

HISD | Interventions Office

EVERYONE SUCCESSFUL EVERYDAY

Middle School Initiative 2020-2021



Cicely Bailey, Director of Interventions
Jamahl Peake, Middle School Initiative IAT Manager
Marion Breedlove, A180 IAT Manager
Nubia Parsons, East IAT Manager
Kasana Reeves, North IAT Manager
Betty Sierra, Northwest IAT Manager
Kareeme Harris, South IAT Manager
Samuel Maldonado, West IAT Manager
Stacey Court, West IAT Manager

Interventions Office Middle School Initiative 2020-2021

Core Committee Members:

Cicely Bailey, Director of Interventions

Dr. Joan Anderson, Director of Interventions - Behavior

Jamahl Peake, Middle School Initiative IAT Manager

Stacey Court, IAT Manager - West Area

Kasana Reeves, IAT Manager - North Area

Kareene Harris, IAT Manager - South Area

Novelyn Watson-Robinson, IAT Manager - Behavior

Erica Smith, Academic Program Manager - Overage

Gabriel Parshall, Manager (DDIS) - Student Assessment

Katrina Baines, ITDS

Debra Bunton, ITDS

Gervase Owens, ITDS

Geneva Harris-Hatton, Dyslexia Intervention Team Lead

Goals and Objectives

Goal #1: 100% of all schools that serve students in grades 6-8 will have a highly effective reading intervention plan to support Tier 2 and Tier 3 students in those grade levels.

Goal #2: All students in grades 6-8 will show growth reflected in their Renaissance 360 Reading SGP of 35-60 from BOY to EOY.

Goal #3: All students in grades 6-8 will show at least one year's growth in reading based on GE in Renaissance 360 from BOY to EOY.

Goal #4: Selected middle schools will identify and implement school-wide systems of positive behavior supports, including Tier 2 and Tier 3 interventions, to address students' skill deficits in behavior management.

Goals and Objectives

Middle School Initiative Strategic Plan:

1. Campuses that serve students in grades 6 – 8 will correctly identify intervention classes on master schedule as the reading elective course for the reading intervention class.
2. The Interventions Office will support schools in creating a universal method of identification for student tiering and provide all schools that serve students in grades 6-8 with the appropriate rosters of identified students. Additionally, the Interventions Office will provide support around diagnostic tools to identify skill deficits.
3. The Interventions Office will assign an IAT Manager and ITDS to work directly with targeted middle school campuses.
4. A “bell to bell” reading intervention model will be created that includes resources, grouping methodology, and overall structure/framework (Resources- SRW, Corrective Reading, Read to Achieve, Reading by Design, Imagine Literacy, Imagine Math, and Edgenuity).

Goals and Objectives

Middle School Initiative Strategic Plan (cont.):

5. The Interventions Office will provide monthly Professional Development (Virtual) for reading intervention teachers.
6. The Interventions Office will provide Professional Development and support for selected campuses for Tier 1 classroom management systems.
7. The Interventions Office will work with Student Assessment and the Academic Program Manager to support campus coordinators in the identification of Tier 2 and Tier 3 overage students to participate in Middle School Level-Up program.

OBJECTIVE 1

Campuses that serve students in grades 6 – 8 will correctly identify intervention classes on master schedule as the reading elective course for the reading intervention class.

In order to best serve campuses across the district that serve students in grades 6 – 8, the Interventions Office has developed guidance around scheduling reading intervention classes and dedicated intervention time in Reading/ ELA Classrooms.

OBJECTIVE 1

Campuses that serve students in grades 6 – 8 will correctly identify intervention classes on master schedule as the reading elective course for the reading intervention class.

Secondary Master Schedule:

Option 1: Intervention Course as an elective on student's schedule (see Course Codes below)

Course Codes: *Please note course codes must reflect the codes below in the campus master schedule.

Grade Level	Course Code
6	RDG 1636 READ ELEC 6F / 6S
7	RDG 1637 READ ELEC 7F / 7S
8	RDG 1638 READ ELEC 8F / 8S

OBJECTIVE 1

Campuses that serve students in grades 6 – 8 will correctly identify intervention classes on master schedule as the reading elective course for the reading intervention class.

Option 2: Double-Block ELA (one portion of the class must be dedicated to Intervention Curriculum for those who qualify)

Considerations for Scheduling Students in Intervention Courses:

- Students considered Tier 3 in reading should be given priority for scheduling in intervention classes.
- The district recommends that the secondary reading intervention classes be capped at 20 students per class.
- When creating reading interventions classes, schools should consider student performance and class size (e.g. students who need the most support would benefit from even smaller class sizes).
- When scheduling reading interventions courses, schools should strategically assign their most skilled teachers to the courses so that students are more likely to achieve high rates of growth.

OBJECTIVE 1

Campuses that serve students in grades 6 – 8 will correctly identify intervention classes on master schedule as the reading elective course for the reading intervention class.

Option 2: Double-Block ELA (one portion of the class must be dedicated to Intervention Curriculum for those who qualify)

Considerations for Scheduling Students in Intervention Courses (cont.):

- Certified secondary English Language Arts/Reading teachers must teach the course.
- Schools should consider double blocking courses to ensure students receive instruction with their peers along with the reading interventions course for additional instructional time in reading and writing.
- The reading intervention course is an option for EL students who score Advanced or Advanced High on TELPAS; these students will need intervention for skills deficits.

