Hendry County Schools

2021-22 Reading Plan

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Contact Information, Communication Plan, and Student Achievement Goals

Contact Information - Part A

District Contact Information

Reading Contacts
Identify the name, email address, position title, and job duties/responsibilities for each member of the district reading team.

Contact	Name, Title, Email, Phone
Main District Reading Contact	Mundy, Barbara Director of Federal Programs mundyb@hendry-schools.net 8636744108
Elementary English Language Arts (ELA)	Duncan, Tressa Director of Elementary duncant@hendry-schools.net 863-674-4166
Secondary ELA	Sanchez, Roberto Director of Secondary sanchezr@hendry-schools.net 863-983-1508
Summer Reading Camp	Holt, Melanie Coordinator of Data holtm@hendry-schools.net 863-674-4140
Third Grade Promotion	Duncan, Tressa Director of Elementary duncant@hendry-schools.net 8636744166
Reading Curriculum	Mundy, Barbara Director of Federal Programs mundyb@hendry-schools.net 8636744108
Reading Endorsement	Sutton, Patricia Administrator of Federal Programs suttonp@hendry-schools.net 8636744108

Communication of Plan Information

Describe how the district will communicate the contents of its Comprehensive Evidence-Based Reading Plan to all stakeholders, including school administrators, reading leadership teams, literacy coaches, classroom instructors, support staff, and parents.

It will be shared at the district leadership meetings.

Shared with principal's at the principal's meeting.

Principal's at individual schools share at faculty meetings and district coaches at school sites share with teachers.

SAC Meetings and Parent meetings.

Posted on the district website for community access.

Student Achievement Goals - Part B

Measurable Student Achievement Goals

For each grade, K-12, establish clear and measurable student literacy achievement goals based on screening, progress monitoring, and statewide/districtwide summative assessments.

Previous School Year
Kindergarten - % of Students "Ready" on FLKRS 77%

Goal for Plan Year
Kindergarten - % of Students "Ready" on FLKRS 79%

Describe action steps to meet the district's kindergarten readiness goal.

We will begin by providing professional development for our PreK teachers to include oral language, print knowledge, phonological awareness, vocabulary.
Follow-up and Coaching to ensure best practices are being implemented with fidelity.
Progress monitoring will occur on a regular basis.
Informed decisions will be made based on the data and needs of the students.
We will also train all the kindergarten teachers on testing practices for FLKRS. (Before, during, and after assessment testing procedures.)

Statewide English Language Arts Standardized Assessment:

Grade	Previous School Year % of Students Scoring					Goal for Plan Year % of Students Scoring				
	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5
3	33	30	24	12	2	19	30	28	19	4
4	37	22	24	13	3	30	20	28	17	5
5	31	29	24	13	3	28	22	28	17	5
6	31	27	23	16	3	28	29	25	18	5
7	35	24	24	13	4	32	20	27	15	6
8	32	28	24	13	4	29	23	27	15	6
9	34	27	22	13	4	30	22	27	15	6
10	31	31	22	14	3	29	23	27	16	5

Include additional literacy goals based on screening, progress monitoring, and/or district summative assessments. At a minimum, include specific goals for K-2 students.
Example: For each grade, K-2, increase the percentage of students currently scoring at or above grade level on (the approved district progress monitoring assessment) by 5% this year, from (60%) to (65%).

For each grade, K-2, increase the percentage of students currently scoring at or above grade level on iReady by 5% this year:
Kindergarten 64% to 69%
First Grade 29% to 34%
Second Grade 33% to 38%

District Budget for Research-Based Reading Instructions Allocation

Budget

1	Research-Based Reading Instruction Allocation	$0.00
2	Estimated proportional share distributed to district charter	$0.00
3	Reading coaches assigned to elementary schools	$0.00
4	Reading coaches assigned to secondary schools	$0.00
5	Intervention teachers assigned to elementary schools	$0.00
6	Intervention teachers assigned to secondary schools	$0.00
7	Supplemental materials or interventions for elementary schools	$0.00
8	Supplemental materials or interventions for secondary schools	$0.00
9	Intensive interventions for elementary students reading below grade level	$0.00
10	Intensive interventions for secondary students reading below grade level	$0.00
11	Professional development	$0.00
12	Helping teachers earn the reading endorsement	$0.00
13	Summer reading camps	$0.00
14	Additional hour for 300 lowest-performing elementary schools	$0.00
	Total:	$0.00

The use of the reading allocation funds must demonstrate a prioritization of K-3 students identified with a substantial deficiency in reading.

