

Holmes 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: Pamela Price
Contact Email: pamela.price@hdsb.org
Contact Telephone: 850-547-6674 x1238

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	46	49	48	53	51	57	58

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	47	49	51	53	52	54	55

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
						22	20
White/African American	28	26	28	24	26		
White/Hispanic	5	8	6	7	5	4	4
Economically Disadvantaged/Non-Economically Disadvantaged	19	8	16	14	18	12	10
Students with Disabilities/Students without Disabilities	34	26	38	36	38	34	32
English Language Learners/ Non-English Language Learners	0	0	0	0	0	0	0

* 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.

Our district reviews our ELA FSA, district benchmark assessment, 3rd grade retention and graduation data with school administrators and teachers to make decisions for expenditures from the Comprehensive Reading Plan (CRP) funds.

Our data indicated that 51% of our students scored below level 3 in Spring 2018. Thus we began and will continue to put an emphasis on our ELA/Reading instruction. In 2019-2020

we will work with all ELA teachers in creating curriculum mapping to ensure that the standards are taught in our classrooms.

During the 2018-2019 school year, all instructional coaches and ELA/Reading teachers had extensive training with i-Ready. i-Ready and the Ready Toolbox (multi-sensory approaches) was purchased (supplemented by local funds) to supplement our instruction in K-10 ELA and Reading classrooms. Through the use of i-Ready lessons along with progress monitoring and small group interventions, we expect to positively impact student achievement in relation to our district goals. We will continue to provide “data days” after each progress monitoring assessment so teachers have an opportunity to analyze i-Ready Diagnostic data and then create small group instruction placements.

Data also indicated as a district “Integration of Knowledge and Ideas” and the standards within this strand are also areas of concern across the grade levels and subgroups. Training, materials, and programs that focus on those areas will receive funding.

We will continue to support district instructional literacy coach and coaches at two of our lower performing schools (supplemented by local district funds). The instructional literacy coaches provide instructional support for teachers through Professional Learning Communities (PLC), coaching, data analysis, response to intervention, and best practices in literacy instruction

The Summer Reading Program is supported through CRP funds and provides targeted support for struggling readers in grade 3. Student profile reports from iReady are utilized to identify specific areas of need that are addressed throughout the four-week program.

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?

Our Assessment Department is responsible for district-wide assessments and progress monitoring. They also provide a comprehensive data dashboard for every school, which allows data to be closely monitored at the school level. The department also reviews student progress monitoring data for 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.

Holmes will use i-Ready diagnostic data for students in kindergarten through 10th grade and for students who in grades 11 and 12 that have not passed the grade 10 FSA ELA. I-Ready data will be collected and analyzed at the district level in order to determine progress toward district goals. For grades 6-12, district midterms, final exams, and research-based tools are also used to monitor progress toward district goals

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

Progress monitoring will be administered at least 3 times yearly and data will be collected and reviewed by our assessment department for each administration. Midterms and quarterly grades will be reviewed each nine weeks by the district assessment department.

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

The District's Instructional Administrator and the MTSS Coordinator will be responsible for conducting fidelity checks, visiting each school and conferring with the school leadership team to determine that appropriate interventions are in place for students who are 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 District's Instructional Administrator is 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?

Midterm data, i-Ready diagnostic assessment data, and FSA performance data will be collected as evidence that classroom instruction is aligned to grade-level Florida Standards. Teachers we help develop detailed curriculum maps and pacing guides which are aligned to the standards.

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

This evidence will be collected quarterly at the school site and district level MTSS team members will review with school leadership 3 times each year.

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 Instructional Administrator, Pamela Price

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

\$15,000.00

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 2-013-002 and 2-100-002

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.**

District and school based instructional literacy coaches that works with teachers on special assignment and other teacher leaders that meet the following qualifications: Reading Certified or Endorsed, successful classroom experience, deep knowledge of reading, writing and literacy development, outstanding presentation and facilitation skills, strong organizational skills and interpersonal skills. These teacher leaders share research based instructional approaches with teachers and provide advice, mentoring and coaching.

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

District, Bethlehm School and Ponce de Leon Elementary 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.**

Instructional literacy coaches were placed in schools according to qualifications and prior experience at the school. Prior experience at the school was a major factor in placing coaches. Coaches are able to make greater change in schools with teachers who already trust the coach. Instructional coaches were placed in our lower performing schools through partial funding from CRP.

