

## Hardee 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:** Kristen Rivas  
**Contact Email:** [krivas@hardee.k12.fl.us](mailto:krivas@hardee.k12.fl.us)  
**Contact Telephone:** (863) 773-9058

### 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	43	44	41	46	47	47	49

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	49	43	51	54	52	54

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
						18	16
White/African American	24	22	23	20	22		
White/Hispanic	17	16	18	14	17	12	11
Economically Disadvantaged/Non-Economically Disadvantaged	16	15	17	14	19	13	11
Students with Disabilities/Students without Disabilities	34	32	28	29	32	26	23
English Language Learners/ Non-English Language Learners	11	10	22	9	27	8	7

\* 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.**

Expenditures from this allocation will impact student achievement by providing reading coaches at each school site, specific professional development to ensure teachers have all the skills necessary to move students academically, and programs to support K-12 reading instruction.

**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?**

The Elementary Associate Director of Curriculum, the Secondary Associate Director of Curriculum, the Student Academic Services Director, and the District Data Coach will collect and review data to monitor student progress toward the district goals. The Superintendent and the Deputy Superintendent will also meet with the Principals to review their data and discuss the monitoring process that is in place at each school.

**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.**

The i-Ready diagnostic assessment will be administered three times each school year for students in Kindergarten through eighth grade. USA Test Prep and quarterly exams will be used to progress monitor students in grades 9-12.

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

Progress monitoring will be collected and reviewed three times per school year.

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

The Associate Director of Elementary Curriculum, Associate Director of Secondary Curriculum, the Director of ESE, and the Director of Student Academic Services are responsible for ensuring the fidelity of students not progressing toward district goals.

**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?**

The Associate Director of Elementary Curriculum and the Associate Director of Secondary Curriculum are responsible for ensuring classroom instruction is aligned to grade-level Florida Standards.

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

School administration will collect lesson plans and document classroom walk-throughs as evidence of instructional alignment to grade level Florida Standards. Principals will also utilize the curriculum Scope and Sequence to verify instructional alignment to Florida Standards. Additionally, the use of CPALMS will be utilized to ensure that classroom

instruction is aligned to grade-level Florida Standards, and that rigor is found within every lesson delivered.

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

Lesson plans will be collected weekly by the school based administrators, and walk-throughs will be conducted bi-weekly by the principal and assistant principal. The Superintendent will monitor the walk-through data monthly.

- 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.?**

The Director of Personnel and Professional Development is the person responsible for organizing the district master inservice plan. He documents all professional development held throughout the district onto one consolidated calendar, and this calendar is made available to all district reading coaches, classroom teachers, school administrators, and district administrators.

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

\$15,855.00

- 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.**

Component Number 2-408-005

## **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.**

The qualifications for reading/literacy coaches are as follows: Must possess a valid Professional Florida Certificate with a Master's Degree preferred. Must have the ability to communicate effectively, verbally and in writing. Must have the ability to plan and present to the public, as well as facilitate meetings. Should possess a strong knowledge of staff development, in-service training, Florida State Standards, Next Generation Sunshine State Standards, student assessment, data analysis, Florida's accountability system, NCLB, AYP, and the Florida Reading Initiative. The literacy coach will serve as a professional development liaison within the school and support, coach, model, and continuously improve instructional programs in reading to ensure reading improvement for all students. Reading certification preferred or must work toward Florida reading certification/endorsement. Proficiency in instructional technology required. Completion of online FOR-PD course preferred.

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

All school sites are provided a Literacy Coach to assist teachers with ongoing professional development in areas of need, modeling of effective instructional delivery, facilitating the lesson planning process, and building teacher capacity by implementing coaching cycles.

- 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.**

Student achievement data has indicated a need for a Literacy Coach at every school site. Therefore, the district provides a Literacy Coach position at each school site to assist with improving student performance in reading.

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

- a. Elementary:5**
- b. Middle:1**
- c. High:1**

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

An online Literacy Coach Impact survey is sent to each school site during the last quarter of the school year. This survey requires each school staff member to rate the performance and impact of their school’s Literacy Coach on reading instruction. This survey is provided to all school staff at each school site.

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

\$311,853.55

**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?**

All schools are provided a reading intervention teacher that provides intensive interventions that are funded through the Supplemental Academic Instruction (SAI) funds. However, each school site is provided a Literacy Coach, who is funded through the Research-Based Reading Instruction Allocation. The purpose of each Literacy Coach is to provide instructional support to reading intervention teachers to promote growth from students identified as needing intensive reading instruction.

**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.**

All schools are provided a reading intervention teacher that provides intensive interventions that are funded through the Supplemental Academic Instruction (SAI) funds. However, each school site is provided a Literacy Coach, who is funded through the Research-Based Reading Instruction Allocation. The purpose of each Literacy Coach is to provide instructional support to reading intervention teachers to promote growth from students identified as needing intensive reading instruction.

