

Hernando 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

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.

- 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 and 2016-2017 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
White/African American	24	22	22	20	23	18	16
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.

Expenditures from the allocation will impact student achievement starting with the implementation of Tier 1 instruction with all students through the use of Core program materials. Provisions will be secured, secondly, to close the achievement gap among students scoring at the level 1 and level 2 achievement levels on the Florida Standards Assessment (FSA) through Tier II instruction. Lastly, expenditures will be appropriated to provide more intensified instruction through Tier III instruction with smaller teacher-to-student ratios and instructional minutes expanded beyond time allotted for Tier I and Tier II instruction.

District and school-based coaches play an integral part in ensuring fidelity of instruction in implementing the rigor and expectations of the Florida Standards 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.

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, Erica McDowell, Supervisor of Elementary and K-12 ELA Programs, Gina Michalicka, Executive Director of Academic Services, 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.

Elementary:

The District will collect progress monitoring data based on results from iReady Reading Diagnostic assessments for students in Kindergarten through grades 5. Data from the iReady Diagnostic assessments serve as progress monitoring tools for K-5 students.

Middle:

The District will use iReady Reading Diagnostic data to monitor progress of all students receiving instruction through the core English Language Arts (ELA) program for grades 6-8.

The District will collect progress monitoring data based on results from iReady Reading assessments for intensive reading students in grades 6-8 that have scored a Level 1 or Level 2 on the Florida Standards Assessment (FSA). Data from the iReady Diagnostic and Growth Monitoring assessments serve as the progress monitoring tools for 6-8 grade intensive reading students.

High:

The District will use Common Nine Week Assessment data to monitor the progress of students in the core English Language Arts (ELA) program for grades 9-12.

The District will use the Reading Inventory and Teengagement Units of Study curriculum to monitor progress of 9-10 grade high school students scoring a Level 1 or Level 2 (and 11th grade re-takers) on the Florida Standards Assessment (FSA).

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 during the months of August-September, February, and May. The iReady Growth Monitoring 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 in October, December and April/May. Reading Inventory and Teengagement Standards-based 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?

Erica McDowell, Supervisor of Elementary and K-12 ELA Programs, Gina Michalicka, Executive Director of Academic Services, 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.

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?

It is the responsibility of the District Walkthrough Team: Erica McDowell, Supervisor of Elementary and K-12 ELA Programs, Gina Michalicka, Executive Director of Academic Services, District Reading Coaches, district ESE personnel, and other district leaders to ensure that classroom instruction is aligned to grade-level Florida Standards.

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

Data during walkthrough site visits will be collected to monitor the alignment of classroom instruction to grade appropriate standards. Lesson plans, 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.

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.

6. In regard to access to informational text for each content area in a variety of mediums, please address the following:

A. Who at the district level will be responsible for ensuring that schools have access to informational text for each content areas in a variety of mediums?

Erica McDowell, Supervisor of Elementary and K-12 ELA Programs and District Reading Coaches are responsible for ensuring that schools have access to informational text for each content area in a variety mediums.

B. In addition to using texts from core, supplemental and intervention programs, what will the district do to ensure that schools have access to informational text for each content area in a variety of mediums?

In order to ensure schools have access to informational text for each content area in a variety of mediums, beyond the resources provided by the core, supplemental, and intervention programs, the District will:

- promote the use of the Curriculum Resource Catalog found on the district website that provides links to various web based fiction and nonfiction resources and websites such as Engage New York, News ELA, LearnZillion, ReadWorks.org

- promote and encourage the use leveled readers and other resources from adopted science and social studies curriculum
- promote and encourage the use of CPALMS and Text Exemplar resources
- promote and encourage the use of TeachingBooks.net (a resource made available to all schools in Hernando County Schools)
- provide teachers resources that provide literary and informational complex text and lessons;
- provide suggestions to a variety of complex texts in different mediums in the media centers and the classroom libraries

7. In regard to Universal Design for Learning (UDL), please address the following:

A. Who at the district level will ensure that the all classroom instruction is accessible to the full range of learners using UDL principles?

Cathy Dofka, Director of Exceptional Student Support Services and other Exceptional Student Services and district personnel, will ensure that classroom instruction is accessible to the full range of learners using UDL principles.

B. What evidence will the district collect to demonstrate that all classroom instruction is accessible to the full range of learners using UDL principles for effective instructional design (planning) and delivery (teaching)?

Exceptional Student Support Services and other district personnel will collect evidence that classroom instruction is accessible to a full range of learners using UDL principles by looking for evidence of multiple means of representation, engagement, and expression. Examples evidence include, but are not limited to: Multiple means of representation (various ways of students acquiring information and knowledge)

- grade level fiction and nonfiction leveled text and books are provided for students' use in print and audio
 - whole group instruction includes visuals, guided notes, audio or electronic examples for students to view during class or later
- Multiple means of engagement (variations in student interactions with instructional materials and with peers)
- whole group instruction, differentiated centers, collaborative groups, teacher led small groups,
 - writing to express what a student has learned, or creating some type of project to demonstrate their learning.
- Multiple means of expression (alternatives provided for students to demonstrate and express their knowledge)
- variations in student work samples, projects, journals, worksheets, formal assessments and test/quizzes
 - assistive technologies are accessible for students use (i.e., text-to-speech devices)
 - variation is expression of knowledge demonstrated through writing, verbal communication, movement/skits, illustrations, multimedia designs

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

The evidence that classroom instruction is accessible to a full range of learners using UDL principals 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.