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

- a. **Elementary:**1 (Ponce de Leon Elementary K-5) 1 (Bethlehem School K-12), 1 District Instructional Literacy Coach
- b. **Middle:**1 (Bethlehem School K-12), 1 District Instructional Literacy Coach
- c. **High:**1 (Bethlehem School K-12), 1 District Instructional Literacy Coach

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

Holmes uses the Danielson evaluation system to measure the effectiveness of our instructional literacy coaches. In addition we also evaluate the effectiveness of our coaches through review of student data including i-Ready, FSA and mid-term and quarterly grades.

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

\$198,416.00

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?**

None

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.**

N/A

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.:

Discovery Education Inside and Edge
i-Ready Toolbox
Reading Horizons
Secret Stories

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

\$18,000.00

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.

Through CRP funding and district funds we are purchasing i-Ready Toolbox and Secret Stories.

Summer Reading Camps

Please complete the following questions regarding SRC:

- 1. SRC Supervisor Name:** Pamela Price
- 2. Email Address:**pamela.price@hdsb.org
- 3. Phone Number:**850-547-6674 x1238
- 4. Please list the schools which will host a SRC:**

Bonifay K-8 and Ponce de Leon 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:** M, T, W, Th
- c. **Number of instructional hours per day in reading:**6 hours
- d. **End Date:** June 27, 2019
- e. **Total number of instructional hours of reading:**96 hours

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 was a result of the instruction provided during SRC?

Stanford 10 and i-Ready data

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	\$198,416.00
District expenditures on intervention teachers	\$0
District expenditures on supplemental materials or interventions	\$18,000.00
District expenditures on professional development	\$15,000.00
District expenditures on summer reading camps	2515.00
District expenditures on additional hour for schools on the list of 300 lowest performing elementary schools	\$0
Flexible Categorical Spending	\$0
Sum of Expenditures	233,931.00
Amount of district research-based reading instruction allocation for 2019-2020	233,931.00

APPENDIX A



2019-2020 Reading Plan Meeting

Monday, April 1, 2019

1:00 PM

Instructional Administrator's Office – District Office

- Pamela Price, Instructional Administrator
 - District K-12 Comprehensive Research-Based Reading Plan Contact
 - District ELL Contact
 - MTSS
- Donnita Butorac, Exceptional Student Education Administrator
 - MTSS
- Phillip Byrd, MIS Director
- Rodd Jones, Bonifay K-8 Administrator
- Penney Brooks, Elementary Instructional Literacy Coach
- Wanda Brown, Middle/High Instructional Literacy Coach

Agenda

- 2018-2019 District Reading Plan Data Review
- 2019-2020 District Reading Plan Overview
- Alignment Between Special Programs and Procedures
- Responsibility of Instructional Administrator
 - Training for all teachers using i-Ready
 - Training of K teachers using Secret Stories
 - Training of Middle/High Reading teachers using Reading Horizons
 - Progress Monitoring and Review of data
 - Alignment of Florida State Standards to Instruction
 - Alignment of Supplemental and Intervention Programs
 - MTSS – work with ESE Administrator
- Responsibility of ESE Administrator
 - Scheduling Universal Design Training as needed
 - MTSS – work with Instructional Administrator

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;

Holmes District Identification/Intervention Decision Tree (K-5)

Holmes School District will use screening and diagnostic tools during the first few weeks of school so our schools and district are quickly able to identify knowledge gaps and determine next steps to ensure all students are on the right path to reading proficiency. Our district will use the following assessment tools:

i-Ready and Renaissance STAR Early Literacy/FLKRS for screening and progress monitoring.

Parents will receive written notification of reading deficiencies if one or more of the following occurs:

- 3rd, 4th or 5th grade student scored a Level 1 or Level2 on the 2019 Spring FSA ELA
- Student scores in the RED zone on the i-Ready Diagnostic Assessment, administered 3 times each year
- Kindergarten student scores 437 or below on STAR Early Literacy/FLKRS
- Students are identified on our Early Warning Systems with excessive attendance or behavior occurrences

All students will receive core standards instruction through Language Arts and Reading instruction.

Tier 1					
K	1st	2nd	3rd	4th	5th
i-Ready Diagnostic Scale Score – 362 and higher	i-Ready Diagnostic Scale Score – 434 and higher	i-Ready Diagnostic Scale Score – 489 and higher	i-Ready Diagnostic Scale Score – 511 and higher	i-Ready Diagnostic Scale Score – 557 and higher	i-Ready Diagnostic Scale Score – 362 and higher
STAR Early Literacy/FLKRS Scale Score 497 and above				FSA ELA Score in: Level 3 Level 4 Level5	FSA ELA Score in: Level 3 Level 4 Level5

i-Ready Diagnostics/Progress Monitoring will be administered: August/September, December/January and April/May

STAR Early Literacy/FLKRS swill be administered to Kindergarten in during the first 30 days of school.