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

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

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

\$0

**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.:**

The following materials will be used for supplemental reading instruction: Becoming a Better Reader: Comprehending Strategies for the New Standards, Level C, Rally Education; Decodable Stories and Comprehension Skills, SRA Kaleidoscope; Florida Performance Coach & Florida Coach Practice Tests, FSA Edition, Triumph Learning. Additionally, Tumblebooks e-book readers are provided to students needing multisensory interventions at all school sites

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

Additional funding sources to be determined by individual school sites.

**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.**

Supplementary Academic Instruction funds and Title I funds will be additional funding sources for intervention resources.

**Summer Reading Camps**

Please complete the following questions regarding SRC:

**1. SRC Supervisor Name:** Kristen Rivas

**2. Email Address:** [krivas@hardee.k12.fl.us](mailto:krivas@hardee.k12.fl.us)

**3. Phone Number:** (863) 781-5027

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

Bowling Green Elementary, Hilltop Elementary, North Wauchula Elementary, Wauchula Elementary, and Zolfo Springs Elementary

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

- a. **Start Date:** June 3, 2019
- b. **Which days of the week is SRC offered:** Monday, Tuesday, Wednesday, Thursday
- c. **Number of instructional hours per day in reading:**5
- d. **End Date:** June 27, 2019
- e. **Total number of instructional hours of reading:**80

**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?**

1:12

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

No students, other than 3<sup>rd</sup> grade students, will be served. At this time, we are only focusing on Level 1 students. In addition, the district does offer a summer camp for migrant students paid for with migrant funds.

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

Summer Reading Camp teachers will utilize unit assessments from the reading series, along with i-Ready progress monitoring assessments to track student progress. Teachers will also document third grade ELA standards by maintaining student portfolios. The Principal at each host site will conduct daily walk-through observations to ensure fidelity and rigor of instruction, student engagement, and the implementation of materials and programs.

**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	n/a
District expenditures on reading coaches	\$311,853.55
District expenditures on intervention teachers	\$0
District expenditures on supplemental materials or interventions	\$7000.00
District expenditures on professional development	\$15,855.00
District expenditures on summer reading camps	\$0
District expenditures on additional hour for schools on the list of 300 lowest performing elementary schools	n/a
Flexible Categorical Spending	n/a
Sum of Expenditures	\$334,708.00
Amount of district research-based reading instruction allocation for 2019-2020	\$312,327.00

# K-12 Comprehensive Research Based Reading Plan

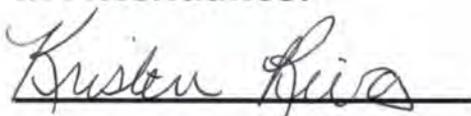
## Hardee County School District

### Meeting Agenda

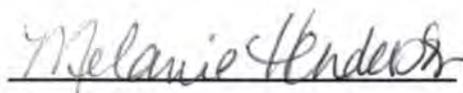
May 10, 2019

- **K-12 Reading Plan Review/Update**
  - **Alignment to District's Special Programs and Procedures requirements**
  - **Alignment to District's ELL Plan**

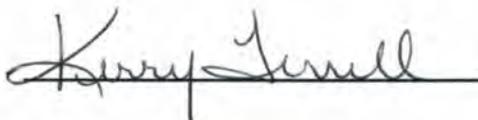
#### **In Attendance:**



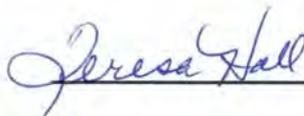
Kristen Rivas, Associate Director of Elementary Curriculum



Melanie Henderson, Associate Director of Secondary Curriculum



Kerry Terrell, Director of ESE



Teresa Hall, Director of Student Academic Service/Federal Programs

*Coaches' Meeting Agenda*  
*Hardee County School District*  
*March 6, 2019*

- I. *Migrant/ELL After School Training (Kitty)*
- II. *Monitoring of After School Programs (Kitty)*
- III. *Data Chats with Subgroup Data (Julie)*
- IV. *Benchmark Assessment Discussion (Julie)*
- V. *Testing Information (Julie)*
- VI. *I-Ready Schedules/Concerns (Julie)*
- VII. *ESOL Professional Development Check (Julie)*
- VIII. *Textbook Adoption Updates*
  - a. *Rubrics due to Lisa Shin by December 4<sup>th</sup>*
  - b. *Upcoming dates*
  - c. *Vendor Fair*
- IX. *New Teacher Updates & Mentor/Mentee Logs*
- X. *Coach PLC Feedback*

XI. Professional Development Plans & Upcoming Events

a. BGE-

b. HES-

c. NWES-

d. WES-

e. ZSE-

f. HJH-

g. HHS-

XII. Reading Plan Review

a. Decision Trees Discussion/Review

b. Budget Review

c. Reporting procedure for intensive reading students

XIII. Universal Design for Learning (UDL)

XIV. FLKRS

XV. Other



Coaches' Meeting Sign-In Sheet  
Hardee County School District  
March 6, 2019

Susan Barton	Juli D. Jan
Marsha Pitt	
Sherri Kouns	
Lila Ode	
Michelle Shepard	
Krista Rivas	
Angela Coleman	
Amy Dunder Wilson	
Kitty Maddy	
Ben Gust	
J Roberts	
Alan Pomon	
Melanie Henderson	

# Hardee County School District

Up to 10 total *"Empower and inspire all students for success"* the school principal

## District Administrative Team

Date: January 10, 2019

Time: 9:00 a.m.

