

## Hernando 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:** Michelle Barash  
**Contact Email:** [barash\\_m@hcsb.k12.fl.us](mailto:barash_m@hcsb.k12.fl.us)  
**Contact Telephone:** 352-797-7000 ext. 433

### 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.**

	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
Performance Goals							
State Overall FSA-ELA	52	*	54	*	56	*	58
District Overall FSA-ELA	52	53	52	55	54	56	58

	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
Growth (Learning Gains) Goals							
State Gains FSA-ELA	52	*	54	*	54	*	59
District Gains FSA-ELA	47	48	51	50	51	52	54

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

District Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
						18	16
White/African American	24	22	22	20	23		
White/Hispanic	9	8	10	7	7	6	5
Economically Disadvantaged/Non-Economically Disadvantaged	20	18	21	16	18	15	13
Students with Disabilities/Students without Disabilities	37	34	40	31	39	28	25
English Language Learners/ Non-English Language Learners	30	27	32	24	30	22	20

\* 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.**

All expenditures made from the allocation are carefully considered to ensure they will impact student achievement and align with all district wide literacy goals in the areas of personnel (coaches), professional development, and assessments. There is an increased emphasis on professional development for K-3 teachers in the area of early literacy. This will include PD that addresses the structures of English language, the cognitive processes of learning to read, and the teaching practices proven most effective in preventing and remediating reading difficulties, including dyslexia. The district goal is to over a two-year period to provide this

PD to all K-3 and ESE teachers. In addition to early literacy professional development, other professional development K-12 district-wide will focus on best practices for standard based instruction, reading instruction, reading and writing strategies in the content areas, multisensory strategies, and strategies to support struggling readers at all levels. District and school-based coaches play an integral part in ensuring fidelity of instruction in implementing the rigor and expectations of the Florida Standard through the core, intensive, and remedial programs. Equally, they are essential in fostering instruction that is explicit, systematic and differentiated to meet the needs of diverse learners. Supporting these factors, coaches will receive training, provide professional development, and support teachers through facilitative lesson planning sessions and coaching cycles on proven research-based instructional practices. Coaches will work with teachers to model effective instructional practices, to assist teachers in developing plans that meet students' individual needs, and to help students progress toward and beyond the goals of the standards.

An area of needed additional support in the district is with high school reading and ELA. The district will use Achieve 3000 to help support students in intensive reading classes. This will offer more progress monitoring than was currently available and enable more data to drive intensive remedial support. More professional development will be offered to teachers to increase teacher effectiveness and decrease the high rate of teacher turn over at the high school level. In an effort to best support teachers the district is hiring an additional reading coach at the high school level.

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

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

The Assessment & Accountability Department, supervised by Linda Pierce, is responsible for collecting and disseminating district-wide progress monitoring data. It is the collective responsibility of the District Leadership Team: Linda Peirce, Supervisor of Assessment & Accountability, Michelle Barash, Supervisor of Elementary and K-12 ELA Programs, Gina Michalicka, Assistant Superintendent of Teaching & Learning, District Reading Coaches, District ESOL Lead teacher, District ESSS personnel, and other district leaders, to review student progress monitoring data.

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

The district collects a variety of progress monitoring data at different grade levels to determine if students are progressing toward growth and improvement goals.

At the elementary level, FLKRS and iReady Reading Diagnostic (K), iReady Reading Diagnostic assessments, Standards Mastery assessments, district BALANCE tests, and common formative assessments (K-5).

At the secondary level, iReady Reading Diagnostic assessments, Standards Mastery assessments, Growth Monitoring, common formative assessments (6-8), Achieve 3000, common district exams, common formative assessments (9-12).

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

The District will collect data based on iReady ELA Diagnostic assessments in Kindergarten through grades 8 during quarterly and monthly intervals. The iReady Diagnostics will occur two to three times per year (baseline, mid-year, and post- with post due to testing windows is optional for some grade levels). The iReady Standards Mastery assessments will take place monthly throughout the course of the school year. The district will review data during monthly and quarterly intervals.

