier 2 again, both tier 2 interventions should focus on phonics. Then, if tier 3 were recommended by the PST, the tier 3 intervention should focus on phonics.
- Intervention in tier 2 and tier 3 should either be a **different** program/intervention than what was previously completed, or the same program **intensified**. Intensified intervention could involve a change in instructional media, materials, or presentation. (For example: Study Island used for tier 2, at tier 3 would be Study Island plus supplemental materials delivered face-to-face and printed on paper instead of digitally, etc.)
- **Tier 3 Big Idea:** We can remediate deficits, but if we don't align instruction to the grade-level standards for which students are accountable, we might be helping with particular skills but not closing gaps, and students continue to fall behind their grade-level peers.

Skill	Grades 6-8	Grades 9-12
Vocabulary	<ul style="list-style-type: none"> ● Mind Play ● Study Island and SI Teacher Tools ● ReadWorks ● I-Ready ● Strategic Instruction Model (SIM): Toolbox ● Strategic Instruction Model (SIM): Xtreme Reading curriculum ● Strategic Instruction Model (SIM): Learning Strategies 	<ul style="list-style-type: none"> ● Study Island (SI) and SI Teacher Tools ● Khan Academy ● ReadWorks ● SAT/ACT Practice Materials ● 10 Steps to Improve College Reading Skills ● Strategic Instruction Model (SIM): Tools ● Strategic Instruction Model

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		<p>(SIM): Xtreme Reading curriculum</p> <ul style="list-style-type: none"> ● Strategic Instruction Model (SIM): Learning Strategies (affixes, roots) ● ESL Learning Smart
Comprehension: Literary Text	<ul style="list-style-type: none"> ● Mind Play ● Study Island and SI teacher tools ● ReadWorks ● Common Lit ● I-Ready Toolbox ● Strategic Instruction Model (SIM): Xtreme Reading curriculum ● Strategic Instruction Model (SIM): Learning Strategies (summarizing, paraphrasing, inferences, etc.) ● ESL Learning Smart ● Nearpod (including lessons for ELLs) 	<ul style="list-style-type: none"> ● Study Island and SI toolbox ● Khan Academy (SAT literature prep) ● ReadWorks ● Common Lit ● SAT/ACT Practice Materials ● Strategic Instruction Model (SIM): Xtreme Reading curriculum ● Strategic Instruction Model (SIM): Learning Strategies (summarizing, paraphrasing, inferences, etc.) ● ESL Learning Smart ● Nearpod (including lessons for ELLs) ● Adaptive Intervention Solutions
Comprehension: Information Text	<ul style="list-style-type: none"> ● Mind Play ● Study Island and SI teacher tools ● ReadWorks ● Common Lit ● I-Ready Toolbox ● Strategic Instruction Model (SIM): Xtreme Reading curriculum ● Strategic Instruction Model (SIM): Learning Strategies (summarizing, 	<ul style="list-style-type: none"> ● Mind Play ● Study Island/ SI teacher tools ● ReadWorks ● Common Lit ● I-Ready Toolbox ● Strategic Instruction Model (SIM): Xtreme Reading ● Strategic Instruction Model (SIM): Learning Strategies

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		paraphrasing, inferences, etc.)	(summarizing, paraphrasing, inferences, etc.) <ul style="list-style-type: none"> Adaptive Intervention Solutions
Progress Monitoring Data Reveals Response to Intervention	<p>Data is collected weekly to determine the student’s response to intervention. In problem solving team meetings, use MTSS Review Meeting Worksheet (+/?/-). The following define possible responses on the meeting worksheet and suggested decision rules:</p>		
	Responses to Intervention	Description of the Response	Decision Rules
	Positive Response	<ul style="list-style-type: none"> Increased rate of growth Gap is closing Level of “risk” lowers over time 	<ul style="list-style-type: none"> Continue implementation plan
	Questionable Response	<ul style="list-style-type: none"> Rate of growth remains relatively “flat” Risk level remains the same over time 	<p>Was intervention implemented as intended?</p> <ul style="list-style-type: none"> If no: develop strategies to increase fidelity of implementation If yes: Increase intensity of current intervention for a short period of time and assess impact. <ul style="list-style-type: none"> If rate improves, continue. If rate does not improve return to problem solving.
Poor Response	<ul style="list-style-type: none"> Loss of growth rate Risk level increases over time 	<p>Was intervention implemented as intended?</p> <ul style="list-style-type: none"> If no, design strategies to increase fidelity of implementation If yes: 	