Location: District Training Room

Attendees: Supt, Deputy Supt, Directors, Assistant Directors, Associate Directors, Principals

Facilitator: Bob Shayman

Recorder: Joann McCray

## Agenda

Item	Presenter
1. Mental Health Update	Kerry Terrell
2. Math Textbook Adoption Update	Melanie Henderson
<u>Vendor Fair Dates:</u> Elementary – January 15 <sup>th</sup> Middle School – January 16 <sup>th</sup> High School – January 18 <sup>th</sup>	
3. UDL and the K12 Reading Plan	Melanie Henderson

# Hardee County School District

*"Empower and inspire all students for success"*

## Administrative Team Meeting

Date: January 10, 2019

Time: 9:00 a.m.

Location: District Training Room

Attendees: Superintendent, Deputy Supt, Directors, Assistant Directors, Associate Directors, Principals & Assistant Principals

Facilitator: Bob Shayman

Recorder: Joann McCray

### Meeting Attendees

Name	Signature	Position
Greg Harrelson ✓		Director of Finance
George Kelly g		Director of Personnel
Rob Krahl		Director of Maintenance
Teresa Hall ✓		Director of Student Services
Kerry Terrell ✓		Director of ESE
Lacheron Conway o		Asst. Director/ Food Service
Meredith Durastanti o		Asst. Director/Adult Ed.
Todd Markel ✓		Asst. Director/MIS
Karen Gustinger ✓		Assoc. Director/PCA
Melanie Henderson o		Assoc. Director/Curriculum
Kristen Rivas o		Assoc. Director/Curriculum
Todd Durden		Deputy Superintendent
Bob Shayman		Superintendent
Michele Polk ✓		Principal/HHS
Sheryl Mosley o		Principal/HJH
Beverly Cornelius ✓		Principal/HES
Sonja Bennett ✓		Principal/WES
Stuart Durastanti ✓		Principal/BGE
Tammy Pohl ✓		Principal/ZES
Jessica Gray ✓		Principal/NWE
Joann McCray		Administrative Assistant

## 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;



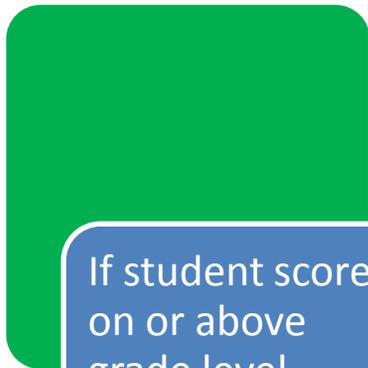
# Hardee County School District Elementary Decision Tree

Differentiated, explicit, systematic instruction is provided in small groups in the general education classroom during the 90-minute block. Immediate intensive intervention is provided in small groups of 5-8 in a block of time beyond the 90-minute block. Reading coaches at each school maintain a professional library of resource materials to address each component of reading. They can provide professional development in the use of the materials or can secure professional development for the teachers and support personnel.

Students will be monitored to determine if they are making progress toward proficiency in their current intervention. If a student is not responding to specific reading intervention and is identified as having a substantial reading deficiency, the teacher and reading coach will meet to analyze the student's progress data and prescribe either more intensive intervention using the same program or change to a program which will better meet the needs of the student. The guidance counselor and principal will also be involved in decisions concerning the academic progress of students. Exceptional Student teachers and support personnel will be involved in decision made affecting students with active IEP's. **Parents will be kept informed of all interventions and results of interventions.**

**Administer District/State Assessments**  
(See chart below for specific assessments)

Tier 1

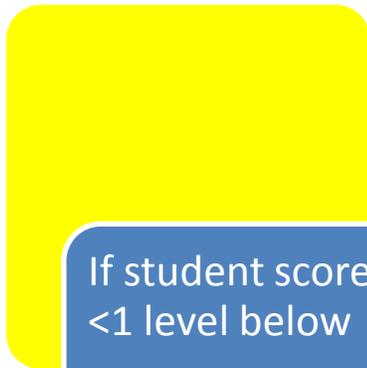


If student scores on or above grade level

- Continue with core instruction



Tier 2

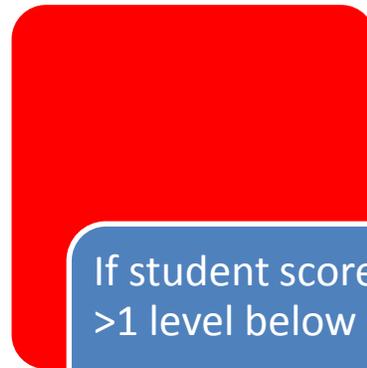


If student scores <1 level below

- Analyze students needs for additional support outlined in "If, Then Chart"