The District will progress monitor students in grades 9-12 using Common Nine Week Assessment data three to four times per year. Achieve 3000 progress monitoring data will be collected 3-4 times per year. Data will be compiled by the Assessment and Accountability Department at the close of each assessment window, shared with the District Administrative Team and Principals, and reviewed during subsequent Principal's meetings.

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

Michelle Barash, Supervisor of Elementary and K-12 ELA Programs, Gina Michalicka, Assistant Superintendent of Teaching and Learning, District Reading Coaches, District ESOL Lead teacher, ESE personnel, along with other members of the district leadership team are responsible for ensuring that students not progressing towards district's goals receive interventions appropriate to their needs during Tier I, Tier II, and Tier III instruction. Each school site has an MTSS lead contact that attends monthly district meetings. At these meetings, data is analyzed and discussed, and problem solving and professional development take place.

**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?**

Michelle Barash, Supervisor of Elementary and K-12 ELA Programs, Gina Michalicka, Assistant Superintendent of Teaching and Learning, District Reading Coaches, District ESOL Lead teacher, ESE personnel, along with other members of the district leadership team are responsible for ensuring that students not progressing towards district's goals receive interventions appropriate to their needs during Tier I, Tier II, and Tier III instruction.

Each school site has an MTSS lead contact that attends monthly district meetings. At these meetings, data is analyzed and discussed, and problem solving and professional development take place.

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

Data during walkthrough site visits will be collected to monitor the alignment of classroom instruction to grade appropriate standards. Lesson plans, classroom instruction, and student task will be analyzed to ensure that the daily objective, essential question, and formative/summative assessment task align appropriately to the targeted grade level standard. Data will be collected using the District’s Walkthrough template and completing the “Instructional Trends” section by marking that instruction is “aligned” or is “not aligned” to standards. Through the collection of this trend data, the district will know where further assistance is needed in facilitative lesson planning sessions and/or professional development.

In addition to district walk through data collection, district data chats will be held each marking period. Data chats are with the district team and school principal. At the data chats principals discuss evidence of standards based instruction collected at the school level (site based walk through data, student artifacts, and formative data).

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

The evidence of the alignment of classroom instruction will be collected at the district level on an ongoing basis throughout the school year during monthly site visits conducted by the District Walkthrough Team. District data chats with principals are quarterly.

- 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.?**

Paula Clark, Supervisor of Professional Development and Michelle Barash, Supervisor of Elementary and K-12 Reading Programs.

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

\$294,400.00

- 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.

2-013-005, 1-013-018, 1-013-019, 1-013-020, 1-013-021, 1-013-022

### **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.**

Hold a Bachelor's Degree from an accredited college or university; hold a valid Florida teaching certificate with reading certification or reading endorsement credentials; Evidence of a minimum of three (3) years of successful teaching experience.

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

All of HCSD schools have the support of District Based Reading Coaches.

- 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.**

The support of District Based is tier based on the need of the school as determined by data.

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

- a. Elementary:4**
- b. Middle:2**
- c. High:2**

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

Evidence of effective implementation of coach provided PD, principal feedback, teacher feedback, district walkthrough data collection; student work samples; data collected from delivery of lessons and review of lesson plans; district formative and progress monitoring data, FSA ELA results

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

\$500,000.00

**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. Intensive Intervention Teachers are funded through other sources.

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.**

Not Applicable

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?**

\$0.00

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

Achieve 3000, Ready/iReady, Reading Inventory, SRA Reading Labs, SRA Early Literacy, Barton Reading Materials

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

\$175,000.00

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.**

Reading Allocation; ESSS/FDLRS Grant

**Summer Reading Camps**

Please complete the following questions regarding SRC:

1. **SRC Supervisor Name:**Michelle Barash
2. **Email Address:**[barash\\_m@hcsb.k12.fl.us](mailto:barash_m@hcsb.k12.fl.us)
3. **Phone Number:**352-797-7000 ext. 433
4. **Please list the schools which will host a SRC:**