- 8. As a separate attachment please provide the meeting agenda which demonstrates the district contact for the K-12 Comprehensive Research-Based Reading Plan has met with the district contact for Exceptional Student Education (ESE) to discuss the alignment between the District's Special Programs and Procedures (SP&P) requirements and the district's 2018-2019 K-12 Comprehensive Research-Based Reading Plan, as well as documentation that the district contact for the K-12 Comprehensive Research-Based Reading Plan has met with the district ELL contact to discuss alignment with their district ELL plan.**

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 district master inservice plan?**

Paula Clark, Supervisor of Professional Development and Erica McDowell, 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?**

\$214,400.00

- 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..**

Who is responsible for ensuring this training is entered into the master inservice plan and is subsequently provided to reading coaches, classroom teachers and school administrators?

Paula Clark, Supervisor of Professional Development and Erica McDowell, Supervisor of Elementary and K-12 Reading Programs, and Cathy Dofka, Director of Exceptional Student Support Services.

- 4. Was the training in question #3 funded through the Research-Based Reading Allocation? If not, please list the funding source for this training.**

Some trainings offered in the district under this category were funded through the Reading Allocation and other trainings under this category were sponsored by FDLRS and the ESSS department.

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 tiered 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?**

Walkthrough Data Collection; Student work samples; Lesson plans; Analysis of assessment Data (both formative and summative); Analysis of student work samples; Observational data collected during walkthrough's; Data collected from delivery of lessons and review of lesson plans; FSA 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:**

- Elementary: 0
- Middle: 0
- 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.:**

Teengagement Units of Study, Ready/iReady, Reading Inventory, SRA Reading Labs

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

\$200,000.00

- 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:** Erica McDowell
2. **Email Address:** McDowell_e@hcsb.k12.fl.us
3. **Phone Number:** (352) 797-7000, ext. 433
4. **Please list the schools which will host a SRC:**

Brooksville Elementary, Eastside Elementary, Challenger K8, Deltona Elementary

5. **Provide the following information regarding the length of your district SRC:**
 - a. **Start Date:** 06/11/2018
 - b. **Which days of the week is SRC offered:** Monday - Thursday
 - c. **Number of instructional hours per day in reading:** 5.00
 - d. **End Date:** 07/26/18
 - e. **Total number of instructional hours of reading:** 120 hours of Instruction
6. **Per the requirements of Section 1008.25(7)(b)(3), F.S., are all teachers selected to deliver SRC instruction highly effective as determined by their evaluation under Section 1012.34, F.S.?**

Yes

7. **What is the anticipated teacher/student ratio?**
1:10

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

Grade 2

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

An achievement score of 535 or higher on the iReady Diagnostic assessment administered on the last day of camp for Grade 3 Students.

Scale Score growth will be calculated for Grade 2 students based on Pre and Post iReady Growth Monitoring Assessment data.

300 Lowest-Performing Elementary Schools

Section 1011.62(9)(d)(2), F.S., requires school districts that have one or more of the 300 lowest-performing elementary schools, specifically delineate in the comprehensive reading plan, or in an addendum to the comprehensive reading plan, the implementation design and reading strategies that will be used for the required additional hour of reading instruction.

This may be found in Appendix C.

Budget Review

Estimated proportional share distributed to district charter schools	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	200,000.00
District expenditures on professional development	214,400.00
District expenditures on summer reading camps	95,000.00
District expenditures on additional hour for school 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 2018-2019	1,030,000.00

APPENDIX A



District Reading Plan Collaboration with ESOL & ESSS Department Personnel

April 24, 2018, 1:00 p.m.

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

x	Erica McDowell	x	Cathy Dofka	x	Allison Gibson
x	Kim Rojero	x	Anna Jenson	x	Michelle Geraux

Presentation(s):

WHO	TOPIC
-Erica McDowell -Kim Rojero (District ESOL Lead Teacher) -Cathy Dofka, -Anna Jenson, -Jill Kolasa (ESSS Personnel)	<ul style="list-style-type: none"> Greetings ; Review objectives of meeting Review components of the 2018-19 District Reading Plan and alignment to ELL, ESSS's SP & P, and the Reading MTSS process Discussion of new Legislative requirements related to reading instruction and intervention, and professional development offerings Consideration of aligning MTSS and Reading Plan documents

Notes:

<ul style="list-style-type: none"> K. R. referenced the 2016-2019 Hernando County District English Language Learners (ELL) Plan; it was determined that no major updates needed to be added to plan and that last year's updates were still sufficient/relevant. Discussion that coaches be reminded to stress implementation of ESOL/ESE Accommodations and Intervention Strategies when planning with teachers and that strategies are observed during instruction when applicable; ensure professional development sessions highlight ELL/ESE strategies when applicable Discussed substantial reading proficiency; multi-sensory instruction and training to support staff and teachers Good Cause Exemption for grade students; alignment of MTSS with district's Progress Monitoring Plan for reading Goal to streamline MTSS Triangles and the Reading Plan Decision Trees into one synchronized unit

APPENDIX B

Identification of Students with Reading Deficiencies and Intervention Supports

In this section districts will describe how they identify students with substantial reading deficiencies and provide them with required interventions. Districts will create three Identification/Intervention Decision Tree charts to demonstrate how data from screening, diagnostic, progress monitoring, local assessments, statewide assessments or teacher observations will be used to determine specific reading instructional needs and interventions for students. It is important to note that a school may not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial deficiency in reading. If a local assessment is being used for identification, districts should internally analyze their data in order to ensure students are identified at similar rates as on statewide assessments. Districts who use a procured diagnostic, progress monitoring or assessment tool should, at a minimum, use the recommended ranges provided by the instrument developer; however, these districts should also ensure that rates of identification correlate to statewide performance.

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

The charts must contain the following information:

- The grade level(s) of the student;
- Name and performance benchmark on screening, diagnostic, progress monitoring, local assessment, statewide assessment or teacher observations used to identify students with substantial deficiencies in reading and subsequent interventions provided. FSA-ELA scores must be used for appropriate grade levels;
- DT1 must clearly state the conditions the district uses to determine whether a student has a substantial reading deficiency and will subsequently notify the student's parent as required in Section 1008.25, F.S. This also includes a description of the intensive, explicit, systematic, and multisensory reading interventions which will be provided to students in grades K-3;
- DT1 must include information on how the Florida Kindergarten Readiness Screener will be used to plan intervention for students scoring in the following performance levels:
 - 1) Scaled score of 497-529
 - 2) Scaled score of 438-496
 - 3) Scaled score of 437 and below; 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;