Describe how the district has prioritized reading allocation funds to fully support K- students identified with a substantial deficiency in reading.

The reading plan allocation funds district coaches and they will focus on supporting teachers of k-3 so that students with deficiencies have appropriate interventions. The coaches also assist with creating the parent reading at home booklet and are involved with parent and family engagement reading nights.

School Literacy Leadership Teams

How is the School Literacy Leadership Team requirement communicated to principals?

The information will be communicated to the principals by the District Elementary and Secondary Education Directors during monthly Principals' meetings.

To whom at the district level is the roster of School Literacy Leadership Teams communicated?

It will be communicated to the Directors of Elementary and Secondary Education.

Who at the district level is responsible for supporting and monitoring School Literacy Leadership Teams and ensuring compliance?

The Directors of Elementary and Secondary Education will be responsible for ensuring compliance. They will also be responsible to support, monitor, and ensure compliance of the Literacy Leadership Team.

Professional Development

Describe the reading professional development that will be provided by the district and/or schools, aligned to the requirements below:

- Provide professional development required by Section 1012.98(4)(b)11., F.S., which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies;

- Differentiate and intensify professional development for teachers based on progress monitoring data;

- Identify mentor teachers and establish model classrooms within the school; and

- Ensure that time is provided for teachers to meet weekly for professional development.

The following professional development will be provided:
Making Reading Instruction Explicit
Exploring Structured Literacy
BEST (Literary Time Periods Rhetoric, Secondary Foundational Reading, ELA Expectations)
Phonological Awareness /Phonics for K-1
Language and Vocabulary Project
Extreme Reading
SIM - Strategic Instruction Model (Learning Strategies and Content Enhancement Models)
Curriculum Implementation
Lexonik
Orton-Gilligham
Content Planning at weekly PLCs.
Mentor teachers will be selected and model classrooms will be established so that teachers are allowed to observe best practices in multisensory learning/teaching.
One Wednesday every month, teachers will have a half-day of Professional Development to allow collaboration and planning to meet the needs of all learners based on progress monitoring data. These days will be supported and monitor by the administration and district personnel.

Provide a description of how the district will communicate to principals the professional development requirements and how the district will support principals with fulfilling each requirement. Include who at the district is responsible for monitoring professional development requirements and ensuring compliance.

How are professional development requirements communicated to principals?

The professional development requirements will be communicated to principals through:

Flyers developed by District Reading Coaches.
Emails will be sent out to all Principals.
Monthly Principals' Meetings
District Literacy Coaches will schedule meetings with principals to develop an action plan for professional development.

Our district personnel will support the principals through monthly principals' meetings, monitoring monthly calendars, and conduction walkthroughs.

Who at the district level is responsible for supporting and monitoring the professional development requirements and ensuring compliance?

District Elementary and Secondary Education Directors and District Literacy Coaches will be responsible for supporting and monitoring the professional development requirements and ensuring compliance.

Charter Schools

Does the district ensure charter schools will utilize their proportionate share of the research-based reading allocation in accordance with Sections 1002.33(7)(a)2.a. and 1008.25(3)(a), F.S.?

Yes

Literacy Coaches

Literacy Coaches - Part A

If the funding of literacy coaches is part of the reading allocation budget, literacy coaches must be assigned to schools determined to have the greatest need based on student performance data in reading. Districts must use the Just Read, Florida! model or explain the evidence-based coaching model used in their district and how they will monitor the implementation and effectiveness of the coaching model. This must include how communication between the district, school administration, and the reading coach throughout the year will address areas of concern.

Coaches must possess the following:

- bachelor's degree and reading endorsement or reading certification;

- highly effective rating on most recent available evaluation that contains student achievement data;

- experience as successful classroom teachers;

- knowledge of evidence-based reading research;

- special expertise in quality reading instruction and infusing reading strategies into instruction;

- data management skills;

- strong knowledge base in working with adult learners;

- excellent communication skills; and

- outstanding presentation, interpersonal, and time-management skills.

How were schools with the greatest need based on student performance data in reading selected for coach services and supports? Attach corresponding rubric, if applicable.