Challenger K8, Explorer K8, Deltona Elementary, Motion Elementary

5. **Provide the following information regarding the length of your district SRC:**
  - a. **Start Date:**June 10, 2019
  - b. **Which days of the week is SRC offered:**Monday-Thursday
  - c. **Number of instructional hours per day in reading:**5
  - d. **End Date:**July 18, 2019
  - e. **Total number of instructional hours of reading:**120
6. **Per the requirements of Section 1008.25(7)(b)(3), F.S., are all teachers selected to deliver SRC instruction highly effective as determined by their evaluation under Section 1012.34, F.S.?**

Yes

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

1:12

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?**

A comparison of AP 3 (April) scale score to AP 4 (July 17/18) scale score on iReady diagnostic. The goal being an achievement score of 535 or higher on the iReady Diagnostic assessment administered on the last day of camp for Grade 3 Students

### **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	20,600.00
District expenditures on reading coaches	500,000.00
District expenditures on intervention teachers	0.00
District expenditures on supplemental materials or interventions	175,000.00
District expenditures on professional development	294,400.00
District expenditures on summer reading camps	40,000.00
District expenditures on additional hour for schools on the list of 300 lowest performing elementary schools	0.00
Flexible Categorical Spending	0.00
Sum of Expenditures	1,030,000.00
Amount of district research-based reading instruction allocation for 2019-2020	1,030,000.00

**APPENDIX A**

**District Reading Plan Meeting  
April 16, 2019**

8:30 – 11:30 AM in the Ken Austin Conference Room



**Attendance**

(X= Attended, A= Absent, E=Excused)



X	Gina Michalicka (Director Academic Service)	X	Dawn Williams (AP)		
X	Michelle Barash (Elem. Sup.)	X	Lisa Cropley (Principal)		
X	Paula Clark (PD)		Alexa Neal (Site MS Coach)		
X	Diane Welch (Elem. Coach)		Kristina Stratton (Principal)		
X	Tiffany Howard MS Coach)	X	Melinda Reiter (teacher)		
X	Jesse Diaz (ESOL)				
X	Anna Jensen (ESE/MTSS)				
X	Lauren Anzalone (teacher)				

**Meeting Norms**

- Be Present
- Model civility in daily interactions
- Use collaborative and interest based strategies rather than positional or adversarial approaches
- Be clear about the level of involvement in the decision making process
- Seek to solve the problem, not apply blame
- Utilize active listening skills
- Encourage creativity and risk taking
- Seek and respect the opinion of others
- Respect the time and the time commitment of others
- Seek to understand before making judgments
- Acknowledge the professional judgment of individuals in their roles
- Be aware of non-verbal communication
- Use power and authority appropriately and positively
- Be an active and responsible member of the team

**Agenda**

TIME	WHO	TOPIC
		<ul style="list-style-type: none"> <li>• Review and discuss 2018-19 Reading Plan</li> </ul>
<b>Notes:</b>		

## District Reading Plan Meeting April 16, 2019

TIME	WHO	TOPIC
		<ul style="list-style-type: none"> <li>• Develop 2019-20 Reading Plan</li> </ul>
<b>Notes:</b>		

**Follow-Ups:** (I= Immediate, S=Short Term, L=Long Term)

WHO	TASK	Urgency	Deadline

# District Reading Plan Meeting April 17, 2019

8:30 – 11:30 AM in the Ken Austin Conference Room



**Attendance** (X= Attended, A= Absent, E=Excused)



X	Michelle Barash (Elem. Sup.)	X	Kerri Littlefield (Elem. Coach)		
X	Linda Peirce (Assessment)				
X	Michelle Rittenberry (Elem. Coach)				
X	Diane Welch (Elem. Coach)				
X	Tiffany Howard (MS Coach)				
X	Donna Riley (Data Quality & Reporting)				
X	Anna Jensen (ESE/MTSS)				
E	Malinda Gorham (Elem. & MS Coach)				

## Meeting Norms

- Be Present
- Model civility in daily interactions
- Use collaborative and interest based strategies rather than positional or adversarial approaches
- Be clear about the level of involvement in the decision making process
- Seek to solve the problem, not apply blame
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## Agenda

TIME	WHO	TOPIC
		<ul style="list-style-type: none"> <li>• Review and discuss 2018-19 Reading Plan</li> </ul>
<b>Notes:</b>		
<b>WHO</b>		

