

Hardee County Schools



2021-22 Reading Plan

Table of Contents

Contact Information, Communication Plan, and Student Achievement Goals	3
Budget	5
School Literacy Leadership Teams	7
Professional Development	8
Charter Schools	8
Literacy Coaches	10
District-Level Monitoring of Plan Implementation	13
School-Level Monitoring of Plan Implementation	16
Summer Reading Camp	17
Parent Support through a Read-At-Home Plan	19
Assessment, Curriculum, and Instruction	20
Identification of Students with a Substantial Reading Deficiency	25

Contact Information, Communication Plan, and Student Achievement Goals

Contact Information - Part A

District Contact Information

Reading Contacts

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

Contact	Name, Title, Email, Phone
Main District Reading Contact	Rivas, Kristen Director of Elementary Curriculum and Instruction krivas@hardee.k12.fl.us 8637739058
Elementary English Language Arts (ELA)	Rivas, Kristen Director of Elementary Curriculum and Instruction krivas@hardee.k12.fl.us (863) 773-9058 ext. 1225
Secondary ELA	Henderson, Melanie Director of Secondary Curriculum and Instruction mhenderson@hardee.k12.fl.us 8637739058 ext. 1215
Reading Endorsement	Henderson, Melanie Director of Secondary Curriculum and Instruction mhenderson@hardee.k12.fl.us 8637739058 ext. 1215
Reading Curriculum	Rivas, Kristen Director of Elementary Curriculum and Instruction krivas@hardee.k12.fl.us 8637739058 ext. 1225
Professional Development	Polk, Michele Director of Human Resources mpolk@hardee.k12.fl.us 8637739058 ext. 1211
Assessment	Hall, Teresa Director of Student Academic Services & Federal Programs thall@hardee.k12.fl.us 863767-0662 ext. 1310
Data Element	Farr, Julie District Data Coach jfarr@hardee.k12.fl.us 8637670662 ext. 1316
Summer Reading Camp	Hall, Teresa Director of Student Academic Services & Federal Programs thall@hardee.k12.fl.us 8637670662 ext. 1310
Third Grade Promotion	Hall, Teresa Director of Student Academic Services & Federal Programs thall@hardee.k12.fl.us 8637670662 ext. 1310

Communication of Plan Information

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

The Directors of Elementary and Secondary Curriculum and Instruction serve as the lead presenters of the Comprehensive Evidence-Based Reading Plan to district level and school level administrators. The Reading Plan is presented and reviewed during district administrative meetings and literacy coach meetings. After administrative review, school leaders and literacy coaches provide all instructional staff with the contents of the plan at their school sites. During all meetings, specific details are reviewed and discussed to ensure all steps and procedures are followed to the full extent of the Comprehensive Evidence-Based Reading Plan's expectations. To disseminate this information to outside stakeholders, the Reading Plan is posted on the district website, and is available, upon request, to any interested individual.

Student Achievement Goals - Part B

Measurable Student Achievement Goals

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

Previous School Year

Kindergarten - % of Students "Ready" on FLKRS 32%

Goal for Plan Year

Kindergarten - % of Students "Ready" on FLKRS 45%

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

-Host Summer VPK for incoming Kindergarten students for the 21-22 school year

All instruction will be delivered by state certified teachers that also have a Reading Endorsement

-VPK curriculum, Frog Street, is in alignment with Kindergarten Readiness standards and is on the FLDOE's approved list of instructional materials for VPK

-Parent trainings and a Parent Resource Room will be provided to support the continuous flow of instruction into the home setting

-Participate in quarterly meetings with the Florida Department of Education's discretionary project, Technical Assistance and Trainings Systems (TATS), to support Prekindergarten students transition into Kindergarten

Statewide English Language Arts Standardized Assessment:

Grade	Previous School Year % of Students Scoring					Goal for Plan Year % of Students Scoring				
	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5
3	17	32	29	16	5	10	25	34	21	10
4	19	23	26	24	8	12	15	31	29	13
5	19	29	31	17	4	11	22	36	22	9
6	25	26	25	19	5	17	19	30	24	10
7	39	28	18	11	5	31	20	23	16	10
8	28	28	25	13	6	20	20	30	19	11
9	36	27	18	15	4	28	19	24	20	9
10	32	25	22	15	5	22	16	32	20	10

Include additional literacy goals based on screening, progress monitoring, and/or district summative assessments. At a minimum, include specific goals for K-2 students.