Note: The secondary reading intervention course is not intended as an intervention for EL students scoring preliterate, beginner, or intermediate on TELPAS; these students will need intervention for language acquisition.

IAT Managers are available to provide guidance to schools regarding intervention scheduling. Please contact your assigned IAT Manager for assistance with this matter.

OBJECTIVE 2

The Interventions Office will support schools in creating a universal method of identification for student tiering and provide all schools that serve students in grades 6 – 8 with the appropriate rosters of identified students. Additionally, the Interventions Office will provide support around diagnostic tools to identify skill deficits.

In order to best serve campuses across the district that serve students in grades 6 – 8, the Interventions Office has developed a multi faceted approach to identifying students in need of intervention and a method of directing campuses to the administration of the appropriate diagnostic assessment and resources based on data.

OBJECTIVE 2

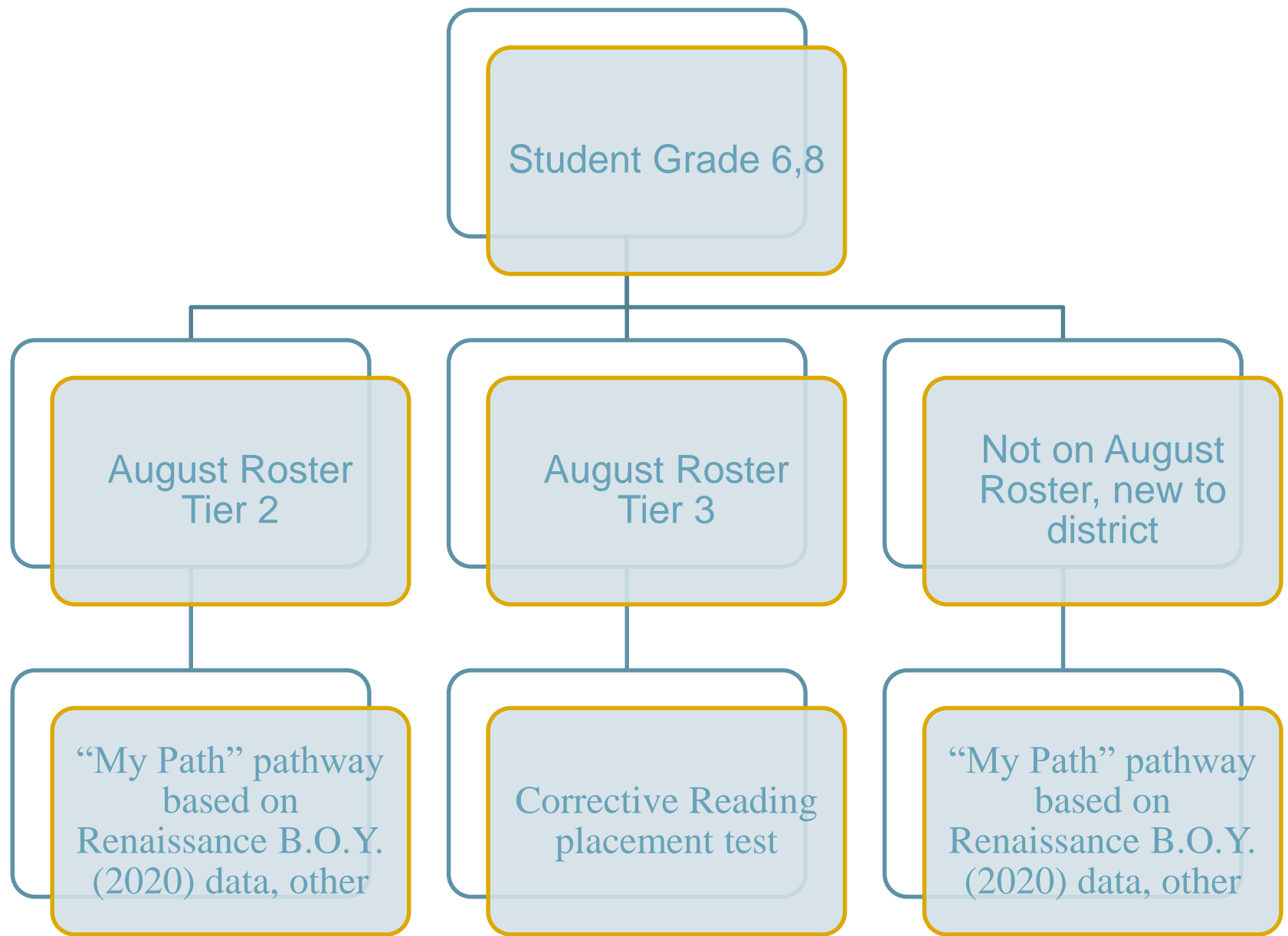
The Interventions Office will support schools in creating a universal method of identification for student tiering and provide all schools that serve students in grades 6 – 8 with the appropriate rosters of identified students. Additionally, the Interventions Office will provide support around diagnostic tools to identify skill deficits.