**District Reading Plan Meeting  
April 17, 2019**

Michelle Barash	
<b>Notes:</b>	
<ul style="list-style-type: none"> <li>• <b>Legislative Updates Reading/MTSS</b></li> <li>• <b>Data reporting/Intervention on TERMS</b></li> </ul>	
<b>TIME</b>	<b>TOPIC</b>
	<ul style="list-style-type: none"> <li>• Input on Development 2019-20 Reading Plan</li> </ul>

**Follow-Ups: (I= Immediate, S=Short Term, L=Long Term)**

WHO	TASK	Urgency	Deadline
Michelle Barash	Send out completed plan to all members.		
Anna, Diane, Tiffany & Michelle	Update decision trees (all levels)		

## 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.

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

The charts must contain the following information:

1. The grade level(s) of the student;
  2. 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;
  3. 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;
1. 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;

# HCSD Decision Tree -- Elementary (K-5)

Identification of Students with Reading Deficiencies and Intervention Supports



Grade Levels	<b>K-2</b>	<b>3-5</b>
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<b>Performance Benchmarks</b>	<p>Students in grades K-5 who demonstrate deficits in reading, <b>based upon multiple data sources</b>, should receive reading intervention <b>matched to area of need</b>.</p> <p><b>Overall Reading:</b> Administer iReady Diagnostic Assessment three times a year (fall, winter, spring)</p>	
	<p><b>Kindergarten Only:</b> Florida Kindergarten Readiness Screener (<b>FLKRS</b>)</p> <p><b>Grades 1-2 Only Fluency:</b> Administer grade level Fluency checks monthly</p>	<p><b>Overall Reading:</b> Florida Standards Assessment (<b>FSA</b>)</p> <p><b>Fluency:</b> Administer Oral Reading Tasks (ORTS) monthly for Progress Monitoring</p>

## Tier 2

<b>Criteria</b>	<p>The following conditions are used to determine student need for Tier 2 Interventions. Schools will hold problem solving meetings with parents, teachers, and administrators to discuss and determine appropriate interventions. Parents should be provided the following documents:</p> <p><a href="#">Parent Guide to Multi-Tiered System of Supports</a> (English)  <a href="#">Parent Guide to Multi-Tiered System of Supports</a> (Spanish)  <a href="#">K-5 Reading Deficiency Letter</a> (English)  <a href="#">K-5 Reading Deficiency Letter</a> (Spanish)</p>																																
	<p>● I-Ready: students whose scores fall below the following:</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>K</th> <th>1st</th> <th>2nd</th> </tr> </thead> <tbody> <tr> <td><b>FALL</b></td> <td>NA</td> <td>382</td> <td>438</td> </tr> <tr> <td><b>WINTER</b></td> <td>358</td> <td>412</td> <td>464</td> </tr> <tr> <td><b>SPRING</b></td> <td>380</td> <td>431</td> <td>482</td> </tr> </tbody> </table> <p>*iReady scores should be looked at in combination with other data points</p>		K	1st	2nd	<b>FALL</b>	NA	382	438	<b>WINTER</b>	358	412	464	<b>SPRING</b>	380	431	482	<p>● FSA Level 1 or 2</p> <p>● I-Ready: students whose scores fall below the following:</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>3rd</th> <th>4th</th> <th>5th</th> </tr> </thead> <tbody> <tr> <td><b>FALL</b></td> <td>481</td> <td>504</td> <td>527</td> </tr> <tr> <td><b>WINTER</b></td> <td>498</td> <td>517</td> <td>541</td> </tr> <tr> <td><b>SPRING</b></td> <td>508</td> <td>524</td> <td>547</td> </tr> </tbody> </table> <p>*iReady scores should be looked at in combination with other data points</p>		3rd	4th	5th	<b>FALL</b>	481	504	527	<b>WINTER</b>	498	517	541	<b>SPRING</b>	508	524
	K	1st	2nd																														
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**Tier 3**

**Grades K-3**

The following conditions should be considered in addition to all other available data to determine **whether a student has a substantial reading deficiency**. Schools will hold problem solving meetings with parents, teachers, and administrators to discuss and determine appropriate interventions.