Example: For each grade, K-2, increase the percentage of students currently scoring at or above grade level on (the approved district progress monitoring assessment) by 5% this year, from (60%) to (65%).

-For Kindergarten, increase the percentage of students currently scoring at or above grade level on the end-of-year i-Ready reading diagnostic by 5% this year, from 85% to 90%.

-For 1st grade, increase the percentage of students currently scoring at or above grade level on the end-of-year i-Ready reading diagnostic by 5% this year, from 70% to 75%.

-For 2nd grade, increase the percentage of students currently scoring at or above grade level on the end-of-year i-Ready reading diagnostic by 5% this year, from 56% to 61%.

-For 3rd grade, increase the percentage of students currently scoring at or above grade level on the end-of-year i-Ready reading diagnostic by 5% this year, from 72% to 77%.

-For 4th grade, increase the percentage of students currently scoring at or above grade level on the end-of-year i-Ready reading diagnostic by 5% this year, from 49% to 54%.

-For 5th grade, increase the percentage of students currently scoring at or above grade level on the end-of-year i-Ready reading diagnostic by 5% this year, from 42% to 47%.

-For 6th grade, increase the percentage of students currently scoring at or above grade level on the end-of-year i-Ready reading diagnostic by 5% this year, from 34% to 39%.

-For 7th grade, increase the percentage of students currently scoring at or above grade level on the end-of-year i-Ready reading diagnostic by 5% this year, from 35% to 40%.

-For 8th grade, increase the percentage of students currently scoring at or above grade level on the end-of-year i-Ready reading diagnostic by 5% this year, from 40% to 45%.

District Budget for Research-Based Reading Instructions Allocation

Budget

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

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

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

Student achievement data has indicated a need for a literacy coach at every elementary school site. Therefore, the district provides a literacy coach position at each elementary school site to assist with improving student performance in reading. Literacy coaches will provide instructional support to teachers with students demonstrating substantial reading difficulties, with a focus on K-3 students. Literacy coaches will provide assistance in improving foundational skills in reading by assisting with whole class and small group instruction in reading. Literacy coaches will train teachers in data analysis and how to effectively use data to differentiate instruction. Additionally, literacy coaches will provide intensified professional development in effective instructional reading strategies to enhance the teaching capacity of K-3 teachers.

School Literacy Leadership Teams

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

The Directors of Curriculum will share the School Literacy Leadership Team requirement to principals during a district leadership team meeting at the beginning of the school year. Requirements will be provided and discussed in detail.

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

Each school administrator will communicate the roster of their School Leadership Team to Director of Elementary Curriculum and the Director of Secondary Curriculum.

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

The Directors of Curriculum will be responsible for supporting and monitoring School Literacy Leadership Teams and ensuring compliance with all requirements.

Professional Development

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

- Provide professional development required by Section 1012.98(4)(b)11., F.S., which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies;
- Differentiate and intensify professional development for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional development.

The Directors of Curriculum and Instruction will provide a train the trainer session on multisensory reading interventions to literacy coaches at each school site. The literacy coaches will then provide a training to school instructional staff and school leadership. The literacy coaches will collaborate with principals to determine which teachers are not demonstrating adequate growth and achievement. Together, they will plan professional development sessions to provide support for identified teachers based on progress monitoring data, which includes: side by side coaching, model classroom observations, and providing mentor teachers. School administration will ensure that every teacher is provided with opportunities to collaborate and network with grade level teams and/or department on a weekly basis. During the Professional Learning Communities, discussions will focus on learning and results of learning. Additionally, teachers will be provided with professional development on Florida's B.E.S.T. Standards to support full implementation. The Just Read, Florida Regional Director will supply all Literacy Coaches and the Directors of Curriculum and Instruction with multiple train-the-trainer sessions, and acquired knowledge on B.E.S.T. Standards implementation will then be provided to all appropriate instructional staff.