Grade K- 3: Decision Tree

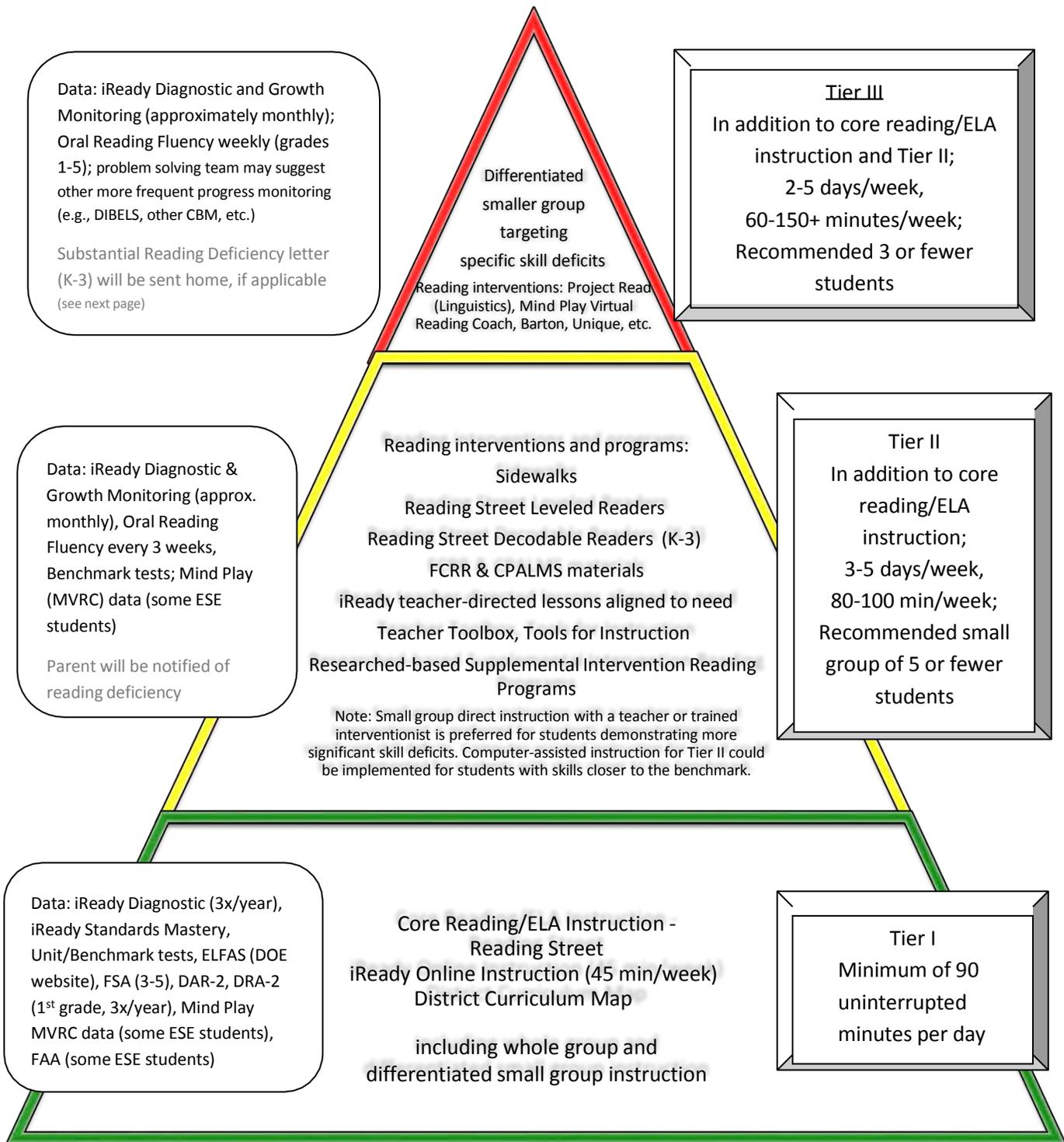
	Overall i-Ready Reading Placement and Class Norms Results		
	Tier 1	Tier 2	Tier 3
<p>K Students – Administer FLKRS the first 30 days of school.</p> <p>Administer iReady for all students.</p> <p>August/September December/January March/April</p>	<p>See iReady Diagnostic Reports</p> <p>iReady Scale Score and iReady Percentile Rank (Norms)</p> <p>Student’s Overall Placement Level is on or above grade level. Additional data will be analyzed to determine if Tier II intervention is appropriate.</p>	<p>See iReady Diagnostic Reports</p> <p>iReady Scale Score and iReady Percentile Rank (Norms)</p> <p>K-3 students who demonstrate deficits in reading, based upon multiple data sources (FLKRS score <497, iReady, classroom and district assessments, oral reading fluency measures, retention due to reading performance, FSA ELA Level 1, etc.)</p> <p>Multiple data points will be considered to ensure students receive reading intervention matched to need.</p>	<p>See iReady Diagnostic Reports</p> <p>iReady Scale Score and iReady Percentile Rank (Norms)</p> <p>Students Not Responding Positively to Tier 2 Intervention as identified by the schools Problem Solving Team.</p> <p>As Evident by indicators below :</p>
<p>If any of the following conditions are met:</p> <p>K: FLKRS scaled score of 437 or below 1st-3rd grade: 2 or more levels below in iReady Reading (“red zone” – see iReady Placement Chart below) or K-3rd: Below the 15th percentile on iReady (see norms in Diagnostic Report) 3rd: Student repeating 3rd grade due to FSA ELA Level 1</p> <p>Then, hold a problem solving meeting (school-level, grade-level, or individual- student level) to determine if a student has a “substantial reading deficiency” (K- 3), according to Florida Statute, based upon a review of multiple data sources and the student’s response to instruction and intervention. Develop an intensive Tier 3 intervention plan if applicable and provide notification and information to the parent.</p>			

Hernando County K-5 Curriculum Decision Trees

Grade 4- 5: Decision Tree

	Tier 1	Tier 2	Tier 3
FSA Data	Level 3-5	Level 1- 2*	Level 1-2 *
Administer i-Ready for all students.			
Administer iReady for all students. August/September December/January March/April	Student’s Overall Placement Level is on or above grade level. Additional data will be analyzed to determine if Tier II intervention is appropriate.	Student is in Grades 4-5 and have a FSA Reading achievement level 1 – 2 *Grade 4-5 students who demonstrate deficits in reading, based upon multiple data sources (iReady, classroom and district assessments, oral reading fluency measures, retention due to reading performance, FSA ELA Levels 1-2, etc.) Multiple data points will be considered to ensure students receive reading intervention matched to need.	Students Not Responding Positively to Tier 2 Intervention and needing Intensive Intervention as identified by the schools Problem Solving Team.

Hernando County Schools: K-5 Reading



*District-recommended minutes of intervention are provided as a general guideline. The amount of supplemental intervention provided to students should be matched to needs and aligned to the research and evidence recommended by the intervention program implemented.

Hernando County Schools: K-5 Reading Intervention

Students in grades K-5 who demonstrate deficits in reading, based upon multiple data sources (FLKRS score <497, iReady, classroom and district assessments, oral reading fluency measures, retention due to reading performance, FSA ELA Level 1 and lower performing Level 2, etc.) should receive reading intervention matched to need. Students receiving Tier 2 Instruction/Intervention will be identified as having a reading deficiency. Parents will be provided a deficiency letter, along with Parent Handout for MTSS (Tier 2). Students not making progress through Tier 2 Instruction may be targeted for Tier 3 intervention.

Identification of K-3 Students with a "Substantial Reading Deficit"

[1008.25 (5)(a)(c), Florida Statute (F.S.)]