Tier 3



If student scores >1 level below

- Analyze students needs for additional support outlined in "If, Then Chart"

**Kindergarten –2<sup>nd</sup>**

Administered Tests: STAR Early Literacy Assessment (FLKRS)- K only STAR Reading- K-2 i-Ready Diagnostics		Dates: AP1 – First 30 days (K- Star Early Literacy (FLKRS)/ 1-2- STAR Reading) & i-Ready Diagnostic 1 AP2 – December (K-2 STAR Reading) & i-Ready Diagnostic 2 AP3 – May (K-2 STAR Reading) & i-Ready Diagnostic 3
<b>If:</b>	<b>Then:</b>	<b>Programs/Materials/Strategies</b>
<ul style="list-style-type: none"> <li>Scaled Score of 497-529(FLKRS)</li> <li>Percentile Rank is &gt;39% (STAR Reading)</li> <li>On or Above Grade Level (Green)- (i-Ready- Standard View)</li> </ul> <p><i>*Meets or exceeds grade level benchmark- Tier 1*</i></p>	Continue with initial instruction that follows a developmental reading continuum including instruction with higher level comprehension, vocabulary, phonics and fluency at the word and/or connected text level.	<ul style="list-style-type: none"> <li>-Pearson Reading Street</li> <li>-Appropriate leveled text for small group</li> <li>-Small group differentiated instruction that focuses on Webb’s DOK Level 3</li> <li>-Accelerated Reader</li> </ul>
<ul style="list-style-type: none"> <li>Scaled Score of 438-496(FLKRS)</li> <li>Percentile Rank is 26% - 39%(STAR Reading)</li> <li>One Grade Level Below (Yellow)- (i-Ready- Standard View)</li> </ul> <p><i>*Intervention Needed (On Watch)- Tier 2*</i></p>	Analyze data results to determine the level and content of daily differentiated intervention.	<ul style="list-style-type: none"> <li>-Pearson Reading Street</li> <li>-Pearson Reading Street “Response to Intervention” kit</li> <li>-District-approved Supplemental Intervention Reading Program(s)</li> <li>-Daily small group targeted to meet students’ instructional needs</li> </ul>
<ul style="list-style-type: none"> <li>Scaled Score of 437 and below(FLKRS)</li> <li>Percentile Rank is &lt;25%(STAR Reading)</li> <li>Two or More Grade Levels Below (Red)- (i-Ready- Standard View)</li> </ul> <p><i>*Urgent Intervention Needed- Tier 3*</i></p> <p><i>*Identified as having a substantial reading deficiency</i></p>	Analyze data results to determine the level and content of daily differentiated intervention and to provide targeted prescriptive instruction.	<ul style="list-style-type: none"> <li>-Notify parents that student has a reading deficiency</li> <li>-Pearson Reading Street “Response to Intervention” kit</li> <li>-District-approved Supplemental Intervention Reading Program(s) to provide intensive instruction in:                         <ul style="list-style-type: none"> <li>Phonics</li> <li>Phonological Awareness</li> <li>Word Attack Skills</li> <li>Word Recognition</li> <li>Syntax</li> <li>Text Structure</li> <li>Pace/Expression</li> </ul> </li> <li>-Provide daily Immediate Intensive Intervention (iii) outside of the 90 minute reading block in small groups</li> </ul>

		<p>of no more than 5 students for at least 30 minutes per day. Intensive intervention strategies include:</p> <ul style="list-style-type: none"><li>• Prescriptive and targeted instruction for specific skill development</li><li>• Variety of opportunities for repetition</li><li>• Smaller chunks of text or content</li><li>• Guided and independent reading practice</li><li>• Skill development and practice integrated into all activities</li><li>• Ongoing Progress Monitoring to evaluate progress being made.</li></ul>
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Hardee County Chart - 3-5

Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
<p><b>Grades 3, 4, &amp; 5</b></p> <p>i-Ready Diagnostic</p> <p>Florida Standards Assessment (FSA)</p>	<p>Assessment Period</p> <p>1: August/September 2019</p> <p>2: January 2020</p> <p>3: April/May 2020</p> <p>March-May 2020</p>	<p><b>TIER 1</b></p> <p><b>i-Ready- On or Above Grade Level</b></p> <p><b>OR</b></p> <p><b>FSA Achievement Levels 3, 4, 5</b></p> <p><b>OR</b></p> <p><b>STAR Percentile Ranking 40-100%</b></p> <p><b>OR</b></p> <p><b>District Developed Benchmark Assessment (80-100%)</b></p>	<ul style="list-style-type: none"> <li>No interventions needed. Enrichment provided.</li> <li>Continue with core instruction using complex text</li> <li>Provide current levels of explicit reading instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards</li> <li>What programs/strategies do we have available to address these needs?</li> </ul>	<p>Pearson Reading Street</p> <p>iReady Reading Computer Program and print materials</p> <p>Teacher Toolbox from Curriculum Associates</p> <p>Novel sets for Literature Circles</p> <p>Accelerated Reader</p> <p>STAR Reading Resources</p>
<p>STAR Reading</p> <p>District Developed Benchmark Assessments</p>	<p>1. August/September 2019</p> <p>2. December 2019/January 2020</p> <p>3. April/May 2020</p> <p>1. August/September 2019</p> <p>2. December 2019/January 2020</p> <p>3. April/May 2020</p>	<p><b>TIER 2</b></p> <p><b>i-Ready- 1 Grade Level Below</b></p> <p><b>OR</b></p> <p><b>FSA Achievement Level 2</b></p> <p><b>OR</b></p> <p><b>STAR Percentile Ranking 26- 39%</b></p> <p><b>OR</b></p> <p><b>District Developed Benchmark Assessment (60-79%)</b></p>	<ul style="list-style-type: none"> <li>Consider students’ strengths and weaknesses in each of the reported domains and differentiate explicit reading instruction to meet the students’ needs</li> <li>Phonological Awareness</li> <li>Phonics</li> <li>High Frequency Words</li> <li>Vocabulary</li> <li>Comprehension of Informational Text</li> <li>Comprehension of Literary Text</li> <li>Notify the student’s parents of their below grade level performance</li> </ul>	<p>Pearson Reading Street and/or My Sidewalks</p> <p>iReady Reading Computer Program and print materials</p> <p>Teacher Toolbox from Curriculum Associates</p> <p>Fountas and Pinnell Leveled Literacy Intervention with Reading Resource Teacher</p> <p>Novel sets for Literature Circles</p> <p>Accelerated Reader</p> <p>STAR Reading Resources</p> <p>Saxon Phonics</p> <p>Daily small group differentiated intervention targeted to meet student’s instructional needs.</p> <p>Intervention will be scheduled to provide instruction <b>beyond</b> the 90-minute reading block.</p>

		<p><b>TIER 3</b>  <b>i-Ready- &gt;1 Grade Level Below OR</b>  <b>FSA Achievement Level 1 OR</b>  <b>STAR Percentile Ranking 0- 25%</b>  <b>OR</b>  <b>District Developed Benchmark</b>  <b>Assessment (0- 59%)</b>  <b>(Substantial Reading Deficiency)</b></p>	<ul style="list-style-type: none"> <li>• Consider students’ strengths and weaknesses in each of the reported domains and differentiate explicit reading instruction to meet the students’ needs             <ul style="list-style-type: none"> <li>○ Phonological Awareness</li> <li>○ Phonics</li> <li>○ High Frequency Words</li> <li>○ Vocabulary</li> <li>○ Comprehension of Informational Text</li> <li>○ Comprehension of Literary Text</li> </ul> </li> <li>• Notify the student’s parents of their below grade level performance</li> </ul>	<p>District-approved Supplemental Intervention Reading Program(s) to provide intensive instruction in:</p> <ul style="list-style-type: none"> <li>• Phonics</li> <li>• Phonological Awareness</li> <li>• Word Attack Skills</li> <li>• Word Recognition</li> <li>• Syntax</li> <li>• Text Structure</li> <li>• Pace/Expression</li> </ul> <p>Supplemental Materials include:</p> <ul style="list-style-type: none"> <li>• Pearson Reading Street and/or My Sidewalks</li> <li>• iReady Reading Computer Program and print materials</li> <li>• Teacher Toolbox from Curriculum Associates</li> <li>• Fountas and Pinnell Leveled Literacy Intervention with Reading Resource Teacher</li> <li>• Novel sets for Literature Circles</li> <li>• Accelerated Reader</li> <li>• STAR Reading Resources</li> <li>• Saxon Phonics</li> </ul> <p>Provide daily Immediate Intensive Intervention (iii) <b>outside</b> of the 90 minute reading block in small groups of no more than <b>5</b> students for at least <b>30</b> minutes per day. Intensive intervention strategies include:</p> <ul style="list-style-type: none"> <li>• Prescriptive and targeted instruction for specific skill development</li> <li>• Variety of opportunities for repetition</li> <li>• Smaller chunks of text or content</li> <li>• Guided and independent reading practice</li> <li>• Skill development and practice integrated into all activities</li> <li>• Ongoing Progress Monitoring to evaluate progress being made.</li> </ul>
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**For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data.**