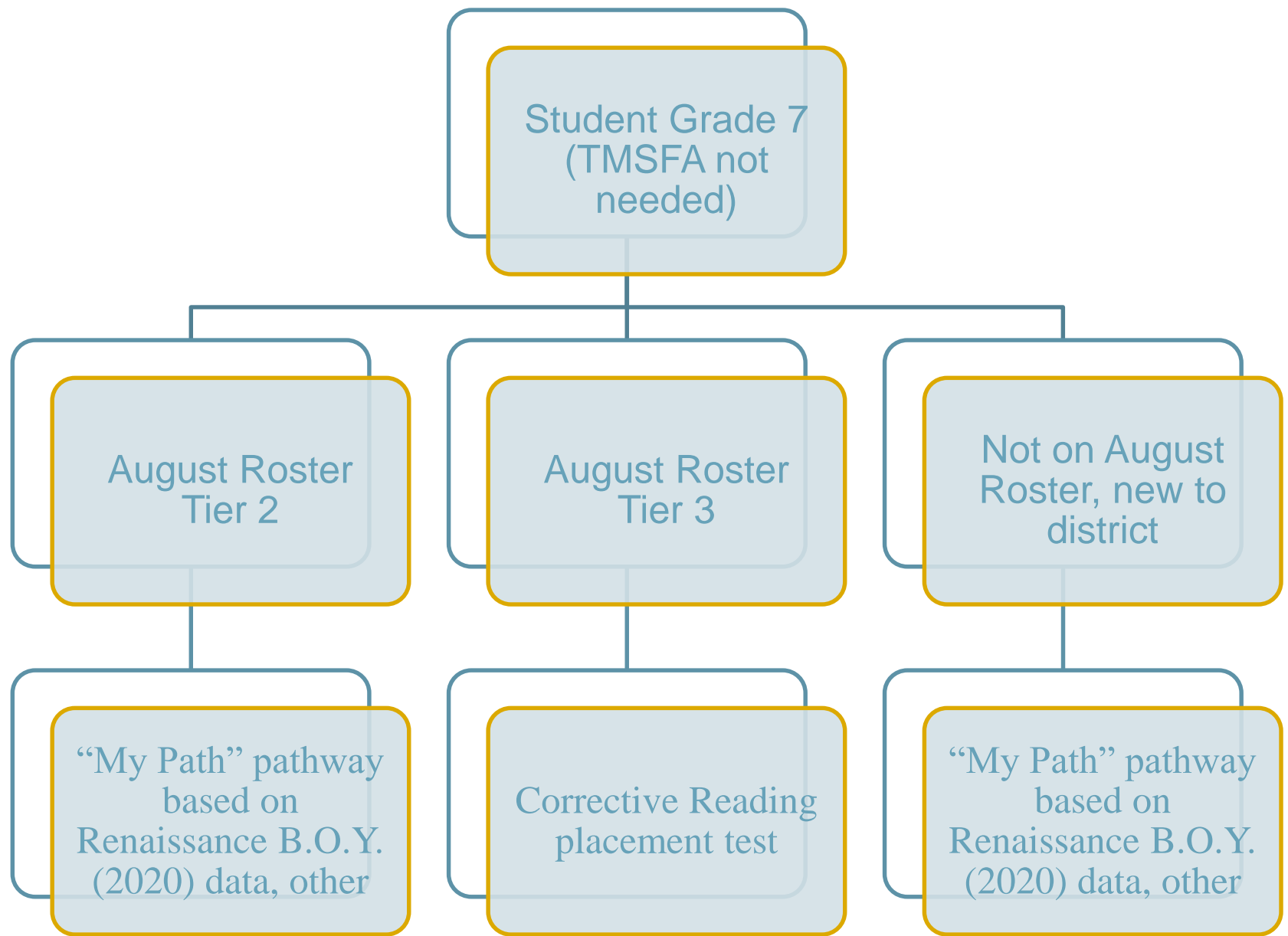
- The Interventions Office will partner with Student Assessment to use data points available through triangulation reporting in OnTrack to tier students for intervention scheduling. Schools will be provided a roster with scheduling and resource recommendations based on the various data points.
- Further support will be provided around using Renaissance, Texas Middle School Fluency Assessment, Imagine Learning, and other available resources for use as diagnostic tools to analyze skill deficits and develop intervention plans to close the skill deficits of students in grades 6 – 8.
- The Renaissance assessments can provide campuses with data around skill deficits but due to current reporting limitations, that work must be done on the campus level. The Middle School Initiative will continue to raise awareness around the value of the Renaissance assessment as a diagnostic tool when using the Diagnostic and Instructional Planning reports. ([link here](#))
- The Texas Middle School Fluency Assessment (TMSFA) is a screener that consists of two subtests Passage Reading Fluency, and Word Reading Fluency. The range of difficulty levels used in both the Passage Reading and Word Reading Fluency subtest is intended to reflect authentic reading requirements and diagnose skill deficits for intervention. This year, select 7th graders (based on 2019-2020 Renaissance reading MOY data) will participate in screening. It may be worth considering the addition of the screener to 6th and 8th grade in the near future.

OBJECTIVE 2

The Interventions Office will support schools in creating a universal method of identification for student tiering and provide all schools that serve students in grades 6 – 8 with the appropriate rosters of identified students. Additionally, the Interventions Office will provide support around diagnostic tools to identify skill deficits.