Schools will be identified by:
1. Lowest 300
2. TSI/CSI
3. ESSA subgroup categories on the Federal Index
4. IReady diagnostic - progress monitoring to be given and analyzed three times a year.
5. Needs Survey
All literacy coaches that work with Teir III students are reading endorsed/certified.

Upload rubric, if applicable
The following documents were submitted as evidence for this section:

No files were uploaded

Literacy Coaches - Part B

Requirements of the Just Read, Florida! Coaching Model

- ◦ Provide professional development on the following:
    - ▪ the major reading components, as needed, based on an analysis of student performance data;
    - ▪ administration and analysis of instructional assessments; and
    - ▪ providing differentiated instruction and intensive intervention.
- ◦ Model effective instructional strategies for teachers.
- ◦ Facilitate study groups.
- ◦ Train teachers to administer assessments, analyze data, and use data to differentiate instruction.
- ◦ Coach and mentor teachers daily.
- ◦ Provide daily support to classroom teachers.
- ◦ Work with teachers to ensure that evidence-based reading programs are implemented with fidelity.
- ◦ Help to increase instructional density to meet the needs of all students.
- ◦ Participate in reading leadership teams.
- ◦ Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies.
- ◦ Prioritize time to those teachers, activities, and roles that will have the greatest impact on student achievement in reading, namely coaching and mentoring in classrooms.
- ◦ Work frequently with students in whole and small group instruction to model and coach in other teachers' classrooms.
- ◦ Work with school principals to plan and implement a consistent program of improving reading achievement using strategies that demonstrate a statistically significant effect on improving student outcomes.

Note: Coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach, and must limit the time spent on administering or coordinating assessments.

Is the district using the Just Read, Florida! coaching model?

Yes

If no, please attach the evidence-based model the district is using.
The following documents were submitted as evidence for this section:

No files were uploaded

If yes, please complete the next section:

How are these requirements being communicated to principals?

District leadership team will convey the information to principals at monthly principal meetings. District coaches will also communicate to principals during school site meetings.

How is the district supporting coaches with prioritizing high impact activities, such as conducting data analysis with teachers to establish goals and create action plans, coaching, and providing professional development based on need?

Coaches are supported through train-the-trainer opportunities, collaborative monthly meetings with district leadership.

Who at the district level is supporting and monitoring coach time and tasks?

District Elementary and Secondary Education Directors are supporting and monitoring coaching time and tasks.

How often is coaching time, tasks, and impact data being reported and reviewed by the district?

Quarterly

What problem-solving steps are in place for making decisions regarding coaching time and tasks based on the data?

Coaches/Teachers and other stakeholders:
1. Examine the data
2. Describe the data
3. Interpret the data
4. Reflect on the implications of the data
5. Reflect on the data
6. Debrief of the process

District-Level Monitoring of Plan Implementation

District-Level Monitoring - Part A

Districts must monitor the implementation of the District K-12 Comprehensive Evidence-Based Reading Plan at the school and classroom level. Districts must also explain how concerns are communicated if it is determined that the District K-12 Comprehensive Evidence-Based Reading Plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students. The district must:

- Provide an explanation of the data that will be collected, how it will be collected, and the frequency of review must be provided. Districts must also explain how concerns are communicated if it is determined that the District K-12 Comprehensive Evidence-Based Reading Plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students;

- Ensure all instruction in reading is systematic and explicit, based on data, and uses an evidence-based sequence of reading instruction and strategies to meet the needs of students at the school level and determining appropriate instructional adjustments;

- Ensure that data from formative assessments are used to guide differentiation of reading instruction;

- Ensure incorporation of reading and literacy instruction by all content area teachers into subject areas to extend and build discussions of text in order to deepen understanding; and

- Evaluate District K-12 Comprehensive Evidence-Based Reading Plan implementation and impact on student achievement.

Assessments

Indicate the assessment(s) used to screen and progress monitor K-12 students. For each assessment, indicate the following:

- the full name of the assessment;

- the grade level(s) the assessment is administered, and, where applicable, criteria for identifying students who will be assessed; and

- the components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension) or the standards strand (reading, communication) that will be assessed, the type of assessment, and how often the data will be collected and analyzed to support instruction.