Hardee District Reading Plan  
Hardee Junior High Grades 6-8

**Curriculum Identification/Intervention Decision Tree**

Materials, Programs and Strategies	Placement Considerations	Core Instruction
Houghton Mifflin Florida Collections Ready LAFS Commonlit.org Cold Reads AVID WICOR Strategies Chromebook Lab Classroom Libraries and Magazines I-Ready	<ul style="list-style-type: none"> <li>▪ FSA ELA Level 3-5 (or)</li> <li>▪ FSA ELA Level 2 (with a history of level 3 or above)</li> <li>▪ I-Ready Diagnostic Overall Grade Level Placement above, on, or <math>\leq 2</math> years below level (AP3)</li> </ul>	<p><b>Tier 1</b></p> <ul style="list-style-type: none"> <li>➤ Core instruction is delivered using texts of appropriate complexity, and provides an integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.</li> <li>➤ Differentiated instruction within the classroom is provided including:                             <ul style="list-style-type: none"> <li>○ Whole group and small group delivery</li> <li>○ Flexible grouping</li> <li>○ Explicit and systematic instruction</li> <li>○ Target specific needs of students</li> <li>○ Scaffold support</li> <li>○ Progress monitor instruction</li> </ul> </li> </ul>
FSA Level 1 or 2 students scoring $\geq 2$ levels below on the i-Ready Reading Diagnostic Assessment <b>may</b> need to receive intensified interventions (more time and/or smaller group size) in addition to ELA Tier 1 Core Instruction. The following Reading courses should be provided in addition to ELA Tier 1 Core Instruction as listed above, when appropriate.		
Materials, Programs and Strategies	Placement Considerations	Support/Intervention
Differentiated Instruction Materials- Triumph Learning ReadWorks.org AVID WICOR Strategies Chromebook Lab Classroom Libraries and Magazines Paired/Shared Reading I-Ready Research Based Reading Strategies	<ul style="list-style-type: none"> <li>▪ FSA ELA Level 1 or 2</li> <li>▪ I-Ready Diagnostic Overall Grade Level Placement <math>&gt; 2</math> years below level (AP3)</li> <li>▪ I-Ready Diagnostic Overall Grade Level Placements <math>&gt; 2</math> years below level (AP2)</li> <li>▪ I-Ready Diagnostic Phonics and Phonological Awareness tested out (AP2 and AP3)</li> </ul>	<p><b>Tier 2</b></p> <ul style="list-style-type: none"> <li>➤ Students do not demonstrate a deficiency in text reading efficiency</li> <li>➤ Instruction in the following areas should be provided to increase reading fluency and endurance of texts within the 6-8 grade complexity band:                             <ul style="list-style-type: none"> <li>○ Vocabulary</li> <li>○ Background Knowledge</li> <li>○ Comprehension: Fiction and Nonfiction</li> <li>○ Skill Support</li> <li>○ Volume of Reading</li> </ul> </li> <li>➤ Consult the student profile in I-Ready and provide targeted instruction based on individual domain deficiency such as vocabulary and comprehension.</li> <li>➤ 45 minutes of prescribed I-Ready Reading online instruction per week.</li> </ul>

Hardee District Reading Plan  
Hardee Junior High Grades 6-8

Materials, Programs and Strategies	Placement Considerations	Support/Intervention
<p>Read 180 Wordly Wise 3000 Differentiated Instruction Materials- Triumph Learning AVID WICOR Strategies Chromebook Lab Classroom Libraries and Magazines Paired/Shared Reading I-Ready Rosetta Stone Research Based Reading Strategies</p>	<ul style="list-style-type: none"> <li>▪ FSA ELA Level 1</li> <li>▪ I-Ready Diagnostic Overall Grade Level Placement &gt; 3 years below level (AP2)</li> <li>▪ I-Read Diagnostic Overall Grade Level Placement &gt; 3 years below level (AP 3)</li> <li>▪ I-Ready Diagnostic Phonics and Phonological Awareness <b>not</b> tested out (AP2 and AP3)</li> </ul>	<p><b>Tier 3</b></p> <ul style="list-style-type: none"> <li>➤ Students demonstrate a deficiency in text reading efficiency.</li> <li>➤ <u>Instruction</u>- Instruction in the following areas should be provided to increase reading fluency and endurance of texts within the 6-8 grade complexity band: <ul style="list-style-type: none"> <li>○ Vocabulary</li> <li>○ Background Knowledge</li> <li>○ Comprehension: Fiction and Nonfiction</li> <li>○ Skill Support</li> <li>○ Volume of Reading</li> </ul> </li> <li>➤ <u>Intervention</u>- Explicit and systematic instruction in the following areas should be provided to increase reading fluency and endurance of texts within the 6-8 grade complexity band: <ul style="list-style-type: none"> <li>○ Phonics</li> <li>○ Phonological Awareness</li> <li>○ Word Attack Skills</li> <li>○ Word Recognition</li> <li>○ Syntax</li> <li>○ Text Structure</li> <li>○ Pace/Expression</li> </ul> </li> <li>➤ Small group instruction and/or interventions should be provided in reading support class as appropriate (5-8 students per group) <ul style="list-style-type: none"> <li>○ Prescriptive and targeted instruction for specific skill development</li> <li>○ Variety of opportunities for repetition (repeated exposures)</li> <li>○ Smaller chunks of text or content</li> <li>○ Guided and independent reading practice</li> <li>○ Skill development and practice integrated into all activities</li> <li>○ Frequent monitoring</li> </ul> </li> </ul>

Hardee District Reading Plan  
Hardee Junior High Grades 6-8

- Consult the student profile in I-Ready and provide targeted instruction based on individual domain deficiency such as phonics, phonological awareness, vocabulary and comprehension.
- 45 minutes of prescribed I-Ready Reading online instruction per week.