Schools will provide a **substantial reading deficiency letter and Read at Home Plan to parents**, along with the **Intensive Intervention Handout**.

[SRD Letters](#)

[HCSD Read at Home Plan](#)

[Intensive Interventions Handout](#) (English)

[Intensive Interventions Handout](#) (Spanish)

**Grades 4-5**

The following conditions should be considered in addition to all other available data to determine whether a student needs Tier 3 intervention. Schools will hold problem solving meetings with parents, teachers, and administrators to discuss and determine appropriate interventions.

Schools will provide the Reading Deficiency Letter along with the Intensive Intervention Handout.

[K-5 Reading Deficiency Letter](#) (English)

[K-5 Reading Deficiency Letter](#) (Spanish)

[Intensive Interventions Handout](#) (English)

[Intensive Interventions Handout](#) (Spanish)

- Kindergarten:
  - o FLKRS: scale score of **437** and below
- I-Ready: students whose scores fall below the following

	<b>K</b>	<b>1st</b>	<b>2nd</b>
<b>FALL</b>	NA	363	418
<b>WINTER</b>	340	387	440
<b>SPRING</b>	360	408	459

\*iReady scores should be looked at in combination with other data points

FSA Level 1

- I-Ready: students whose scores fall below the following

	<b>3rd</b>	<b>4th</b>	<b>5th</b>
<b>FALL</b>	463	474	498
<b>WINTER</b>	480	488	508
<b>SPRING</b>	491	493	513

\*iReady scores should be looked at in combination with other data points

**Interventions**

Intensive, explicit, systematic, and multisensory reading interventions provided to K-3 students.

The interventions below are conducted in small group suggested settings (4-6 students) within the K-5 classroom with a suggested time of 3 or more times weekly.

- My Sidewalks (Pearson Reading Street Intervention Kit)
- iReady Tools for Instruction
- \*Barton (Level 1- Phonemic Awareness; Level 2-Consonants and Short Vowels)
- \*Project Read (Phonics; Linguistics)
- \*SRA Materials (Phonemic Awareness; Early Tutor - Phonics)
- \*LETRS (K-1 Teacher Training)
- \*JRF! Empowering Teachers (Instructional Routines)

\* Incorporates Explicit, Systematic, Multisensory Instruction

Students who have not responded to specific reading interventions may have modified interventions.

- The above resources or additional resources may be used with modifications to the learning environment
  - o Smaller suggested group size (3 or fewer students in the group)
  - o Increased suggested frequency
- MTSS team analyzes data to create a more streamlined instructional plan