Name of the Assessment	To whom is the assessment administered?	Assessment type	What component of the reading/strand of standard is being assessed?	How often is the data being collected?
FLKRS	Kindergarten Students	Screener	Phonological Awareness	Annually
STAR Early Literacy	Kindergarten	Progress Monitoring	Phonological Awareness	3 x A Year
STAR Reading	Kindergarten through Eighth Grade	Formative Assessment	Fluency, Vocabulary, Comprehension	Quarterly
i-Ready	Kindergarten through Tenth Grade	Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
Waterford	Kindergarten	Progress Monitoring	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary	Quarterly
SIM- Xtreme Reading	Highschool 9-12	Progress Monitoring	Fluency, Vocabulary, Comprehension	Quarterly
Access for ELLs	ELL students K-12	Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Annually

District-Level Monitoring - Part B
Provide the following information to depict how the district will meet each of the requirements.

Who at the district level is responsible for providing plan implementation oversight, support, and follow-up?

The District Directors: Dr. Barbara Mundy, Tressa Duncan, and Roberto Sanchez, Dr. Angela Staley are responsible for providing plan implementation oversight, support, and follow-up.

What process is in place for ensuring all instruction in foundational reading skills is systematic and explicit and all reading instruction is evidence-based?

Principals conduct walk-throughs, review lesson plans, and hold weekly PLCs to monitor.
Instructional coaches model, co-teach and assist in planning systematic and explicit instruction
in foundational reading skills using evidence based strategies.

What process is in place for ensuring that formative assessment data is used to differentiate reading instruction?

Conducting PLCs where data is constantly monitored, discussed, and lessons planned based on the data.

What steps are the district taking to incorporate literacy instruction into content areas to build discussions of texts in order to deepen understanding?

Professional Development during PLCs on those strategies.
Instructional coaches modeling high yield strategies.
Our district has also purchased all Civics books from the BEST standards booklist for grades K-12.

How are concerns communicated if the plan is not being implemented to meet the needs of students?

Guidance is provided to principals at district level principals' meetings and other meetings held. These guidelines are reinforced when directors meet with principals individually.

District-Level Monitoring - Part C
Districts must annually evaluate the implementation of their K-12 Reading plan. The evaluation must:

- ◦ Analyze elements of the district's plan, including leadership, assessment, curriculum, instruction, intervention, professional development and family engagement;

- ◦ Include input from teachers, literacy coaches and administrators at the school level; and

- ◦ Identify elements in need of improvement and strategies to increase literacy outcomes for students.

Describe the district's plan to meet each requirement above. Include a description of how the district will use the evaluation to improve implementation of the district's plan for the following school year to increase student achievement.

Guidance is provided to principals at district level principals' meetings and other meetings held. These guidelines are reinforced when directors meet with principals individually. Additionally, when coaches meet with principals to create a plan of action for the year for the individual schools, the guidelines are covered. Additionally, teacher input will be included as they will be part of our Literacy team.

Self Reflection Tool
Districts must upload their evaluation of the District K-12 Comprehensive evidence-Based Reading Plan.

The district must use the evlauation to improve implementation of the district's plan for the following school year to increase student achievement.

The following documents were submitted as evidence for this section:

Hendry_CERP_Reflection-Final_(1).docx
Hendry Self Reflection
Document Link

School-Level Monitoring of Plan Implementation

School-level implementation - Part A

Districts must describe the process used by principals to monitor implementation of, and ensure compliance with, the reading plan, including weekly reading walkthroughs conducted by administrators. In addition, districts must describe how principals monitor collection and utilization of assessment data, including progress monitoring data, to determine intervention and support needs of students.

What process is in place to ensure effective implementation?

The process is as follows:
District Leadership Team meets with principals to review the plan.
District team members follow up with administrators monthly.
District-level administrators will ensure that the literacy walk-throughs are occurring at each school using a district-created walkthrough tool.
Data will be reviewed at principals' meetings, PLCs, and grade-level meetings.

Who at the district level supports effective implementation?

The Directors of Elementary and Secondary Education will support effective implementation.

What process is in place to identify areas in need of improvement for effective implementation?

Data is reviewed that will be used to drive the school-level reading plan.
The District created a literacy walk-through tool for principals to utilize.
Collected data will be shared with the District Leadership team.
District leadership meets with principals, data coordinators, and literacy coaches, at monthly meetings, to discuss data and areas in need of improvement.

Weekly reading walkthroughs - Part B

What process is in place to ensure effective implementation?

District Leadership Team meets with principals to review plan.
District team members follow-up with administrators monthly.
Literacy Team Rosters are updated and turned in to the district.

Who at the district level supports effective implementation?