If any of the following conditions are met:

- K: FLKRS (STAR Reading Assessment) scaled score of 437 or below
- 1st-3rd grade: 2 or more levels below in iReady Reading ("red zone" - see iReady Placement Chart) or
- K-3rd grade: Below the 15th percentile on iReady (see class norms report, use percentile rank column based upon appropriate time of year)
- 3rd grade: Student repeating 3rd grade due to FSA ELA Level 1

Then, hold a problem solving meeting (school-level, grade-level, **or** individual-student level) to determine if a student has a "*substantial reading deficiency*"

- Consider multiple data points (grades, performance tasks, fluency, running records, etc.)
- Determine individual student need(s) by domain

If the team determines 'yes, there is a *substantial reading deficiency*,' *then*

- Determine intervention plan for student
 - o Substantial reading deficits typically require Tier 3 supports.
 - o However, in some cases a reading deficit may be remediated through Tier 2 supports
- Provide **substantial reading deficiency letter to parent**, along with the Intensive Intervention handout (Tier 3), as appropriate

**READING PLACEMENTS – OVERALL
TABLE**

i-READY PLACEMENT

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Emerging K	0 - 361	0 - 346	NA										
Level K	362 - 479	347 - 433	0 - 418	0 - 418	0 - 418	0 - 418	0 - 418	0 - 418	0 - 418	0 - 418	0 - 418	0 - 418	0 - 418
Level 1	480 - 536	434 - 536	419 - 488	419 - 473	419 - 473	419 - 473	419 - 473	419 - 473	419 - 473	419 - 473	419 - 473	419 - 473	419 - 473
Level 2	537 - 560	537 - 560	489 - 560	474 - 510	474 - 495	474 - 495	474 - 495	474 - 495	474 - 495	474 - 495	474 - 495	474 - 495	474 - 495
Level 3	561 - 800	561 - 602	561 - 602	511 - 602	496 - 556	496 - 541	496 - 541	496 - 541	496 - 541	496 - 541	496 - 541	496 - 541	496 - 541
Level 4	NA	603 - 800	603 - 629	603 - 629	557 - 629	542 - 580	542 - 565	542 - 565	542 - 565	542 - 565	542 - 565	542 - 565	542 - 565
Level 5	NA	NA	630 - 800	630 - 640	630 - 640	581 - 640	566 - 597	566 - 582	566 - 582	566 - 582	566 - 582	566 - 582	566 - 582
Level 6	NA	NA	NA	641 - 800	641 - 653	641 - 653	598 - 653	583 - 608	583 - 593	583 - 593	583 - 593	583 - 593	583 - 593
Level 7	NA	NA	NA	NA	654 - 800	654 - 669	654 - 669	609 - 669	594 - 619	594 - 604	594 - 604	594 - 604	594 - 604
Level 8	NA	NA	NA	NA	NA	670 - 800	670 - 684	670 - 684	620 - 684	605 - 639	605 - 624	605 - 624	605 - 624
Level 9	NA	NA	NA	NA	NA	NA	685 - 800	685 - 703	685 - 703	640 - 703	625 - 651	625 - 636	625 - 636
Level 10	NA	704 - 800	704 - 723	704 - 723	652 - 723	637 - 659	637 - 644						
Level 11	NA	724 - 800	724 - 735	724 - 735	660 - 735	645 - 667							
Level 12	NA	736 - 800	736 - 800	736 - 800	668 - 800								

On Level Ranges	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Early	362 - 395	434 - 457	489 - 512	511 - 544	557 - 578	581 - 608	598 - 615	609 - 631	620 - 641	640 - 660	652 - 672	660 - 691	668 - 703
Mid	396 - 423	458 - 479	513 - 536	545 - 560	579 - 602	609 - 629	616 - 640	632 - 653	642 - 669	661 - 684	673 - 703	692 - 723	704 - 735
Late	424 - 479	480 - 536	537 - 560	561 - 602	603 - 629	630 - 640	641 - 653	654 - 669	670 - 684	685 - 703	704 - 723	724 - 735	736 - 800