- The Interventions Office will create a Data Driven Skill Diagnostic protocol.
- Students in grade 6 and 8 that are reported as Tier 2 (August roster) will be given an Edgenuity “My Path” pathway based on their Renaissance B.O.Y. (2020) data. Those enrolled in intervention classes will use their “My Path” and/ or RTA/SRW (where appropriate, based on available resources) as a tool for reading intervention.
- Students in grade 6 and 8 that are reported as Tier 3 (August roster) will be given a Corrective Reading placement test to determine where they should start with the Corrective Reading program. This assessment will take place in the intervention classroom.
- Students in Grade 7 that are designated as needing TMSFA, regardless of their tier, will have resources assigned based on that diagnostic assessment. Students should be enrolled in intervention classes regardless of their tier (August roster).
- Students in Grade 7 that are not designated as needing TMFSA, but reported as Tier 2 or Tier 3 (August roster) will proceed in the same fashion as their 6th and 8th grade counterparts.
- Students that are new to the district, and not reported as Tier 2 or Tier 3 on the August roster will be given an Edgenuity “My Path” pathway based on their Renaissance B.O.Y. (2020) data or M.O.Y. (2021) data. Students enrolled in intervention classes will use their “My Path” and/ or RTA/SRW (where appropriate, based on available resources) as a tool for reading intervention.





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graph TD; A[Student Grade 7 (TMSFA needed)] --> B[Intervention resources assigned based on TMSFA data]
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Student Grade 7
(TMSFA needed)

Intervention
resources
assigned based
on TMSFA data

OBJECTIVE 2

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		Possible Outcomes with Values										
		Yes	Beginning	Inter.	Did Not Meet	App.	Meets	Masters	Urg. Interv.	Interv.	On Watch	At/Above Bench.
Data Points	EL	0.5										
	Overage (2x)	1.5										
	2019 TELPAS	10.5										
	2019 STAAR	10.5										
	2019-2020 Ren MOY	10.5						1.5	1	0.5	-0.5	
	2020 DLA	10.5		1	0.5							
	2020 Mock STAAR	10.5		1	0.5							

Grade 6-8 values for tiering formula

OBJECTIVE 2

The Interventions Office will support schools in creating a universal method of identification for student tiering and provide all schools that serve students in grades 6 – 8 with the appropriate rosters of identified students. Additionally, the Interventions Office will provide support around diagnostic tools to identify skill deficits.

EL	Overage (2x)	2019 TELPAS	2019 STAAR	2019-2020 Ren MOY	2020 DLA	2020 Mock STAAR	Likely Tier
No	Yes	No Data	Did Not Meet	Urgent Intervention	Did Not Meet	No Data	Tier 3 (High)
	1.5		1	1.5	1		5
Common Deficits: Decoding/Fluency Reading Level: 3rd or 4th grade Suggested Resource(s): Corrective Reading (B2), Imagine Language and Literacy, and/or Edgenuity-MyPath							

Sample 1

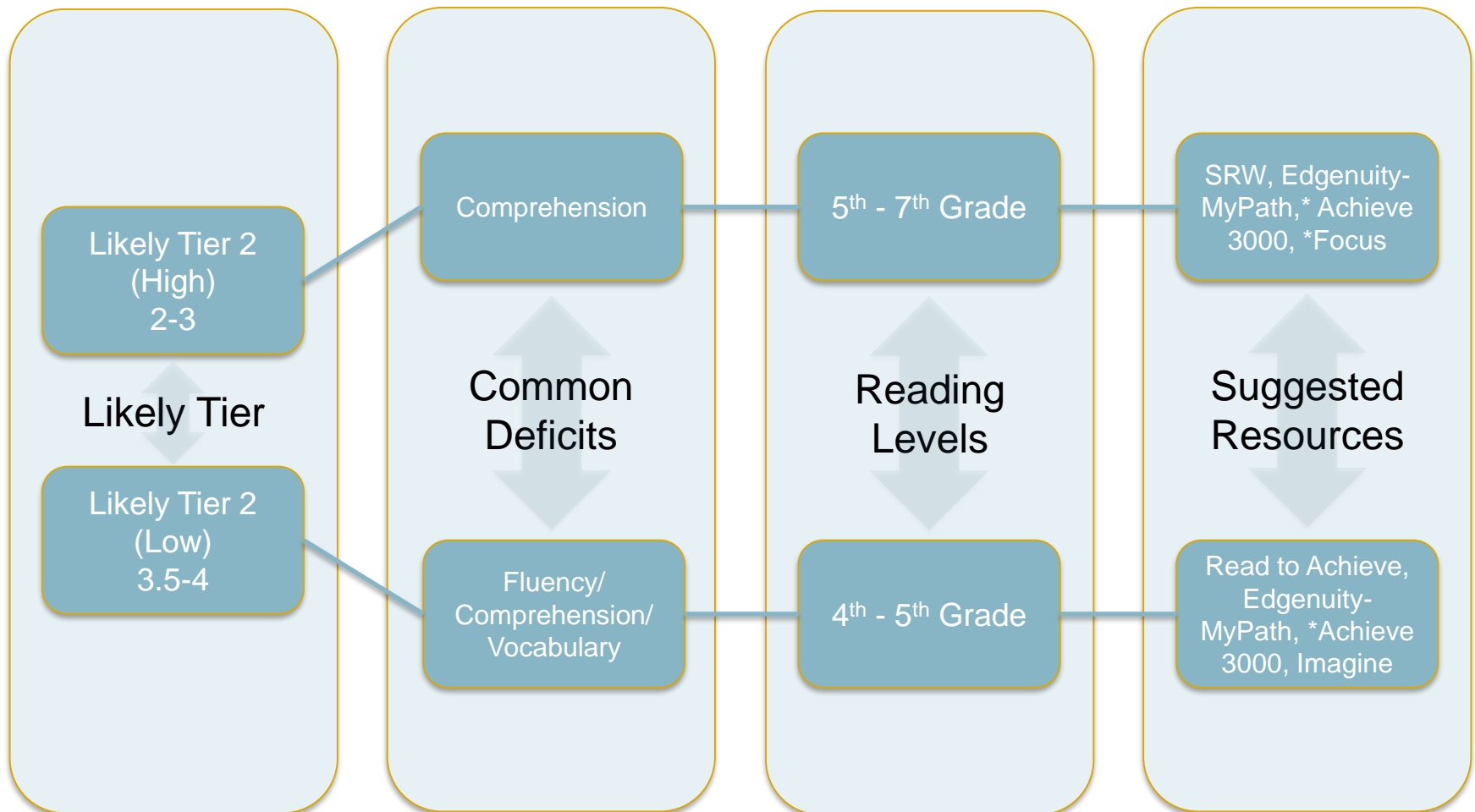
EL	Overage (2x)	2019 TELPAS	2019 STAAR	2019-2020 Ren MOY	2020 DLA	2020 Mock STAAR	Likely Tier
Yes	No	Intermediate	Did Not Meet	On Watch	Approaches	No Data	Tier 2 (High)
0.5		0.5	1	0.5	0.5		3
Common Deficits: Comprehension Reading Level: 5th-7th Grade Suggested Resource(s): SRW, Edgenuity;*Achieve 3000, and/or *Focus							