Instructional Practices for Tier 1
Continue with grade level instruction
Students will receive enhanced instruction using the i-Ready computer program that will be customized according to their diagnostic plan. Each plan is unique to the individual because the program is adaptive.
All students will receive an appropriate level of instruction in phonics, phonemic awareness, fluency, vocabulary, and reading comprehension strategies required to meet grade level standards. This will be accomplished using Reading Street and Journeys Reading Programs, Secret Stories, i-Ready reading materials, and additional supplemental materials as needed.

Tier 2

Students in grades K-3 will receive targeted small group intervention for 30 minutes daily during their 120 minute reading block. Students in grade 4-5 will receive targeted small group intervention for 30 minutes daily beyond their 90 minute reading block.

K-5 teachers will monitor reading skills with grade level formative and summative assessments and i-Ready diagnostic assessments weekly/bi-weekly. i-Ready will be used for progress monitoring at each grade level.

Students in kindergarten will receive additional phonics instruction using Secret Stories facilitated by classroom teachers.

Tier 2					
K	1st	2nd	3rd	4th	5th
i-Ready Diagnostic Scale Score of 100-361	i-Ready Diagnostic Scale Score of 347-433	i-Ready Diagnostic Scale Score of 419-488	i-Ready Diagnostic Scale Score of 474-510	i-Ready Diagnostic Scale Score of 496-556	i-Ready Diagnostic Scale Score of 542-580
STAR Early Literacy/FLKRS Scale Score 438-496				FSA ELA Level 2	FSA ELA Level 2

*Scale Score table 2018 Curriculum Associates

Instructional Practices for Tier 2
Continue with grade level instruction
Students will receive enhanced instruction using i-Ready computer program that will be customized according to their diagnostic plan. Each plan is unique to the individual because the program is adaptive.
Students will also receive an appropriate level of instruction in phonics, phonemic awareness, fluency, vocabulary, and reading comprehension strategies required to meet grade level standards. This will be accomplished using Reading Street and Journeys Reading Programs, Secret Stories, i-Ready reading materials, and additional supplemental materials as needed. Teachers will monitor comprehension skills with grade level formative and summative assessments, i-Ready growth monitoring assessments, and i-Ready diagnostic assessments.

Tier 3

Students will receive differentiated small group instruction for an additional 30 minutes daily beyond Tier 2 and 90-120 minute reading block.

Students will be provided additional instruction on the following reading strategies: sequencing, using context clues, explicit and implicit questioning, vocabulary, fluency, retelling, summarizing, making inferences, making predictions, visualizing and identifying key words. Additional i-Ready lessons will be assigned based on data from the diagnostic that showed specific areas of reading weakness.

Tier 3					
K	1st	2nd	3rd	4th	5th
i-Ready Diagnostic Scale Score 0-99	i-Ready Diagnostic Scale Score 100-346	i-Ready Diagnostic Scale Score 100-418	i-Ready Diagnostic Scale Score 100-473	i-Ready Diagnostic Scale Score 100-495	i-Ready Diagnostic Scale Score 100-541
STAR Early Literacy/FLKRS Scale Score 437 and below			FSA ELA Level 1 (retained students)	FSA ELA Level 1	FSA Level 1

* Scale Score table 2018 Curriculum Associates

Instructional Practices for Tier 3

Continue with grade level instruction

Parents will receive notification of students with substantial reading deficiencies if one or more of the following occurs:

- 3rd, 4th or 5th grade student scored a Level 1 on the 2019 Spring FSA ELA
- Student cores in the RED zone on the i-Ready Diagnostic Assessment, administered 3 times each year
- Kindergarten student scores 437 or below on STAR Early Literacy/FLKRS

Students will receive enhanced instruction using i-Ready computer program that will be customized according to their diagnostic plan. Each plan is unique to the individual because the program is adaptive.

Students will also receive researched and evidence based reading instruction strategies, including intensive, explicit, systematic and multisensory approaches to reading instruction and interventions. Multisensory Interventions for students with substantial reading deficiency:

- Visual, auditory, kinesthetic, and tactile linkages
- Systematic and cumulative organization of content
- Diagnostic teaching to mastery
- Synthetic and analytic Presentation

(examples: word building, see it/say it, music/audio, clapping out sounds, use of playdough, sandpaper letters, color-coded word building tiles, chunking text, story sticks, idea mapping, say it/write it, tapping out sounds, use of dry erase boards, shared reading with teacher and/or peer, use of textures, read it/build it/write it, air writing, etc.)