Hernando County 6-8 Curriculum Decision Tree

Grade 6-8: Decision Tree

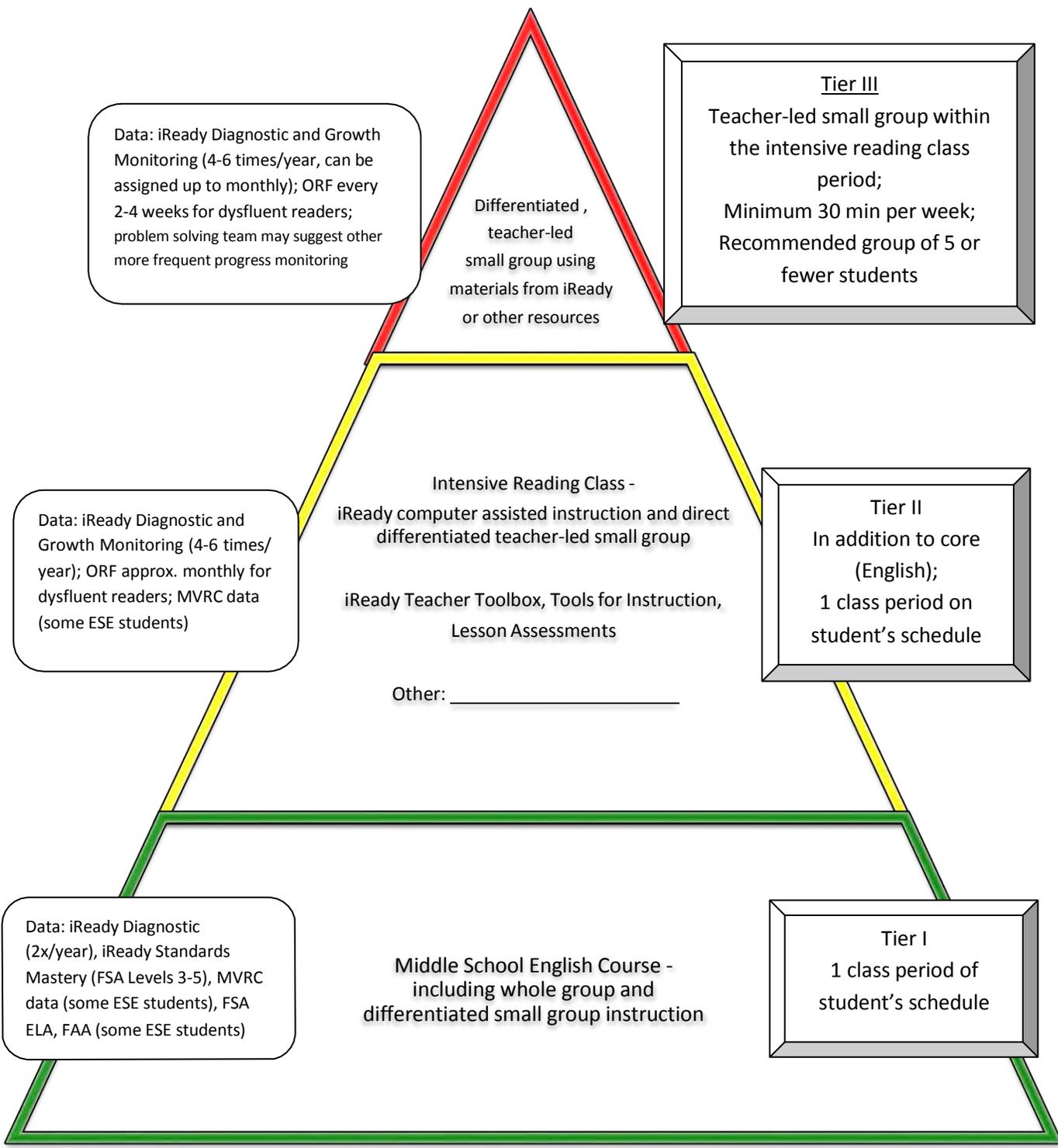
	Tier 1	Tier 2	Tier 3
FSA Data	Level 3-5	Level 1- 2	Level 1-2
Administer i-Ready for all students.			
Administer iReady for all students. August/September December/January March/April	Student's Overall Placement Level is on or above grade level. Additional data will be analyzed to determine if Tier II intervention is appropriate.	Student is in Grades 6-8 and have a FSA Reading achievement level 1 – 2 *Grade 6-8 students who demonstrate deficits in reading, based upon multiple data sources (iReady, classroom and district assessments, oral reading fluency measures, retention due to reading performance, FSA ELA Levels 1-2, etc.) Multiple data points will be considered to ensure students receive reading intervention matched to need.	Students Not Responding Positively to Tier 2 Intervention and needing Intensive Intervention as identified by the schools Problem Solving Team.