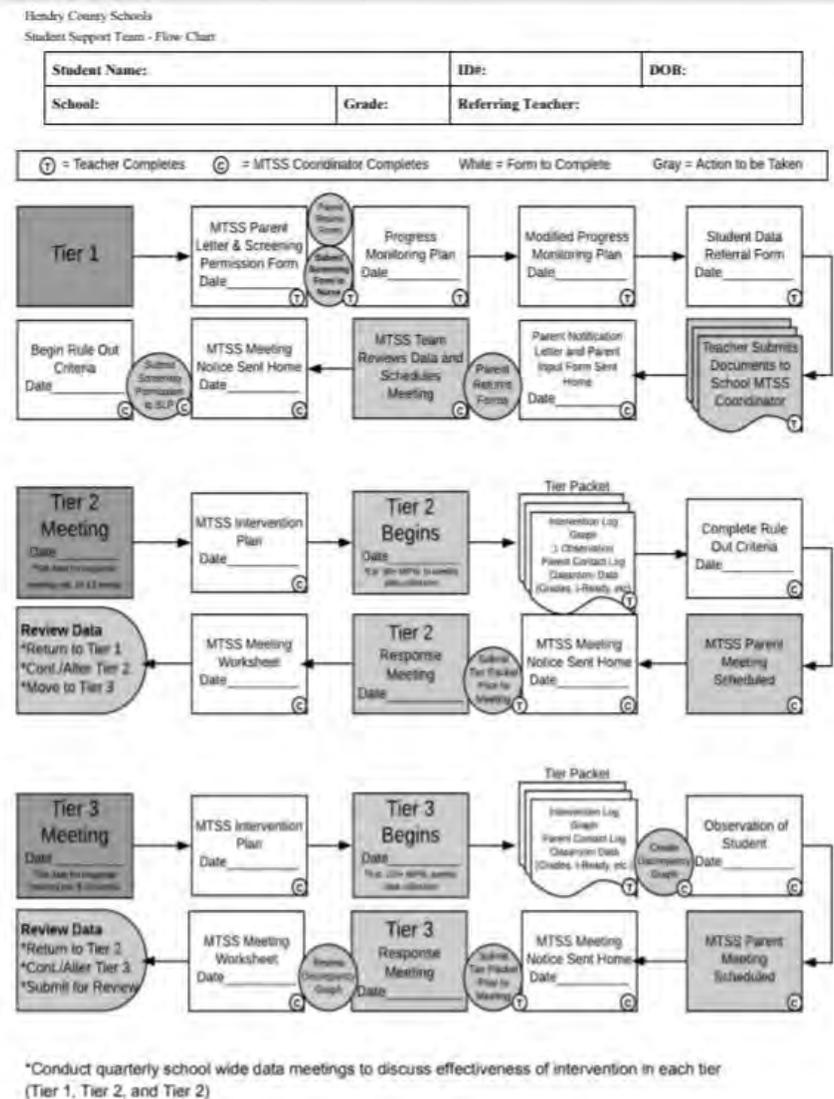
DECISION TREE FOR MTSS PROBLEM SOLVING TEAM (PST)
Reading Plan for Secondary Schools:
LaBelle Middle, Clewiston Middle, LaBelle High, and Clewiston High

	<table border="1"> <tr> <td data-bbox="478 240 877 537"></td> <td data-bbox="877 240 1381 537"></td> <td data-bbox="1381 240 1927 537"> <ul style="list-style-type: none"> ○ Is intervention aligned with verified hypothesis (intervention design)? ○ Are there other hypotheses to consider (problem analysis)? ○ Was the problem identified correctly (problem identification)? </td> </tr> </table>			<ul style="list-style-type: none"> ○ Is intervention aligned with verified hypothesis (intervention design)? ○ Are there other hypotheses to consider (problem analysis)? ○ Was the problem identified correctly (problem identification)?
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<p>Criteria to advance to next step beyond Tier 3</p>	<p>If a student's score is estimated to be at or around the 15 percentile/score, the PST should discuss pursuing evaluation for eligibility.</p> <p>When looking at the Tier 3 graph detailing district/school data, compare students, intervention group, class/grade level, district, demographic group, etc. If the gap between the student and the grade group is between the 30% - 40% range, continue discussions and problem solving process.</p> <p>For group interventions (data showing gap between group and students), tier 2 and tier 3 look at the group data compared to the student data to see if the intervention itself is working or if adjustments need to be made.</p> <p>For example:</p> <p>Gap increasing between student and intervention group - this indicates that the intervention is not connecting to the group or demand of the task. There is a misalignment.</p> <p>Consistent gap: Consider a new intervention for the whole group.</p> <p>Gap decreasing: Intervention is working for the student.</p>			

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The following exhibit is a flow chart summarizing Hendry County Schools MTSS Flowchart for the Problem Solving Team:



APPENDIX C

2019-2020 300 Lowest-Performing Elementary School Additional Hour of Reading Instruction Implementation Plan

Please complete the following questions to be included as an addendum to the 2019-2020 K-12 District Comprehensive Reading Plan for all schools in your district who are on the list of 300 Lowest Performing Elementary Schools. A district may submit one set of answers for multiple schools in the district if every school is using the same implementation plan.