Assessment Decision Tree

Progress Monitoring Assessments	If...	Then...
<p>I-Ready Reading Diagnostic Assessment and Florida Standards Assessment ELA</p> <p><b>Assessment Periods:</b> AP1- August 2019 AP2- December 2019 AP3- April 2019</p> <p><b>Benchmark:</b> Student's overall scale score is on or above grade level.</p> <p>Grade 6- 598 or above Grade 7- 609 or above Grade 8- 620 or above</p> <p>*Additional data sources to be used for determining level of reading support services:</p> <ul style="list-style-type: none"> <li>▪ Class grades</li> </ul>	<p>Student's overall scale score is at or above grade level benchmark.</p>	<ul style="list-style-type: none"> <li>➤ Continue with enhanced instruction that follows a developmental reading continuum including instruction with high-level vocabulary, comprehension, speaking, and writing at the connected text level.</li> </ul>
	<p>Student's overall scale score is <math>\leq 1</math> level below: Grade 6- 566-597 Grade 7- 583-608 Grade 8- 594-619</p>	<ul style="list-style-type: none"> <li>➤ Continue with core instruction</li> <li>➤ Consult the student profile in I-Ready and provide targeted instruction based on individual domain deficiency such as vocabulary and comprehension.</li> <li>➤ 45 minutes of prescribed I-Ready Reading online instruction per week.</li> </ul>
	<p>Student's overall scale score is 2 levels below: Grade 6- 542-565 Grade 7- 566-582 Grade 8- 583-593</p>	<ul style="list-style-type: none"> <li>➤ Continue with core instruction</li> <li>➤ Progress monitor monthly using I-Ready</li> <li>➤ Consult the student profile in I-Ready and provide targeted instruction based on individual domain deficiency such as phonics, phonological awareness, vocabulary and comprehension.</li> </ul>
	<p>Student's overall scale scores is <math>&gt; 2</math> grade levels below: Grade 6- 541 or below Grade 7- 565 or below Grade 8- 582 or below</p>	<ul style="list-style-type: none"> <li>➤ 45 minutes of prescribed I-Ready Reading online instruction per week.</li> <li>➤ <b>NOTE:</b> <i>If a student's score is still <math>\geq 2</math> years below grade level, <b>AND</b> has not made <math>\frac{1}{2}</math> year's growth on the AP2 diagnostic, then refer student to Problem Solving Team.</i></li> </ul> <p><b><u><math>\frac{1}{2}</math> Year Growth Expectations</u></b></p> <ul style="list-style-type: none"> <li>○ 6<sup>th</sup> Grade- +8 points</li> <li>○ 7<sup>th</sup> Grade- +7 points</li> <li>○ 8<sup>th</sup> Grade- +7 points</li> </ul> <ul style="list-style-type: none"> <li>➤ <b>NOTE:</b> <i>FSA Level 1 and 2 students scoring <math>\geq 2</math> levels below <b>may</b> need to receive intensified interventions (more time and smaller group size) in addition to the ELA block.</i></li> </ul>

Hardee District Reading Plan  
Hardee Junior High Grades 6-8

<ul style="list-style-type: none"><li>▪ Formative &amp; summative assessments</li><li>▪ Teacher recommendations or anecdotal evidence</li><li>▪ Prior RtI services and documentation</li></ul>		<ul style="list-style-type: none"><li>○ Reading Class: 50 minutes, 5 days a week, beyond the regular ELA Block</li><li>○ Small group targeted instruction provided by a reading endorsed teacher</li><li>○ Small group targeted instruction provided in class (5-8 in a group)</li><li>○ Instructional focus- group/student level needs</li></ul>
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Hardee District Reading Plan, DT-3

Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
<p><b>Grades 9-12</b></p> <p>Administer iReady/USA Test Prep to students scoring below expectations on the state accountability assessment.</p>	<p>Assessment Period 1: September 2019</p> <p>Assessment Period 2: December 2019</p> <p>Assessment Period 3: February 2020</p> <p>Assessment Period 4: FSA state assessment April 2020</p>	<p>Student's Probability of Literacy Success (PLS) score is at or above 70% (Green Success Zone)</p>	<p><b>Green Success Zone*</b></p> <ul style="list-style-type: none"> <li>Consider individual students' strengths &amp; weaknesses in decoding, vocabulary, and comprehension for targeting small group instruction.</li> <li>Provide current levels of instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards</li> </ul>	<p><b>Green Success Zone</b></p> <p>Houghton Mifflin Florida Collections Classroom Libraries/Magazines SpringBoard DBQ's i-Ready AVID WICOR Strategies Kagan Collaborative Structures Accelerated Reader eReader USA Test Prep Literacy TA Chromebook Labs</p>
		<p>Student's Probability of Literacy Success (PLS) score is 69% or less (Yellow or Red Success Zone)</p>	<p><b>Students receive the Syntactic Knowledge score. Use this score along with the WRT &amp; VKT scores to form a profile<sup>†</sup> to determine the appropriate programs/materials/strategies to meet student needs.</b></p> <p><b>WRT, VKT, SKT scores are above 30<sup>th</sup> percentile</b></p>	<p><b>If a student's scores indicate sufficient decoding (WRT) and oral language skills (VKT, SKT).</b></p> <p>Differentiated Instruction Materials Research-Based Reading Strategies Houghton Mifflin Florida Collections Classroom Libraries DBQ's i-Ready Read 180 AVID WICOR Strategies</p>