Students will also receive an appropriate level of instruction in phonics, phonemic awareness, fluency, vocabulary, and reading comprehension strategies required to meet grade level standards. This will be accomplished using Reading Street and Journeys Reading Programs, Secret Stories, i-Ready reading materials, and additional supplemental materials as needed. Teachers will monitor comprehension skills with grade level formative and summative assessments, i-Ready growth monitoring assessments, i-Ready diagnostic assessments and additional supplemental materials weekly.

Students that are not making progress will be assigned, based on data from i-Ready growth monitoring, will receive individualized instruction that targets his or her reading weaknesses.

Students not responding to the intensive intervention will be further evaluated by a school based intervention team to find ways to accelerate reading success. The child's teacher, principal, curriculum coordinator, parents and guidance counselor will all be members on this team.

Holmes District Identification/Intervention Decision Tree (6-8)

Holmes School District will use screening and diagnostic tools during the first few weeks of school so our schools and district are quickly able to identify knowledge gaps and determine next steps to ensure all students are on the right path to reading proficiency. Our district will use the following assessment tools:

i-Ready and Reading Horizons for screening and progress monitoring.

i-Ready diagnostic will be administered three times per year to monitor student progress of the Language Arts Florida Standards and to provide further instructional information so that students will achieve their highest ability level.

Parents will receive written notification of reading deficiencies if one or more of the following occurs:

- 6th, 7th, and 8th grade student scored a Level 1 or Level 2 on the 2019 Spring FSA ELA
- Student scores in the RED zone on the i-Ready Diagnostic Assessment, administered 3 times each year (August/September, December/January, April/May)
- Students are identified on our Early Warning Systems with excessive attendance or behavior occurrences

All students will receive core standards instruction through Language Arts and Reading Courses.

Tier 2 & Tier 3: All students with identified substantial reading deficiency will be addressed and monitored through a response to intervention model (Tier 2 & Tier 3 interventions). Students receiving these interventions will be progress monitored more frequently with i-Ready growth monitoring. This will allow schools to make deliberate placement of low-performing students in appropriate ELA courses. These students will be monitored on a weekly/bi-weekly basis and adjustments made to instruction if data indicates that they are not making progress. Parents will be notified of students with identified substantial reading deficiency.

Reading Diagnostic:

All students in 6th -8th grade with FSA ELA Level 1 or 2 will be progress monitored with i-Ready Diagnostic and Reading Horizons.

If TIER 2: FSA Level 2	If TIER 3: FSA Level 1
<p>Then:</p> <ul style="list-style-type: none"> • Remediation/Intervention will be provided in a ELA or Reading course. • Continue grade level instruction and enrichment in high level reasoning skills, vocabulary, reading comprehension, and fluency practice strategies <ul style="list-style-type: none"> • Provide additional strategies for text reading efficiency (comprehension and fluency). • Students not responding and making progress will be further diagnosed through our MTSS process and instruction will be modified to be more explicit and in smaller groups. Programs and Possible Materials: 	<p>Then:</p> <ul style="list-style-type: none"> • Remediation/Intervention may be provided in an Intensive Reading Course; ESE students are also in a support/push-in ELA class OR placement in a Co-teach Model with a Reading Endorsed and Content Endorsed teacher. • Continue grade level instruction and enrichment in high level reasoning skills, vocabulary, reading comprehension, and fluency practice strategies • Reading deficiency will be addressed and should include the following components: <ul style="list-style-type: none"> · prescriptive and targeted instruction for specific skill development,

Holmes District Identification/Intervention Decision Tree (6-8)

<ul style="list-style-type: none"> • HMH Collections (CCRP) • i-Ready • SIM Strategies • Reading Horizons • CPALMS activities • Paired and independent reading across various genres • Materials from Teengagement • Frequent Monitoring Weekly/Biweekly 	<ul style="list-style-type: none"> · variety of opportunities for repetitions (repeated exposures), · smaller chunks of text or content, · guided and independent reading practice, · skill development and practice integrated into all activities, · Frequent monitoring. --If a progress monitoring indicates the student is not making adequate progress toward on-level achievement, the following may occur: <ul style="list-style-type: none"> • Redefining of the problem, analyzing why it is occurring, changing the interventions and progress monitoring • Increased time/frequency of targeted instruction based on i-Ready category results. • Provide a variety of opportunities to strengthen content reading and writing • Provide targeted differentiated small group instruction to meet individual student need. • Students not responding to this intensive intervention will be further diagnosed and will receive instruction through additional or alternative materials in order to accelerate reading success. Programs and Possible Materials: <ul style="list-style-type: none"> • HMH Collections (CCRP) • i-Ready • SIM Strategies • Reading Horizons • CPALMS activities • Paired and independent reading across various genres • Materials from Teengagement • Frequent Monitoring Weekly
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Holmes District Identification/Intervention Decision Tree (9-12)