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

How are professional development requirements communicated to principals?

These requirements will be shared with principals during an administrative team meeting at the beginning of each school year. The district provided multiple train-the-trainer sessions to literacy coaches on Florida's B.E.S.T. ELA Standards to fully support the standards implementation for the upcoming school year.

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

The Directors of Curriculum and Instruction and the Director of Human Resources are responsible to ensure that professional development is being provided and is in compliance with all requirements.

Charter Schools

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

Yes

Literacy Coaches

Literacy Coaches - Part A

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

Coaches must possess the following:

- bachelor's degree and reading endorsement or reading certification;
- highly effective rating on most recent available evaluation that contains student achievement data;
- experience as successful classroom teachers;
- knowledge of evidence-based reading research;
- special expertise in quality reading instruction and infusing reading strategies into instruction;
- data management skills;
- strong knowledge base in working with adult learners;
- excellent communication skills; and
- outstanding presentation, interpersonal, and time-management skills.

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

All schools within the Hardee County School District are Title I schools. Therefore, all schools are provided a Literacy Coach to help support student growth and development in reading. Each literacy coach has obtained their reading certification and/or endorsement to assist with quality reading instruction for students identified as having a substantial reading deficiency.

Upload rubric, if applicable

The following documents were submitted as evidence for this section:

No files were uploaded

Literacy Coaches - Part B**Requirements of the Just Read, Florida! Coaching Model**

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

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

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

Yes

If no, please attach the evidence-based model the district is using.

The following documents were submitted as evidence for this section:

No files were uploaded

If yes, please complete the next section:

How are these requirements being communicated to principals?

The Just Read, Florida coaching model will be shared with district level and school level administrators during the first administrative meeting of the school year. A particular emphasis will be placed on the importance of literacy coaches refraining from performing any administrative duties, which include conducting instructional evaluations and administering and/or coordinating assessments.

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

The district provides opportunities for Literacy Coaches to collaborate and network with other coaches during quarterly district Coach PLCs and monthly Coach PLCs provided by the regional Heartland Educational Consortium.

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

The Directors of Curriculum and Instruction ensure coaches are staying within the parameters of their assigned duties. Literacy coaches are to report directly to the Directors of Curriculum and Instruction, the Deputy Superintendent, and/or the Superintendent with any deviations from the Just Read, Florida's coaching model guidelines.

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

Literacy coach data will be reviewed on a monthly basis.

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

Student level achievement data will be reviewed by the school administrators and literacy coach to determine which instructional personnel need additional support. Coaching logs will be reviewed by district administration to determine which literacy coaches need additional support.

District-Level Monitoring of Plan Implementation

District-Level Monitoring - Part A

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

- Provide an explanation of the data that will be collected, how it will be collected, and the frequency of review must be provided. Districts must also explain how concerns are communicated if it is determined that the District K-12 Comprehensive Evidence-Based Reading Plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students;
- Ensure all instruction in reading is systematic and explicit, based on data, and uses an evidence-based sequence of reading instruction and strategies to meet the needs of students at the school level and determining appropriate instructional adjustments;
- Ensure that data from formative assessments are used to guide differentiation of reading instruction;
- Ensure incorporation of reading and literacy instruction by all content area teachers into subject areas to extend and build discussions of text in order to deepen understanding; and
- Evaluate District K-12 Comprehensive Evidence-Based Reading Plan implementation and impact on student achievement.

Assessments

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

- the full name of the assessment;
- the grade level(s) the assessment is administered, and, where applicable, criteria for identifying students who will be assessed; and
- the components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension) or the standards strand (reading, communication) that will be assessed, the type of assessment, and how often the data will be collected and analyzed to support instruction.