Directors of Elementary and Secondary Education support effective implementation through chats with principals on a monthly basis and weekly walkthroughs with the principals.

What process is in place to identify areas in need of improvement for effective implementation?

Monthly principals' meetings with directors and principals where data is reviewed and will be used to drive the school level reading plan, the literacy team, the walkthroughs and the strategies for implementation.

Use of data to determine interventions - Part C

What process is in place to ensure effective implementation?

Principals meet with the teachers to review the plan and how to best implement the plan as well as meeting with the literacy team monthly. Walkthroughs are conducted by the principal and by the directors. Reading Coaches may be involved in this process as well.

Who at the district level supports effective implementation?

The Directors of Elementary and Secondary Education for the District support effective implementation through meetings, phone calls, emails, and chats with principals and the principals meet with teachers and the literacy team. Reading coaches are involved in this support as well.

What process is in place to identify areas in need of improvement for effective implementation?

Student data is reviewed and will be used to drive the school-level reading plan implementation. Chats and meetings between principal, reading coaches, and the literacy team will allow for review of the data from the literacy walks and the facilitate strategies for implementation and next steps.

Summer Reading Camp

Reading Camp - Part A

For Summer Reading Camps required by Section 1008.25(7), F.S., districts must:

- Provide instruction to grade 3 students who score Level 1 on the statewide standardized assessment for ELA;

- Implement evidence-based explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension; and

- Provide instruction by a highly effective teacher endorsed or certified in reading.

All district Summer Reading Camp teachers are highly effective and reading endorsed/certified.

Yes

Describe the district's plan to meet each requirement for Summer Reading Camps required by Section 1008.25(7), F.S. Include a description of the evidence-based instructional materials that will be utilized.

Third Grade summer school students will receive intensive interventions using explicit, systematic, and gradually released lessons in a small group (1:6) setting. Students will receive weekly progress monitoring that will also be reported to their parents. Leveled Literacy interventions, Orton Gillingham, and iready phonics for fluency will be utilized. Students will be offered the SAT 10 at the end of summer school.
According to ESSA evidence Leveled Literacy has a strong evidence rating:
https://www.evidenceforessa.org/programs/reading/fountas-pinnell-leveled-literacy-intervention-lli
According to ESSA evidence standards Leveled Literacy Interventions (LLI) has strong evidence based on the ESSA rating. (.13 effect size.)

Districts have the option of providing summer reading camps to students in grades K-2 who demonstrate a reading deficiency as determined by district and state assessments, and students in grades 4-5 who score Level 1 on the statewide, standardized ELA assessment.

Will the district implement this option?

Yes

If yes, describe the district's instructional plan, include a description of the evidence-based instructional materials that will be utilized.

This program will be offered due to ESSER funding that is available for the next few years. Students will attend Monday-Friday from 7:45-1:30 pm during the month of June. Students will receive instruction in math, reading, science, and social studies content. We will use STAR as a screener for pre and post-test. Students will also use iReady for their instructional level path. We will also be using the Orton-Gillingham approach through MaxScholar to meet the reading demands that will allow us to work on closing the achievement gaps in reading foundations and comprehension.
According to ESSA evidence Leveled Literacy has a strong evidence rating:
https://www.evidenceforessa.org/programs/reading/fountas-pinnell-leveled-literacy-intervention-lli
According to ESSA evidence standards Leveled Literacy Interventions (LLI) has strong evidence based on the ESSA rating. (.13 effect size.)

Attendance - Part B
Complete below depicting the number and percentage of students attending summer reading camps.

Number of Students Attending Summer Reading Camp

Third grade students who score Level 1 and at risk of retention (1008.25(7)(a)2., F.S.)
275

Students who demonstrate a reading deficiency in grades K-2
300

Students who score Level 1 in grades 4-5
537

Percentage of Students Attending Summer Reading Camp

Third grade students who score Level 1 and at risk of retention (1008.25(7)(a)2., F.S.)
33%

Students who demonstrate a reading deficiency in grades K-2
28%

Students who score Level 1 in grades 4-5
37%

Parent Support through a Read-At-Home Plan

Describe the district's plan for providing a read-at-home plan to parents of students identified with a substantial deficiency in reading. Include literacy partnerships or programs the district has to increase support for families to engage in literacy activities and reading at home. In addition, include who at the district is responsible for supporting and monitoring implementation.