Grade 6-8 values for tiering formula

Sample 2

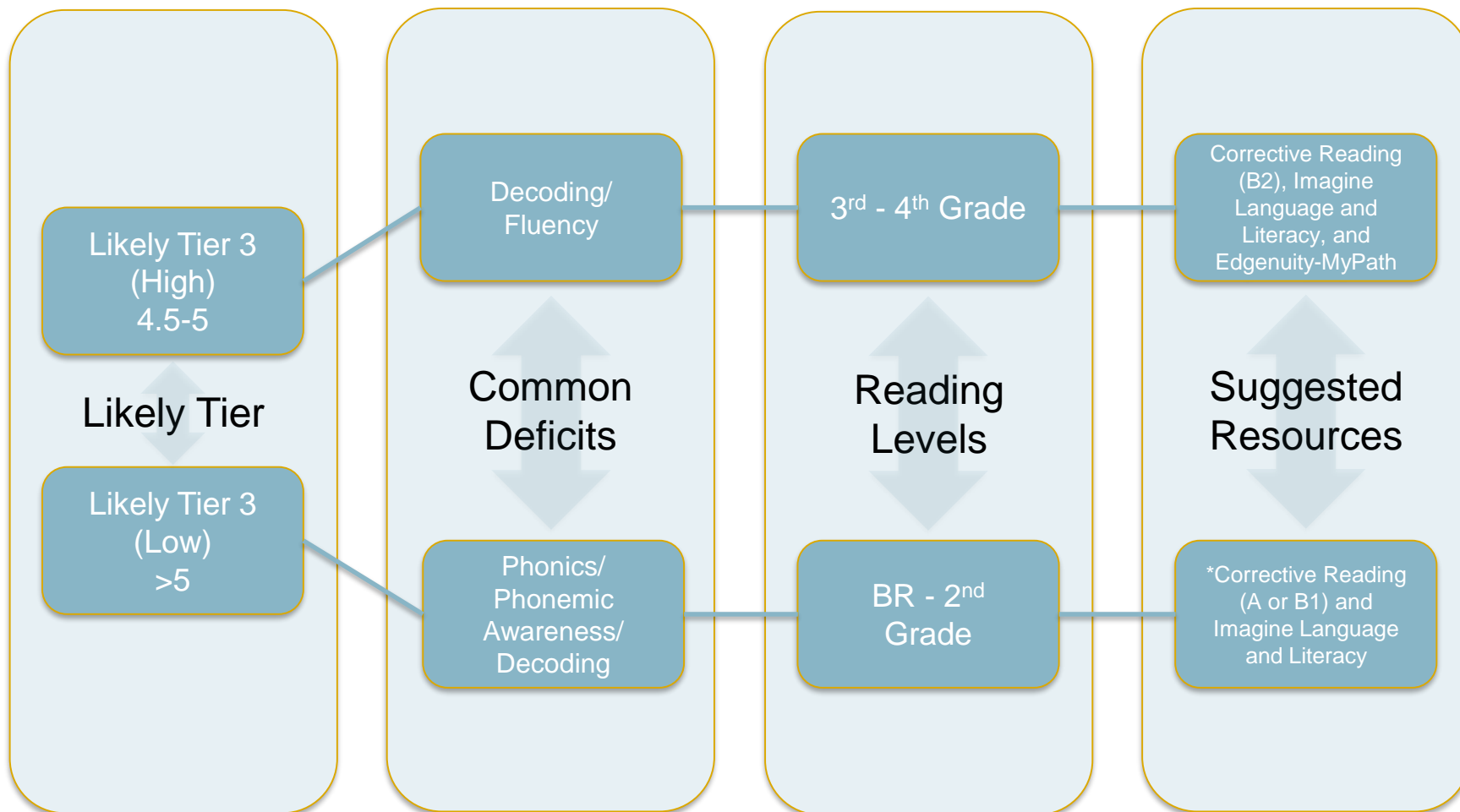
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OBJECTIVE 3