Name of the Assessment	To whom is the assessment administered?	Assessment type	What component of the reading/ strand of standard is being assessed?	How often is the data being collected?
i-Ready	K-5	Progress Monitoring	Phonological Awareness, Phonics, Vocabulary, Comprehension	Monthly
i-Ready	K-5	Diagnostic	Phonological Awareness, Phonics, Vocabulary, Comprehension	3 x A Year
STAR Reading	1-5	Diagnostic	Fluency	3 x A Year
STAR Early Literacy	K	Screener	Phonological Awareness, Phonics, Vocabulary, Comprehension	Annually
FSA	3-10	Summative	Vocabulary, Comprehension	Annually
District Developed Assessment	3-12	Progress Monitoring, Formative Assessment	Vocabulary, Comprehension	Quarterly
WIDA	K-12	Screener, Summative	Oral Language	Annually

District-Level Monitoring - Part B

Provide the following information to depict how the district will meet each of the requirements.

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

The Directors of Curriculum will be responsible for plan implementation oversight, support, and follow-up.

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

The Hardee County School District participates in an in-depth textbook adoption process that ensures quality, evidence-based curriculum is implemented into daily classroom instruction at all grade levels. This process is facilitated by the Heartland Educational Consortium. Weekly administrative reading walkthroughs and weekly lesson plan checks will ensure that selected curriculum is implemented with fidelity. Additionally, The Directors of Curriculum and Instruction provided Literacy Coaches with a training on how to look at evidence-based criteria for materials selection.

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

Grade level and/or department PLCs will conduct weekly data reviews to determine student performance, ability groupings, and if remedial skills review is necessary.

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

The district will provide a weeklong curriculum mapping opportunity to instructional staff. During this development process, team members will include literacy instruction across all content areas. Additionally, school administrators will examine weekly lesson plans and conduct weekly classroom walkthroughs to check for literacy integration across all subject areas. The district has purchased complete Civics Literacy book sets for all schools for all grade levels.

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

Collaborative data chats between school leadership and district leadership will determine if the K-12 Reading Plan is being implemented in an explicit manner.

District-Level Monitoring - Part C

Districts must annually evaluate the implementation of their K-12 Reading plan. The evaluation must:

- Analyze elements of the district's plan, including leadership, assessment, curriculum, instruction, intervention, professional development and family engagement;
- Include input from teachers, literacy coaches and administrators at the school level; and
- Identify elements in need of improvement and strategies to increase literacy outcomes for students.

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

The district will develop and provide a survey to collect stakeholder input on the implementation of the K-12 Reading plan. Upon completion of the survey, the district will hold a roundtable discussion with district administration and school administration to determine strengths and areas needing improvement. Using the collected feedback, the leadership team will develop a plan for improvement, focused on increasing student achievement.

Self Reflection Tool

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

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

The following documents were submitted as evidence for this section:

No files were uploaded

School-Level Monitoring of Plan Implementation

School-level implementation - Part A

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

What process is in place to ensure effective implementation?

Collection of K-12 Reading Plan implementation evaluation survey results

Who at the district level supports effective implementation?

Directors of Curriculum

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

Collection of K-12 Reading Plan implementation evaluation survey results

Weekly reading walkthroughs - Part B

What process is in place to ensure effective implementation?

District collection of walkthrough documentation. Administrators will provide walkthrough data to teachers in a timely manner to ensure feedback and collaborative discussions are utilized to enhance the quality of instruction provided to students.

Who at the district level supports effective implementation?

Directors of Curriculum

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

District collection of walkthrough documentation. Walkthrough documentation will be used to drive PD and instructional coaching sessions by the school site literacy coaches to support effective instruction.

Use of data to determine interventions - Part C

What process is in place to ensure effective implementation?

School administrators will collect and review grade level and/or department PLCs data review agendas and minutes to ensure students are provided necessary interventions and academic support.

Who at the district level supports effective implementation?

Directors of Curriculum, Director of Student Academic Services, District Data Coach

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

Grade level and/or department PLCs will conduct weekly data reviews to determine student performance, ability groupings, and if remedial skills review is necessary.