The district-created Family Read at Home plan has been created for grades K-5. This book contains support for families in all 6 areas of reading (oral language, phonological awareness, phonics, fluency, vocabulary, reading comprehension) including, multisensory strategies. Information for this plan was gleaned from Just Take 20 on the
FLDOE website. This will be distributed at kindergarten orientation, Family Reading Nights, MTSS meetings with parents, PTO meetings, and will be on the District Web page. This read-at-home booklet is in printed and digital format.

Who at the district is responsible for monitoring this requirement?

The District Leadership Team is responsible for monitoring this requirement.

Assessment, Curriculum, and Instruction

Requirements - Part A
Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.

Provide whole group instruction utilizing an evidence-based sequence of reading instruction.

How does the district support and monitor implementation?

The district ensures that all schools have scheduled an uninterrupted block of time of at least 90 minutes added to their daily schedules for all students.
Curriculum mapping will occur.
Professional development will be provided and follow up with the literacy coaches.
Monitored through walk-throughs
Tier I: Benchmark Advance Florida was adopted during Florida's 2021 ELA adoption process. Benchmark Advance Florida has one of the highest ratings from edreports.org and is fully aligned with the Florida BEST standards.

Who at the district is responsible for supporting and monitoring this requirement?

District Leadership Team
Directors of Elementary and Secondary Education

Use texts to increase students' background knowledge and literacy skills in social studies, science, and the arts.

How does the district support and monitor implementation?

Professional development will be provided and follow up with the literacy coaches.
Monitor through walk-throughs.
A comprehensive curriculum that provides texts from the BEST standards booklists which include social studies, sciences, and arts. In addition, we have purchased the Civics books from the booklist in the BEST standards.
iReady workbooks are utilized which also include content in social studies, science and the arts.

Who at the district is responsible for supporting and monitoring this requirement?

District Leadership Team
Directors of Elementary and Secondary Education

Provide small group differentiated instruction in order to meet individual student needs.

How does the district support and monitor implementation?

Support through professional development.
Monitor through walk-throughs

Who at the district is responsible for supporting and monitoring this requirement?

District Leadership Team
Directors of Elementary and Secondary Education

Florida's Revised Formula For Success - Part B
K-12 reading instruction will align with Florida's Revised Formula for Success, 6 + 4 + T1 +T2 + T3, which includes the following:

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;

- **Four types of classroom assessments:** screening, progress monitoring/formative assessment, diagnosis, and summative assessment;

- **Core instruction (Tier 1):** is standards-aligned; includes accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; provides print-rich explicit and systematic, scaffolded, and differentiated instruction; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning as defined in 34 C.F.R. 200.2(b)(2)(ii);

- **Immediate intervention (Tier 2):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive feedback; and occurs in addition to core instruction; and

- **Immediate intensive intervention (Tier 3):** is provided to students identified as having a substantial deficiency in reading; is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions. In accordance with Section 1008.25(4)(c), F.S., students identified with a substantial reading deficiency must be covered by a federally required student plan, such as an IEP or an individualized progress monitoring plan and receive intensive interventions from teachers who are certified or endorsed in reading.

Describe how the district will align K-12 reading instruction with Florida's Revised Formula for Success.

To begin, teachers will be curriculum mapping BEST standards, curriculum, assessment, and instruction for the upcoming school year. Teachers will ensure their mapping reaches all six areas of the components of reading for each grade level. Once school begins, data will be collected through monitoring, diagnostic assessments, and screeners to drive their instruction and pinpoint students to consider for Tier II and Tier III interventions. Progress monitoring will occur, through formative assessments, which will also indicate which students will be better served in Tier II or Tier III intervention groups. Progress monitoring will continue to drive interventions, as intervention groups will be fluid: Which includes ESE and ELL students' and their needs. Appropriate accommodations will be provided to those ESE and ELL students as well. Diagnostic assessment will occur three times a year, as a way to continue to monitor overall grade-level progress and continue to drive reading instruction for all students. End-of-year summative assessments will guide this process for the start of the following school year.

How does the district support and monitor implementation?

~Professional development will be provided.

~Walk-throughs utilizing a checklist/observation form.
~Classroom support from coaches.

Who at the district is responsible for supporting and monitoring this requirement?

~District Leadership Team
~District Literacy Coaches

Assessment/Curriculum Decision Trees - Part C
Districts are required to develop Assessment/Curriculum Decision Trees to demonstrate how data will be used to determine specific reading instructional needs and interventions for all students in grades K-2. Use the Assessment/Curriculum Decision Tree template to address ALL students. The template can be used for grade bands or for individual grades.