# HCSD Decision Tree -- Secondary (6-12) u

Identification of Students with Reading Deficiencies and Intervention Supports



Grade Levels	6-8	9-12 u																																																
<b>Performance Benchmarks</b>	Students in grades 6-12 who demonstrate deficits in reading, based upon multiple data sources, should receive reading intervention matched to area of need.																																																	
	<p><b>Overall Reading:</b> Administer iReady Diagnostic Assessment three times a year (fall, winter, spring)</p> <p>Florida Standards Assessment (<b>FSA</b>)</p> <p><b>Grades 6-8:</b> Administer Oral Reading Tasks (ORTS) monthly for Progress Monitoring</p>	<p><b>Overall Reading:</b> Administer Achieve 3000 Diagnostic Assessment three times a year</p> <p>Florida Standards Assessment (<b>FSA</b>)</p> <p><b>Grades 9-12:</b> Administer Oral Reading Tasks (ORTS) monthly for Progress Monitoring</p>																																																
<b>Criteria</b>	<p>FSA: o Level 1 or 2</p> <ul style="list-style-type: none"> <li>I-Ready Diagnostic: students whose scores fall below the following</li> </ul> <p style="text-align: center;"><b>Tier 2 iReady</b></p> <table border="1" data-bbox="272 1136 854 1409"> <thead> <tr> <th></th> <th>6th</th> <th>7th</th> <th>8th</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td>550</td> <td>563</td> <td>575</td> </tr> <tr> <td>Winter</td> <td>559</td> <td>570</td> <td>583</td> </tr> <tr> <td>Spring</td> <td>563</td> <td>573</td> <td>588</td> </tr> </tbody> </table> <p style="text-align: center;"><b>Tier 3 iReady</b></p> <table border="1" data-bbox="272 1482 854 1755"> <thead> <tr> <th></th> <th>6th</th> <th>7th</th> <th>8th</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td>515</td> <td>526</td> <td>541</td> </tr> <tr> <td>Winter</td> <td>524</td> <td>534</td> <td>548</td> </tr> <tr> <td>Spring</td> <td>527</td> <td>539</td> <td>553</td> </tr> </tbody> </table>		6th	7th	8th	Fall	550	563	575	Winter	559	570	583	Spring	563	573	588		6th	7th	8th	Fall	515	526	541	Winter	524	534	548	Spring	527	539	553	<p>FSA: o Level 1 or 2</p> <p style="text-align: center;"><b>Tier 2 Achieve 3000</b></p> <table border="1" data-bbox="886 1142 1516 1310"> <thead> <tr> <th></th> <th>9th</th> <th>10th</th> <th>11th/12th</th> </tr> </thead> <tbody> <tr> <td>Lexile Level</td> <td>780 - 1045</td> <td>835 - 1075</td> <td>955 - 1180</td> </tr> </tbody> </table> <p style="text-align: center;"><b>Tier 3 Achieve 3000</b></p> <table border="1" data-bbox="886 1419 1516 1587"> <thead> <tr> <th></th> <th>9th</th> <th>10th</th> <th>11th/12th</th> </tr> </thead> <tbody> <tr> <td>Lexile Level</td> <td>775 &amp; Below</td> <td>775 &amp; Below</td> <td>775 &amp; Below</td> </tr> </tbody> </table>		9th	10th	11th/12th	Lexile Level	780 - 1045	835 - 1075	955 - 1180		9th	10th	11th/12th	Lexile Level	775 & Below	775 & Below	775 & Below
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# HCS D Decision Tree -- Secondary (6-12)

## Identification of Students with Reading Deficiencies and Intervention Supports

### Reading Support

Reading support should be continued until a student’s reading deficiency is remediated and should include the following components:

- 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,
- skill development and practice integrated into all activities,
- criterion-based evaluation of success.

Tier 2 Parent Handouts:

[Parent Guide to Multi-Tiered System of Supports](#) (English)

[Parent Guide to Multi-Tiered System of Supports](#) (Spanish)

Tier 3 Parent Handouts:

[Parent Information for Students Receiving Intensive Interventions](#) (English)

[Parent Information for Students Receiving Intensive Interventions](#) (Spanish)

### Interventions

●Placement in Intensive Reading Class

- Reading Endorsed or Certified Teacher
- iReady Instructional Path
- LAFS
- Whole Group Instruction
- iReady Teacher Toolbox
- Small Group Differentiated Instruction based on deficit areas

●Some Level 2 students placed with NGCAR-PD trained teachers or Critical Thinking Class

●Placement in Intensive Reading Class

- Reading Endorsed or Certified Teacher
- Achieve 3000
- Teengagement Units
- Whole Group Instruction
- Small Group Differentiated Instruction based on deficit areas

●Some Level 2 students placed with NGCAR-PD

Students who have not responded to specific reading interventions in their reading course as determined by progress monitoring, may have modified interventions.

- The above resources and/or additional resources may be used with modifications to the learning environment
  - Smaller suggested group size
  - Increased suggested frequency
- MTSS team analyzes data to create a more streamlined instructional plan

## APPENDIX C

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

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

#### **Section 1: Contact Information**

1. **District name:** Hernando
2. **Contact name for schools covered on this plan:** Patty Martin
3. **Contact phone number:** 352-797-7065
4. **Contact email:** [martin\\_p@hcsb.k12.fl.us](mailto:martin_p@hcsb.k12.fl.us)
5. **Schools covered by this plan:** Moton Elementary

#### **Section 2: Length of School Day**

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

1. **School start time:** 8:25
2. **School dismissal time:** 3:25
3. **Total number of instructional minutes per day:** 420
4. **Minutes per day of reading instruction (must be at least 150):** 175 minutes

#### **Section 3. Instructional Design**

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

Currently in 4<sup>th</sup> grade, we have 10 students who scored a level 4 and 2 students who scored a level 5 on their FSA last year when they were 3<sup>rd</sup> graders. In 5<sup>th</sup> grade, 6 students who scored a level 4 and 0 students who scored a level 5 on their FSA last year when they were in 4<sup>th</sup> grade. We have a planned "MTSS" block of 30 minutes every day in our Master Schedule where we do flexible grouping based on data. During this time, these students are participating in enrichment groups within our classrooms. They are currently participating in book clubs and moving towards participating in Literature Circles.