Section 1: Contact Information

- 1. District name:** Hendry County
- 2. Contact name for schools covered on this plan:** Jane Hatfield
- 3. Contact phone number:** (863) 674-1520.
- 4. Contact email:** hatfieldj@hendry-schools.net
- 5. Schools covered by this plan:** LaBelle Elementary School.

Section 2: Length of School Day

F.A.C. Rule 6A-6.053 requires 90 minutes of reading instruction in grades K-5, and section 1011.62(9) F.S. requires an additional hour of reading instruction, which may be covered within the school day, for a minimum total of 150 minutes. Please answer the following questions regarding the length of the school day and the number of instructional minutes provided.

- 1. School start time:** 8:00 a.m.
- 2. School dismissal time:** 3:00 p.m.
- 3. Total number of instructional minutes per day:** 360 minutes.
- 4. Minutes per day of reading instruction (must be at least 150):** 150 minutes

Section 3. Instructional Design

- 1. Students enrolled in these schools who earned a level 4 or level 5 on the statewide standardized English Language Arts assessment for the previous school year may participate in the extra hour of instruction. Describe the process your district/school uses to serve these students.**

Students will receive accelerated instruction in reading (vocabulary building, AR time, above grade level texts, etc.). These students will also be given the chance to do online computer certification courses, which contain challenging text with technological terms.

- 2. The additional hour per day of intensive reading instruction must be provided by teachers and reading specialists who have demonstrated effectiveness in teaching reading. Describe the process your district/school uses to ensure this occurs.**

The lowest-level students--those with demonstrated reading deficiencies--will be serviced by teachers who have reading endorsements or are reading certified. Hendry County offers free online reading endorsement classes and a \$1,000 stipend for completing all 5 reading courses. I will encourage all teachers to become reading endorsed this year. Students on-level and above-level will receive instruction from teachers who are working on reading endorsements. All returning teachers teaching reading received effective or highly effective evaluations last year.

- 3. The intensive reading instruction delivered in this additional hour shall include research-based reading instruction that has been proven to accelerate progress of students exhibiting a reading deficiency. Describe the intensive reading instruction your district/school uses during the additional hour and how your district/school has proven it to accelerate progress of students exhibiting a reading deficiency.**

The first hour of the day is reading intervention time for all students, KG-5th grade. These groups are fluid and will be monitored using i-Ready data, STAR Reading data, and other formative assessment data. The students with the greatest needs, as determined by i-Ready, STAR Reading, or FSA Reading scores, will be placed with teachers who have reading endorsements. Among the students with the greatest needs include the 10 students who have not passed the 3rd grade FSA. These students will meet with the ELL reading resource teacher for one hour per day. This teacher is reading endorsed. These 10 students will also be pulled out of Enrichment classes every day for 40 minutes to receive more intensive reading instruction by an ESE teacher working toward reading certification. LLI (Leveled Literacy Interventions) and Performance Coach curriculum will be used with these students.

Likewise, ESE students who have the most urgent reading needs will meet with ESE teachers for one hour per day. These teachers are working toward reading certification or endorsement.

- 4. The intensive reading instruction delivered in this additional hour shall include differentiated instruction based on screening, diagnostic, progress monitoring, or student assessment data to meet students' specific reading needs. Describe the process your district uses to ensure this occurs.**

All intensive reading instruction will occur in small groups as determined by initial i-Ready and STAR reading diagnostic scores or by lagging FSA Reading scores. Formative checks of i-Ready lesson data, AR progress, LLI (Leveled Literacy Interventions) progress, Performance Coach Reading and Science workbooks, and Study Island reading standards-based lesson progress will be used to re-group students within classrooms and across grade levels, making these groups fluid, as students will move according to the latest data.

- 5. The intensive reading instruction delivered in this additional hour shall include 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. Describe the process your school/district uses to ensure this occurs.**

Students will work on reading strategies with direct instruction from the teacher. They will also work on phonemic awareness, phonics, fluency, vocabulary, and comprehension using i-Ready reading, LLI materials, Performance Coach, and Study Island lessons. Teachers will be required to monitor data daily and hold data chats with students on a weekly basis.

- 6. The intensive reading instruction delivered in this additional hour shall include the integration of social studies, science, and mathematics-text reading, text discussion, and writing in response to reading. Describe the process your district uses to ensure this occurs.**

Teachers will use materials like LLI, AVID weekly, Study Island science, i-Ready reading, Performance Coach, and Accelerated Math to provide social studies, science, and math context-based materials to students. Reading-endorsed teachers in 4th and 5th grade, who teach only math, social studies, or science, will be involved in this process.