The Decision Trees must contain the following information:

- Name of screening, diagnostic, progress monitoring, local assessment, statewide assessment, or teacher observations used within the district. Pursuant to Section 1002.69, F.S., the Florida Kindergarten Readiness Screener (FLKRS) must be used as a component of identification for kindergarten students, and according to section (12) of the plan rule, the assessment tool used to identify students in grades K-3 with a substantial deficiency. Florida Standards Assessment-English Language Arts (FSA-ELA) must be one of the components used for grades 3-12 pursuant to Section 1008.25(4)(a), F.S.;

- Target audience (grade level);

- Performance criteria used for decision-making for each instrument;

- Assessment/curriculum connection, including evidence-based curriculum materials and practices used in instruction and intervention, that address the six (6) components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;

- The methods for providing reading instruction and intervention to students who may continue to receive instruction through distance or blended learning;

- An explanation of how instruction will be modified for students who have been identified as having a substantial deficiency in reading who are in need of intensive intervention; and

- Specific criteria for when a student is identified to receive intensive reading interventions by a teacher who is certified or endorsed in reading, what intensive reading interventions will be used, and how they are provided. Districts must identify the multisensory intervention provided to students in grades K-3 who have a substantial deficiency in reading. A description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

Upload Decision Tree File in PDF format
The following documents were submitted as evidence for this section:

Hendry_County_Decision_Tree_21.22.pdf
Hendry County Schools' Decision Tree
[Document Link](#)

Identification of Students with a Substantial Reading Deficiency

Describe the district's process for identifying students with a substantial deficiency in reading based on the criteria above.

The LEA utilizes iready diagnostic given 3 times a year for students in grades k-10th, and FSA data is also utilized in grades 3-12, per the proficiency criteria as designated by the state. The diagnostic shows deficiencies for students as well as grade level performance. Furthermore, iready breaks down the deficiencies in reading components of phonological awareness; phonics; vocabulary, including oral language skills; reading fluency; and reading comprehension. Lessons are identified and available to assist the teacher in providing interventions to assist in closing the gaps. Teacher observation data is utilized along with benchmark data on skill mastery.

300 Lowest-Performing Elementary Schools

Does the district have one or more of the 300 lowest-performing elementary schools?
If yes, describe the process the district uses to ensure all of the following requirements are met. If individual schools within the district have a different approach to meet the requirements below, please include their plan.

Yes

Provide an additional hour per day of intensive reading instruction for students in the school. The additional hour may be provided within the school day.
Note: If the additional hour is provided within the school day, 150 minutes of reading instruction must be provided in accordance with Rule 6A-6.053, F.A.C., and Section 1011.62, F.S.

Labelle Elementary is a lower 300 school. The additional hour per day of intensive reading instruction, provided by reading endorsed/certifiied teachers, for students in the lowest-performing elementary school occurs during an additional one-hour block every morning during the regular school day. During this time, students receive explicit, systematic phonics and reading instruction with additional support personnel used as a push-in. This allows for small group intensive instruction to occur.

The additional hour per day of intensive reading instruction must be provided by teachers and reading specialists who have demonstrated effectiveness in teaching reading.

During this time, students receive instruction from an effective certified teacher based on their evaluation conduction by their administrator. Additional support personnel are used as push-in support as well. This allows for small group intensive instruction to occur. For Tier III students, a reading endorsed/certified in reading is providing instruction.

The intensive reading instruction delivered in this additional hour includes research-based reading instruction that has been proven to accelerate progress of students exhibiting a reading deficiency, including:
  - differentiated instruction based on screening, diagnostic, progress monitoring, or student assessment data to meet students' specific reading needs;

  - explicit and systematic reading strategies to develop phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided practice, error correction, and feedback; and

  - integration of social studies, science, and mathematics text reading, text discussion, and writing in response to reading.

Using students' progress monitoring data, students receive differentiated, explicit, systematic phonics reading instruction. Formative assessments such as screeners, progress monitoring, and diagnostic assessments are used to monitor progress. iReady Toolbox is utilized to incorporate texts that include social studies, science, and math. In addition, literature books and civics books from the BEST booklist is used during intensive reading instruction. Discussion and writing in response to reading occur during this time based on the books that are being read.