READING PLACEMENTS – OVERALL

i-READY PLACEMENT TABLE

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Emerging K	0 - 361	0 - 346	NA										
Level K	362 - 479	347 - 433	0 - 418	0 - 418	0 - 418	0 - 418	0 - 418	0 - 418	0 - 418	0 - 418	0 - 418	0 - 418	0 - 418
Level 1	480 - 536	434 - 536	419 - 488	419 - 473	419 - 473	419 - 473	419 - 473	419 - 473	419 - 473	419 - 473	419 - 473	419 - 473	419 - 473
Level 2	537 - 560	537 - 560	489 - 560	474 - 510	474 - 495	474 - 495	474 - 495	474 - 495	474 - 495	474 - 495	474 - 495	474 - 495	474 - 495
Level 3	561 - 800	561 - 602	561 - 602	511 - 602	496 - 556	496 - 541	496 - 541	496 - 541	496 - 541	496 - 541	496 - 541	496 - 541	496 - 541
Level 4	NA	603 - 800	603 - 629	603 - 629	557 - 629	542 - 580	542 - 565	542 - 565	542 - 565	542 - 565	542 - 565	542 - 565	542 - 565
Level 5	NA	NA	630 - 800	630 - 640	630 - 640	581 - 640	566 - 597	566 - 582	566 - 582	566 - 582	566 - 582	566 - 582	566 - 582
Level 6	NA	NA	NA	641 - 800	641 - 653	641 - 653	598 - 653	583 - 608	583 - 593	583 - 593	583 - 593	583 - 593	583 - 593
Level 7	NA	NA	NA	NA	654 - 800	654 - 669	654 - 669	609 - 669	594 - 619	594 - 604	594 - 604	594 - 604	594 - 604
Level 8	NA	NA	NA	NA	NA	670 - 800	670 - 684	670 - 684	620 - 684	605 - 639	605 - 624	605 - 624	605 - 624
Level 9	NA	NA	NA	NA	NA	NA	685 - 800	685 - 703	685 - 703	640 - 703	625 - 651	625 - 636	625 - 636
Level 10	NA	704 - 800	704 - 723	704 - 723	652 - 723	637 - 659	637 - 644						
Level 11	NA	724 - 800	724 - 735	724 - 735	660 - 735	645 - 667							
Level 12	NA	736 - 800	736 - 800	736 - 800	668 - 800								

On Level Ranges	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Early	362 - 395	434 - 457	489 - 512	511 - 544	557 - 578	581 - 608	598 - 615	609 - 631	620 - 641	640 - 660	652 - 672	660 - 691	668 - 703
Mid	396 - 423	458 - 479	513 - 536	545 - 560	579 - 602	609 - 629	616 - 640	632 - 653	642 - 669	661 - 684	673 - 703	692 - 723	704 - 735
Late	424 - 479	480 - 536	537 - 560	561 - 602	603 - 629	630 - 640	641 - 653	654 - 669	670 - 684	685 - 703	704 - 723	724 - 735	736 - 800