Summer Reading Camp

Reading Camp - Part A

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

- Provide instruction to grade 3 students who score Level 1 on the statewide standardized assessment for ELA;
- Implement evidence-based explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension; and
- Provide instruction by a highly effective teacher endorsed or certified in reading.

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

Yes

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

The Hardee County School District will provide instruction to 3rd grade students that score a Level 1 on the Florida Standards Assessment in reading. All Summer Reading Camp participants will participate in a month long instructional camp to help the identified students achieve success with 3rd grade standards in hope of encouraging promotion to 4th grade. Each Summer Reading Camp participant will receive instruction from a state certified teacher that is highly effective and endorsed or certified in reading. Differentiated instruction will be implemented in every classroom based on students' needs, and all instruction will incorporate evidence-based, explicit, systematic, and multisensory instructional strategies. Instructional materials that will be utilized for Summer Reading Camp are Test Ready Plus Reading-Curriculum Associates (promising evidence found at <https://www.curriculumassociates.com/research-and-efficacy/i-ready-evidence-impact>); Fountas and Pinnel Leveled Literacy- LLI (strong evidence found at https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_levelledliteracy_091917.pdf).

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

Will the district implement this option?

No

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

N/A

Attendance - Part B

Complete below depicting the number and percentage of students attending summer reading camps.

Number of Students Attending Summer Reading Camp

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

34

Students who demonstrate a reading deficiency in grades K-2

0

Students who score Level 1 in grades 4-5

0

Percentage of Students Attending Summer Reading Camp

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

53%

Students who demonstrate a reading deficiency in grades K-2

0%

Students who score Level 1 in grades 4-5

0%

Parent Support through a Read-At-Home Plan

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

In an effort to positively impact reading development and provide a continuous flow of academic support between home and school, the Hardee County School District will provide a Read-At-Home Plan to parents of students identified with a substantial deficiency in reading. This plan will serve as a guide for parents to follow when working with their children at home. It will provide guidance, strategies, and resources that parents can use to strengthen their child's reading skills, and many activities will supply multisensory strategies to positively support the growth and development of all learning modalities. Additionally, online reading programs, such as I-Ready, Accelerated Reader, and Tumblebooks will be available for at-home use throughout the school year. A hard copy will be provided to parents and a link to access the Read-At-Home-Plan will be available on the district website.

Who at the district is responsible for monitoring this requirement?

The Directors of Curriculum and Student Academic Services will be responsible for monitoring this requirement.

Assessment, Curriculum, and Instruction

Requirements - Part A

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

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

How does the district support and monitor implementation?

The Directors of Curriculum and Instruction organized and participated in a series of train-the-trainer sessions on highly-effective instructional practices aligned with the ELA B.E.S.T. Standards alongside school Literacy Coaches. The acquired information on evidence-based reading instruction was shared with all instructional staff at all school sites. Additionally, the Directors of Curriculum and Instruction will share and review a list of Look-Fors that school administrators will use during their weekly reading walkthroughs. An uninterrupted 90 minute reading block will be implemented all school sites on a daily basis. Houghton Mifflin Harcourt Into Reading serves as the core curriculum for the Hardee County School District, and its use is supported by Promising Evidence. According to the publisher, students using HMH Into Reading made significant growth from the beginning of the year to the middle of the year as measured by the Renaissance Star Reading assessment. This curriculum was adopted per the Florida Instructional Materials Adoption Schedule. Houghton Mifflin Harcourt Into Reading literacy curriculum provides students with the opportunity to improve language development through leveled texts, conceptual thinking, cooperative learning, explicit instruction, and differentiated lessons that fully support the Response to Intervention process.

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

The Directors of Curriculum and Instruction are responsible for supporting and monitoring this requirement.

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

How does the district support and monitor implementation?

The district is providing each school with Civics Literacy text sets that are aligned to the B.E.S.T. Standards.

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

The Directors of Curriculum and Instruction are responsible for supporting and monitoring this requirement.

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

How does the district support and monitor implementation?