All Holmes School District students will receive core standards instruction through a Language Arts, Honors Language Arts or Dual Enrollment English course. Students that score Level 1 or Level 2 on FSA ELA State Assessment are considered to have a reading deficiency and will be targeted for intervention and further investigation by giving a i-Ready reading diagnostic. Students that have been targeted as having a substantial reading deficiency will be placed in the MTSS process. Parents will be notified. The i-Ready Reading Assessment will be administered three times per year for students in the MTSS process to monitor student progress toward end of the year mastery of the Language Arts Florida Standards. 11th and 12th graders that haven't met the graduation requirements will also be monitored and placed in Intensive Reading Class for further instruction so that students will achieve their highest ability level.

Flexibility options: Students receiving Tier 2 and Tier 3 interventions will be monitored weekly/biweekly and interventions/adjustments will be made to instruction if data indicates that they are not making progress. Revisions may be made by redefining the problem, analyzing why it is occurring, changing the interventions and progress monitoring.

Performance Benchmarks for identification of reading deficiency and progress monitoring.

Diagnostic and Progress Monitoring: Curriculum Associates i-Ready and Reading Horizons

- 9th and 10th students who scored a Level 1 or a Level 2 on the ELA Assessment
- 11th and 12th students who scored a Level 1 or a Level 2 on the 10th Grade ELA Assessment
- Students who are identified on our Early Warning Systems with excessive attendance or behavior occurrences

TIER 2: FSA Level 2 FSA Level 2	TIER 3: FSA Level 1
<p>Then:</p> <ul style="list-style-type: none"> • Remediation/Intervention will be provided in an ELA. ESE students may also be in a support/push-in ELA class. • Continue grade level instruction and enrichment in high level reasoning skills, vocabulary, reading comprehension, and fluency practice strategies <ul style="list-style-type: none"> • Provide additional strategies for text reading efficiency (comprehension and fluency). • Students not responding and making progress will be further diagnosed through our MTSS process and instruction will be modified to be more explicit and in smaller groups. Programs and Possible Materials: • HMH Collections (CCRP) 	<p>Then:</p> <ul style="list-style-type: none"> • Remediation/Intervention may be provided in an Intensive Reading Course; ESE students are also in a support/push-in ELA class OR placement in a Co-teach Model with a Reading Endorsed and Content Endorsed teacher. • Continue grade level instruction and enrichment in high level reasoning skills, vocabulary, reading comprehension, and fluency practice strategies • Reading deficiency will be addressed and should include the following components: <ul style="list-style-type: none"> · prescriptive and targeted instruction for specific skill development, · variety of opportunities for repetitions (repeated exposures), · smaller chunks of text or content, · guided and independent reading practice,

Holmes District Identification/Intervention Decision Tree (9-12)

<ul style="list-style-type: none">• i-Ready• SIM Strategies• Reading Horizons• CPALMS activities• Paired and independent reading across various genres• Materials from Teengagement• Frequent Monitoring Weekly/Biweekly	<ul style="list-style-type: none">• skill development and practice integrated into all activities,• Frequent monitoring.--If a progress monitoring indicates the student is not making adequate progress toward on-level achievement, the following may occur:<ul style="list-style-type: none">• Redefining of the problem, analyzing why it is occurring, changing the interventions and progress monitoring• Increased time/frequency of targeted instruction based on i-Ready category results.• Provide a variety of opportunities to strengthen content reading and writing• Provide targeted differentiated small group instruction to meet individual student need.• Students not responding to this intensive intervention will be further diagnosed and will receive instruction through additional or alternative materials in order to accelerate reading success. Programs and Possible Materials:<ul style="list-style-type: none">• HMH Collections (CCRP)• i-Ready• SIM Strategies• Reading Horizons• CPALMS activities• Paired and independent reading across various genres• Materials from Teengagement• Frequent Monitoring Weekly
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