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

We have additional time built in our master schedule for both reading instruction through the use of iReady and RTI time specifically focused on small groups based on specific skills the students need. The students will be provided this instruction by a certified teacher, most of which are effective or highly effective, with the exception of brand new teachers. New teachers are being supported by our ELA & Math Coach, as well as, our MTSS Coordinator.

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

The school used iReady, which is a nationally proven research based program to accelerate reading and provide targeted instruction to improve reading deficiencies. iReady was used in 17-18 & 18-19 school years and delivered positive growth in ELA. Data from iReady diagnostics and growth monitoring will be used to drive instruction in both MTSS groups, as well as, in the classroom and during their lab time. We also will be using Reading Street, Project Read and model reading lessons and guided reading.

Last year's iReady ELA Data...Percent Proficient

	AP1	AP2	AP3
School-wide	21%	47%	61%
Kindergarten	19%	59%	79%
1 <sup>st</sup> Grade	20%	57%	65%
2 <sup>nd</sup> Grade	18%	44%	60%
3 <sup>rd</sup> Grade	27%	40%	57%
4 <sup>th</sup> Grade	19%	42%	52%
5 <sup>th</sup> Grade	19%	41%	46%

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

We will use data from iReady both the diagnostic data, standards mastery, growth monitoring and the learning paths to plan our small groups based on specific skills needed for the students. We have iReady diagnostics 3 times a year and growth monitoring 2 times a year in between the diagnostics. We will use the data to develop Tier II and Tier III groups. Groups will change based on the data showing specific skills students need to work on. The Tier I instruction will be focusing on effective reading lessons using high yield literacy practices and guided reading in a small teacher led group.

- 5. The intensive reading instruction delivered in this additional hour shall include explicit and systematic reading strategies to develop phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided practice, error correction, and feedback. Describe the process your school/district uses to ensure this occurs.**

We will be focusing on guided reading and small groups all based around reading skills such as, phonemic awareness, phonics, fluency, vocabulary and comprehension. Students will be reading for different purposes and using text during these Focused 5 groups. The instruction will be based on data from iReady, formative assessments based on standards will be used to drive instruction and for differentiation.

We will also use Project Read which targets phonemic awareness, phonics, fluency, vocabulary and comprehension. We have planned for one of our “Focused 5” groups to specifically focus on following up with phonics practice, as well as, phonics will be supported in the teacher led – guided reading group.,

The District has provided the opportunity for all K, 1st & two 3<sup>rd</sup> grade teachers and administrators to participate in LETRS professional development to support them with teaching reading and to build foundational skills from the beginning. Teachers utilize these strategies to strengthen Tier I instruction.

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

Through thematic learning, social studies, science and math will be integrated in our whole group lessons and within our small groups. Each grade level was given time to plan for at least 2 thematic units to be implemented this school year, in conjunction with the curriculum maps. Thematic units are cross-curricular and include opportunities for students to write in response to reading/texts from all content areas. The District will ensure this process occurs through the curriculum maps which offer texts from all content areas. As part of our plan, teachers will do a weekly formative that require students to explain their thinking, then use this formative to drive their instruction. Administration will ensure our expectations occur by actually participating in facilitative planning with each grade/content weekly. A member from our leadership team has also been assigned to each grade level to attend facilitative planning, too. We will be focusing on standards in their content and incorporating effective reading and phonics lessons through whole group and small group instruction during the focused 5 centers. The district has also planned Data Chat meetings with the Principal and staff and support with goals and next steps. They will also monitor the process by doing walkthroughs, providing feedback and support through the assignment of a district reading coach.