The Interventions Office will assign an IAT Manager and ITDS to work directly with targeted middle school campuses.

In order to best serve campuses that serve students in grades 6 – 8 that have the greatest need, the Interventions Office has identified a select group of schools for varying levels of additional support. These selected campuses will receive traditional IAT support along with intensive support from members of the Middle School Initiative Team from the Interventions Office.

OBJECTIVE 3

The Interventions Office will assign an IAT Manager and ITDS to work directly with targeted middle school campuses.

- All HISD campuses that serve students in grades 6-8 are expected to follow the recommendations as put forth by the initiative. Certain campuses will receive additional tiered support-based needs. That list may change based on feedback from The Office of School Support, the Chief Academic Officer, and other stakeholders.
- The Interventions Office will work with Student Assessment to create a Middle School Initiative group in OnTrack.

Middle School Initiative IAT Manager: Jamahl Peake

Middle School Initiative ITDS (Reading): Katrina Baines, Melissa Bosman, Ashley Booker



OBJECTIVE 4

A “bell to bell” reading intervention model will be created that includes resources, grouping methodology, and overall structure/framework (Resources- SRW, Corrective Reading, Read to Achieve, Reading by Design, Imagine Literacy, Imagine Math, and Edgenuity).

In order to best serve reading intervention teachers across the district that serve students in grades 6 – 8, instructional frameworks have been developed as a companion to the intervention resources recommended for use in the intervention classroom.

OBJECTIVE 4

A “bell to bell” reading intervention model will be created that includes resources, grouping methodology, and overall structure/framework (Resources- SRW, Corrective Reading, Read to Achieve, Reading by Design, Imagine Literacy, Imagine Math, and Edgenuity).

Recommended Intervention Schedules (each schedule includes online, small group support):

- **Corrective Reading** ([link to view](#))

Corrective Reading is a program that aims to promote the reading accuracy (decoding), fluency, and comprehension skills of students in grades 4-12 who are reading below grade expectations. The program takes students through four sequential levels that address decoding skills and six sequential levels that address comprehension skills. Based on its review of the research, the WWC found Corrective Reading to have no discernible effects on alphabets, reading fluency, and comprehension for adolescent learners.

- **Read to Achieve** ([link to view](#))

Read to Achieve is a program that offers 2 unique modules designed to equip adolescent readers with the comprehension skills and strategies they need to succeed in science, social studies, and English/Literature classes.

- **Strategic Reading and Writing** ([link to view](#))

Strategic Reading and Writing (SRW) is a reading and writing intervention course available to sixth- through tenth-grade students who did not meet Grade Level standards on the State of Texas Assessments of Academic Readiness (STAAR) grades 3-8 reading the previous school year or who fell below the 40th percentile on the District's norm referenced test (NRT) total reading score. SRW classes are restricted to 20 students and are facilitated by certified and trained teachers. The objective of SRW is to: (1) meet students at their instructional level to remediate and strengthen literacy systems within, about, and beyond texts; (2) prepare students for grade-level coursework through aligned genre-specific tasks and support; and (3) prepare students to increase achievement on state tests through strategic actions and increased reading levels.

- **Reading by Design** ([link to view](#))

Students with dyslexia will receive their services using Reading by Design. Reading by Design, an Individualized Literacy Intervention is a systematic, multisensory approach aligned with research-based practices for developing literacy. This intervention follows an intensive, explicit, and cumulative design for remediation of reading and writing skills at all grade levels. This comprehensive program addresses the following components: phonological awareness, sound-symbol association, six syllable types, written spelling patterns, morphology, syntax, reading fluency, and comprehension. Progress monitoring and review lessons are embedded throughout the program to inform student progress and promote reading and writing automaticity. Reading by Design may be used with students in kindergarten through grade 12 in a small, homogeneous group setting.

OBJECTIVE 4

A “bell to bell” reading intervention model will be created that includes resources, grouping methodology, and overall structure/framework (Resources- SRW, Corrective Reading, Read to Achieve, Reading by Design, Imagine Literacy, Imagine Math, and Edgenuity).