Hardee District Reading Plan, DT-3

			<p>Provide <i>enhanced</i> instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.</p> <p><b>WRT is below 30<sup>th</sup> percentile- (Intensive Reading Intervention to be delivered during RtI/MTSS block)</b></p> <ul style="list-style-type: none"> <li>Assess fluency (rate, accuracy and expression) through having the student orally read a passage. If the student reads fluently, then work on comprehension strategies.</li> <li>If the student struggles with reading fluently, then work on strategies addressing fluency (rate and accuracy).</li> <li>If the student has a high error rate, provide instruction in basic phonics (letter/sound patterns, syllable types, etc.)</li> </ul> <p><b>VKT is below 30<sup>th</sup> percentile - (Intensive Reading Intervention to be delivered during RtI/MTSS block)</b></p> <ul style="list-style-type: none"> <li>Provide instruction in base/root words and prefixes/suffixes.</li> <li>Provide other intensive vocabulary instruction.</li> </ul> <p><b>SKT is below 30<sup>th</sup> percentile- (Intensive Reading Intervention to be delivered during RtI/MTSS block)</b></p>	<p>Kagan Collaborative Structures Accelerated Reader Read alouds; Choral/Echo reading Paired/Shared reading eReader Scholastic Magazines: Scope; Action; Science World; Upfront</p> <p><b>If a student's scores indicate difficulties with word recognition (WRT, fluency) only.</b> Differentiated instructional materials Independent Reading Practice Classroom Libraries AVID WICOR Strategies Differentiated Instruction Kagan Collaborative Structures Accelerated Reader Read 180 Read Alouds; Choral Reading; Paired/Shared Reading eReader Instruction in vowel and consonant sounds, affixes, and high frequency words Fluency timed readings Rosetta Stone SIM word mapping</p> <p><b>If a student's scores indicate difficulties with oral language (VKT, SKT) only.</b>  Differentiated instructional materials Independent Reading Practice Rosetta Stone Classroom Libraries AVID WICOR Strategies Differentiated Instruction Kagan Collaborative Structures Accelerated Reader Read Alouds</p>
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Hardee District Reading Plan, DT-3

			<ul style="list-style-type: none"> <li>• Provide explicit instruction in sentence construction and determining how clauses and ideas relate to one another throughout a text.</li> </ul>	<p>Choral Reading Echo Reading Paired/Shared Reading eReader High frequency words Modeling by teachers Small group instruction Books on tape &amp; play-aways E Books Interactive E-books Light box interactive online</p>
			<p>*Consider use of the Open Response task to further assist in determining student misconceptions and instructional needs.</p> <p><b>**Note: Any student scoring below the 30<sup>th</sup> percentile in WRT, VKT, and/or SKT will be identified as having a substantial reading deficiency</b></p> <p><b>**Note:</b> The 30<sup>th</sup> percentile cut point used in this document is given as a guide to estimate the level of instructional support necessary for student success. This cut point may need to be refined within each school and district depending on local circumstances such as available resources and student performance. The 30<sup>th</sup> percentile cut point will be reevaluated by the Florida Center for Reading Research and Just Read, Florida! after data is collected with the new end-of-year outcome assessment.</p>	<p><b>If a student’s scores indicate difficulties with both decoding (WRT) and oral language (VKT, SKT).</b></p> <p>Classroom Libraries Repeated Readings Rosetta Stone Differentiated Instruction AVID WICOR Strategies I-Ready Sentence/Paragraph Instruction Kagan Collaborative Structures Novel studies Accelerated Reader Read Alouds;Choral &amp; Echo Reading Paired/Shared Reading High Frequency words;decodable words Read 180 Modeling by teachers Small group instruction Books on tape &amp; play-aways E Books Interactive E-books Light box interactive online</p>

**Hardee District Reading Plan, DT-3**

				<p>*Use Ongoing Progress Monitoring (OPM) or the ELA Formative Assessment System to monitor student progress between Assessment Periods.</p> <p>Instruction in vowel &amp; consonant sounds, affixes, &amp; high frequency words SIM Main Idea Strategy</p>
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**For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data.**