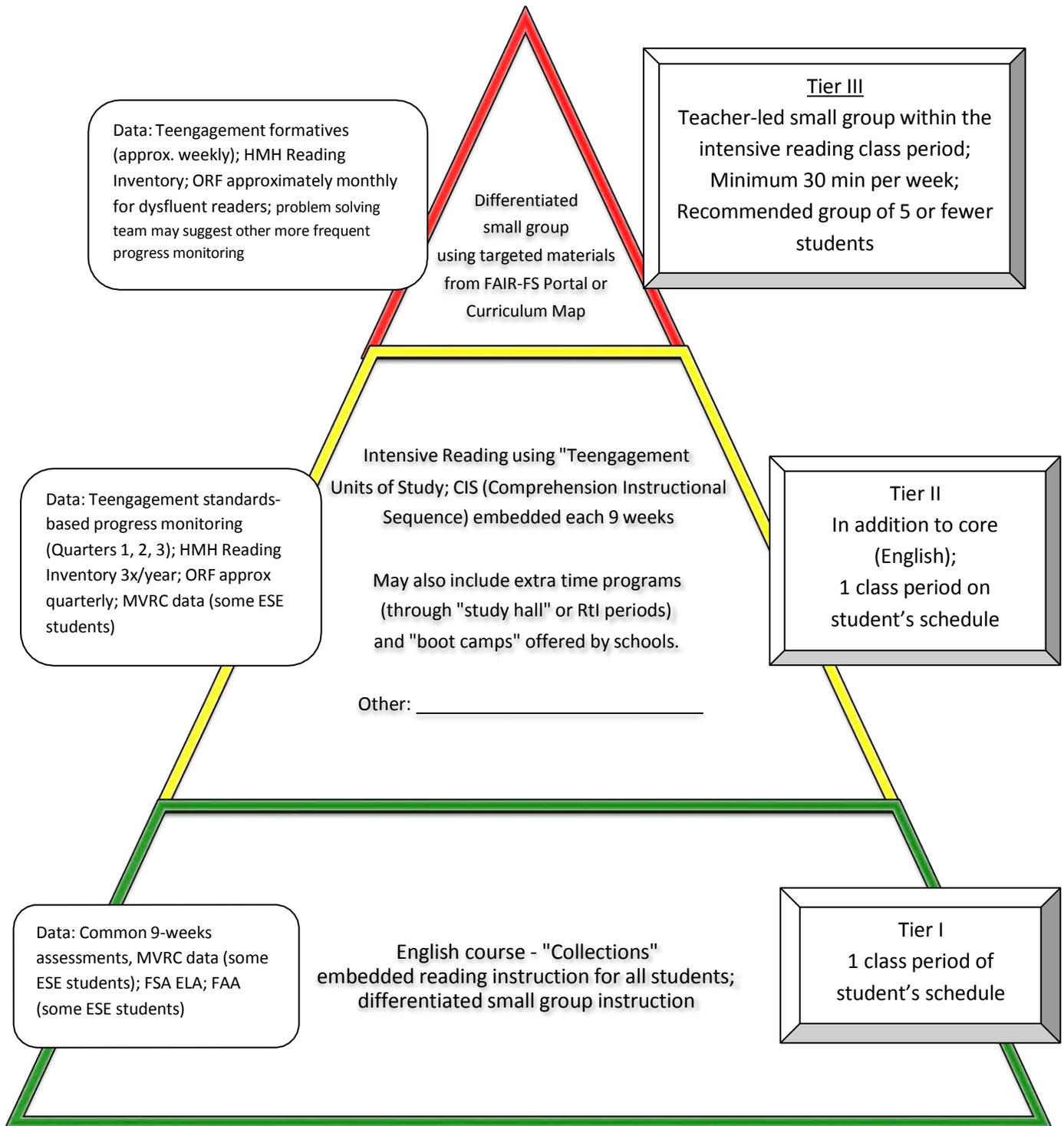


Hernando County 9-12 Curriculum Decision Trees Grade 9-12:

Decision Tree

	Tier 1	Tier 2	Tier 3
FSA Data	Level 3-5	Level 1-2	Level 1-2
	<p>Student is in Grades 9 -12 and have FSA Reading achievement level 3-5.</p>	<p>Student is in Grades 9 -12 and have FSA Reading achievement level 1-2.</p> <p>Grade 9 -12 students who demonstrate deficits in reading, based upon multiple data sources (classroom and district assessments, oral reading fluency measures, FSA ELA Levels 1-2, etc.)</p> <p>Multiple data points will be considered to ensure students receive reading intervention matched to need.</p>	<p>Students Not Responding Positively to Tier 2 Intervention and needing Intensive Intervention as identified by the schools Problem Solving Team.</p>

Multi-Tiered System of Student Supports (MTSS) – Hernando County Schools: 9-12 Reading



APPENDIX C

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 2018-2019 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 County
- 2. Contact name for schools covered on this plan:** Brent Gaustad (Principal)/ Gina Michalicka (Executive Director of Academic Services – District Contact (352) 797-7000, ext. 404
- 3. Contact phone number:** 352-797-7065
- 4. Contact email:** Gaustad_b@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

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 4th grade, we have 8 students who scored a level 4 and 1 that scored a level 5 on their FSA last year when they were 3rd graders. In 5th grade, we have 8 students who scored a level 4 and 3 that scored a level 5 on FSA last year when they were 4th graders. We have a planned “MTSS” block of 30 minutes every day in our Master Schedule where we do flexible grouping. During this time, these students are participating in enrichment groups within our classrooms and with our Literacy Specialist. They are currently participating in book clubs and will soon be planning and organizing their own literature circles.

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- 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.**

The school district released all teachers that had a VAM score of under 3. All teachers of reading and all specialist, coaches etc... are effective or highly effective.

- 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 uses 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 and delivered positive growth in ELA. Data from iReady diagnostics from AP 2 to AP 3 showed a school-wide increase in proficiency from 36% to 60% in Reading and from 33% to 61% for math proficiency.

For grade:

Kindergarten from 49% to 93% on or above level in reading and 48% to 88% for math.

First grade from 25% to 53% for reading and 25% to 64% in math.

Second grade from 34% to 66% for reading and 23% to 51 for math.

Third grade from 56% to 61% for reading and 40% to 50% for math.

Fourth grade from 33% to 43% for reading and 34% to 57% for math.

Fifth grade from 17% to 45% for reading and 23% to 51% for math

When I was sent in as principal our minutes and passing rates doubled from 35% minutes and 25% passing to 72% making minutes and 73% passing rate. AP2 to AP3 overall data shows a 109% progress towards targeted growth in ELS and 94% progress towards targeted growth for Math according to iReady "Student Growth by Grade and Class Report". Project Read, another research based program was added and professional development is being provided to all K – 5 teachers.

- 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 break down data to the student level. FSA and iReady diagnostics show the targeted deficiencies of each student so we can address specific student needs and create individualized instruction in those areas. We have iReady diagnostic assessments three times per year. Utilizing iReady's growth monitoring data, we develop tier II and

APPENDIX C

tier III groups and teachers address students' individual needs by creating differentiated instructional groups. Groups change based on data and progress monitoring as available.

- 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.**

Project Read targets phonemic awareness, phonics and fluency. iReady targets phonemic awareness, phonics, fluency, vocabulary and comprehension. We are also going to have our 3rd – 5th grade teachers trained in Linguistics to further support the above areas. We are going to use resources with multi-sensory approach with a focus on phonics. We are doing 15 min. phonic blasts daily K-5. We are working on implementing vocabulary strategies throughout all reading and math lesson plans.

- 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 all have writing to explain components. We are requiring them to do weekly formatives that require students to explain thought and process. We are also working with each grade level to imbed writing and vocabulary strategies in all content areas. We (administration) are ensuring our expectation occur by actually participating in facilitative planning with each grade weekly. We focus on standards in their content and how to incorporate reading and writing standards.