Recommended Intervention Schedules (each schedule includes online, small group support):

Recommended Reading Intervention Schedule (Read to Achieve) (Virtual or Face to Face)			
Read to Achieve (Content) Lesson Component Suggested Frequency: Minimum of 3 complete lessons per week	Time	Teacher Moves	Student Moves
Morning Message	5 min	<ol style="list-style-type: none"> 1. Welcome students to class and direct them to take out all Read to Achieve material. Ensure students have a sharpened pencil, workbook, and content reader. 2. If the teacher has a group of beginning readers those students would work on Imagine Language and Literacy while the Read to Achieve whole group lesson is being conducted. 	<ol style="list-style-type: none"> 1. Sharpen pencils and sit in assigned seats. 2. Students would retrieve a device to use for the Imagine Platform.
Comprehension Strategy	20 min	<ol style="list-style-type: none"> 1. Read blue instructions from Teacher Edition and direct students to answer questions Monitor students as they answer questions. 2. Orally review answers 3. Model thinking for question 	<ol style="list-style-type: none"> 1. Answer questions in the content reader. 2. Raise hand and wait to be called on to answer questions orally. 3. Copy teacher's responses to question(s)
Vocabulary Strategies	10 min	<ol style="list-style-type: none"> 1. Direct students to the content reader. 2. Allow students 3 minutes to read quietly. 3. Monitor students as they read. 4. Model the vocabulary strategy. 	<ol style="list-style-type: none"> 1. Open content reader to the correct page. 2. Silently read the lesson for 3 minutes. 3. Answer teacher's questions and follow instructions for vocabulary strategy.
Fluency Strategy	15 min	<ol style="list-style-type: none"> 1. Direct students to the workbook. 2. Read blue instructions for completing fluency practice. 3. Assign partners. 4. Monitor students as they read aloud to their partner. 5. Review correct answers. 6. Have students calculate their scores. <ol style="list-style-type: none"> a. 1 point for level 1 questions b. 2 points for level 2 questions 7. Wrap up the lesson with a brief review of reading skills and strategies. 	<ol style="list-style-type: none"> 1. Students are working on the workbook 2. Practice decoding skills

Recommended Reading Intervention Schedule (Read to Achieve) (Virtual or Face to Face)			
Independent Reading	10 min	<ol style="list-style-type: none"> 1. Direct students to read their books 2. Direct students on electronic devices to log off and complete the Imagine Goal Tracking sheet. 	<ol style="list-style-type: none"> 1. Student answer a reading response graphic organizer 2. Student will complete goal sheet and place in a notebook.
Closure	5 min	Direct students to put independent reading material away and collect Read to Achieve material.	Students will clean their away, put away all material, and reset the class (if necessary).

*The secondary reading intervention course is not intended as an intervention for EL students scoring preliteracy, beginner, or intermediate on TLPAS; these students will need intervention for language acquisition.

Note: If the class is being held virtually, and you have students without books, full access to all digital resources can be found under E-Presentation in the McGraw Hill website.

**Dyslexia students will receive their services using Reading by Design. Reading by Design, an Individualized Literacy Intervention is a systematic, multisensory approach aligned with research-based practices for developing literacy. This intervention follows an intensive, explicit, and cumulative design for remediation of reading and writing skills at all grade levels. This comprehensive program addresses the following components: phonological awareness, sound-symbol association, six syllable types, written spelling patterns, morphology, syntax, reading fluency, and comprehension. Progress monitoring and review lessons are embedded throughout the program to inform student progress and promote reading and writing automaticity. Reading by Design may be used with students in kindergarten through grade 12 in a small, homogeneous group setting.*

RTA sample

OBJECTIVE 5

The Interventions Office will provide monthly Professional Development (Virtual) for reading intervention teachers.

In order to best serve reading intervention teachers across the district that serve students in grades 6 – 8, various professional development opportunities will be offered by the Interventions Office. Support around scheduling, planning, Read to Achieve, Imagine Learning and other resources will be a part of these professional development opportunities. Professional development will be offered throughout the year in a virtual format and face to face when permitted by the district.

OBJECTIVE 5

The Interventions Office will provide monthly Professional Development (Virtual) for reading intervention teachers.

Professional Development - Reading Intervention

Topic	Date	Presenter	Location	Notes
Using Data for Intervention Scheduling	August / September	IAT Manager, ITDS	TBD	Virtual
Using Data for Intervention Planning (Student Learning Plan)	August / September	IAT Manager, ITDS	TBD	Virtual
Strategic Reading and Writing	August / September	Curriculum, IAT Manager, ITDS	TBD	Virtual
Designated Supports	August / September (campus support year-round)	IAT Manager, ITDS	TBD	Virtual
Corrective Reading	August / September	IAT Manager, ITDS	TBD	Virtual
Read to Achieve	August / September	IAT Manager, ITDS	TBD	Virtual
Small Group Instruction for Interventions	September / October	IAT Manager, ITDS	TBD	Virtual

Face to face trainings will be made available when allowed by the district.

OBJECTIVE 6

The Interventions Office will provide Professional Development and support for selected campuses for Tier 1 classroom management systems.

In order to best serve campuses across the district that serve students in grades 6 – 8, various professional development opportunities related to student behavior will be offered by the Interventions Office. Support around behavior management systems including PBIS, restorative practices, coaching and other resources will be a part of these professional development opportunities. Professional development will be offered throughout the year in a virtual format and face to face when permitted by the district.

OBJECTIVE 6

The Interventions Office will provide Professional Development and support for selected campuses for Tier 1 classroom management systems.

Professional Development - Behavior

Topic	Date	Presenter	Location	Notes
Goalbook	August- Sept 2020	Goalbook Representative, Dr J. Anderson & N. Watson-Robinson	TBD	Virtual & Face-to-Face
Motivating Reluctant Learners: Using PBIS Reinforcement Systems	Sep-20	Dr. J. Anderson & N. Watson-Robinson	TBD	Virtual & Face-to-Face
MTSS/PBIS Overview	Sept-October 2020	Dr. J. Anderson & N. Watson-Robinson	TBD	Virtual & Face-to-Face
Introduction to Restorative Practice	Sept-October 2020	Dr. J. Anderson	TBD	Virtual & Face-to-Face
Integration of Behavior Lessons in Daily Schedule	Sept-October 2020	N. Watson-Robinson & Dr. J. Anderson	TBD	Virtual & Face-to-Face
Creating Respect Agreements (School-wide Strategies)	Oct- November 2020	N. Watson-Robinson	TBD	Virtual & Face-to-Face

Face to face trainings will be made available when allowed by the district.

OBJECTIVE 7

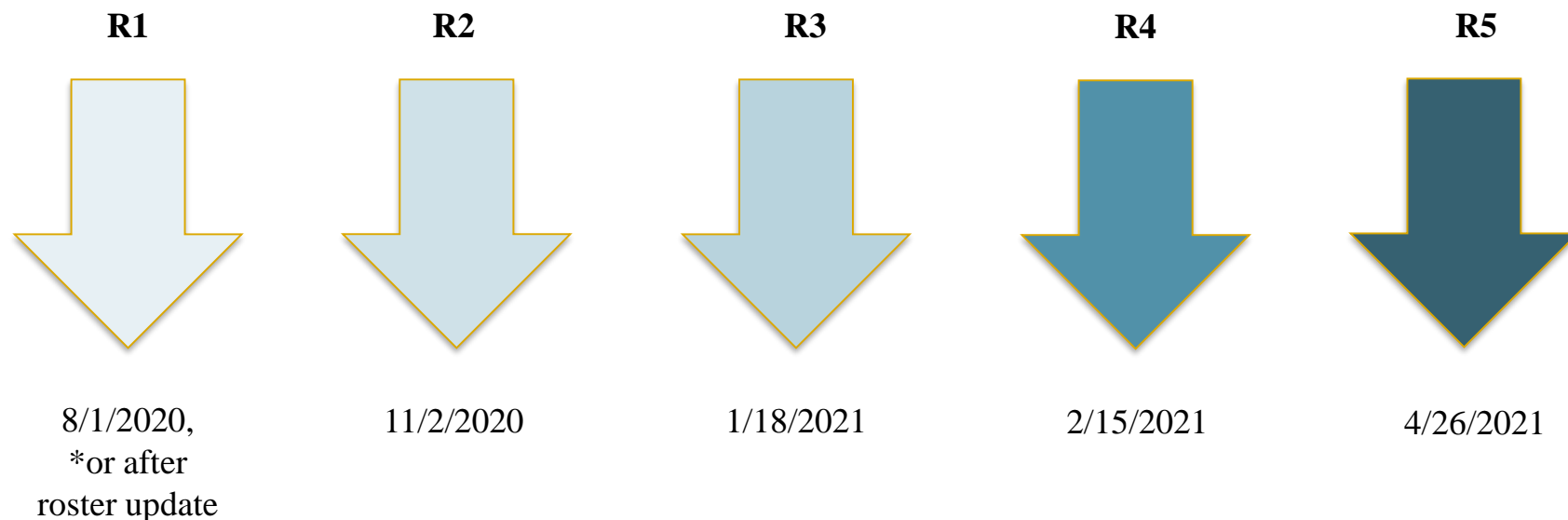
The Interventions Office will work with Student Assessment and the Academic Program Manager to support campus coordinators in the identification of Tier 2 and Tier 3 overage students to participate in Middle School Level-Up program.

In order to best serve campuses across the district that serve students in grades 6-8, the Interventions Office will work with Student Assessment to create a special report that identifies overage middle school students that are Tier 2 or Tier 3 for the purposes of possible enrollment in programming that will help these students advance to their appropriate cohort grade. Campuses identified as needing intensive support in Objective 3 will be the initial focus.

OBJECTIVE 7

The Interventions Office will work with Student Assessment and the Academic Program Manager to support campus coordinators in the identification of Tier 2 and Tier 3 overage students to participate in Middle School Level-Up program.

- The Interventions Office will work with Student Assessment to generate a custom report to be delivered at key intervals throughout the year. This report will allow the Academic Program Manager and the Interventions Office to identify students that qualify for the Middle School Level-Up program.



Dates are tentative

OBJECTIVE 7

The Interventions Office will work with Student Assessment and the Academic Program Manager to support campus coordinators in the identification of Tier 2 and Tier 3 overage students to participate in Middle School Level-Up program.

After identification, the Academic Program Manager:

- The Academic Program Manager will work with campus coordinators to determine overage programming eligibility and fit.
- The Academic Program Manager will provide guidance to these campuses with enrollment and administration of the program.
- The Academic Program Manager will partner with Edgenuity to monitor student progress and provide information and support as needed to campuses.
- This support will include virtual training opportunities for campus coordinators, and progress related updates for school administrators at regular intervals.

HOUSTON INDEPENDENT SCHOOL DISTRICT

Cicely Bailey, Director of Interventions

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