The district monitors assessments through data chats, which determine small group instruction needs. The district provides vetted, evidence-based curriculum that supports daily small group instruction.

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

The Directors of Curriculum and Instruction are responsible for supporting and monitoring this requirement.

Florida's Revised Formula For Success - Part B

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

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
- **Four types of classroom assessments:** screening, progress monitoring/formative assessment, diagnosis, and summative assessment;
- **Core instruction (Tier 1):** is standards-aligned; includes accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; provides print-rich explicit and systematic, scaffolded, and differentiated instruction; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning as defined in 34 C.F.R. 200.2(b)(2)(ii);
- **Immediate intervention (Tier 2):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive feedback; and occurs in addition to core instruction; and
- **Immediate intensive intervention (Tier 3):** is provided to students identified as having a substantial deficiency in reading; is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions. In accordance with Section 1008.25(4)(c), F.S., students identified with a substantial reading deficiency must be covered by a federally required student plan, such as an IEP or an individualized progress monitoring plan and receive intensive interventions from teachers who are certified or endorsed in reading.

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

The Hardee County School District will align K-12 reading instruction with Florida's Revised Formula for Success because all instructional delivery will be provided in a targeted, explicit, systematic manner. All six components of reading are embedded within daily instruction, which is supplied through vetted and evidence-based curriculum. All four assessment types will be utilized to determine student achievement and academic needs and monitor growth. Differentiated instruction will be provided to students identified as needing additional support, including ESE and ELL students. Specific learning paths and individualized plans will be developed and followed for students identified as having a substantial deficiency in reading. This will include receiving intensive interventions from a teacher that is certified or endorsed in reading.

How does the district support and monitor implementation?

The Directors of Curriculum and Instruction organized and participated in a series of train-the-trainer sessions on highly-effective instructional practices aligned with the ELA B.E.S.T. Standards alongside school Literacy Coaches. The acquired information on evidence-based reading instruction was shared with all instructional staff at all school sites. The Directors of Curriculum and Instruction will share and

review a list of Look-Fors that school administrators will use during their weekly reading walkthroughs. The district monitors assessments through data chats, which determine small group instruction needs. The district provides vetted, evidence-based curriculum that supports daily small group instruction.

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

The Directors of Curriculum, Director of Student Academic Services, and the Director of ESE will be responsible for supporting and monitoring this requirement.

Assessment/Curriculum Decision Trees - Part C

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

The Decision Trees must contain the following information:

- Name of screening, diagnostic, progress monitoring, local assessment, statewide assessment, or teacher observations used within the district. Pursuant to Section 1002.69, F.S., the Florida Kindergarten Readiness Screener (FLKRS) must be used as a component of identification for kindergarten students, and according to section (12) of the plan rule, the assessment tool used to identify students in grades K-3 with a substantial deficiency. Florida Standards Assessment-English Language Arts (FSA-ELA) must be one of the components used for grades 3-12 pursuant to Section 1008.25(4)(a), F.S.;
- Target audience (grade level);
- Performance criteria used for decision-making for each instrument;
- Assessment/curriculum connection, including evidence-based curriculum materials and practices used in instruction and intervention, that address the six (6) components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
- The methods for providing reading instruction and intervention to students who may continue to receive instruction through distance or blended learning;
- An explanation of how instruction will be modified for students who have been identified as having a substantial deficiency in reading who are in need of intensive intervention; and
- Specific criteria for when a student is identified to receive intensive reading interventions by a teacher who is certified or endorsed in reading, what intensive reading interventions will be used, and how they are provided. Districts must identify the multisensory intervention provided to students in grades K-3 who have a substantial deficiency in reading. A description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

Upload Decision Tree File in PDF format

The following documents were submitted as evidence for this section:

Corrected_Reading_Plan_Decision_Trees-_21-22-_updated_(1)_(1).pdf
<i>K-12 Decision Trees</i>
Document Link

Identification of Students with a Substantial Reading Deficiency

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

K-2 student is identified as having a substantial deficiency in reading if:

- FLKRS (STAR Early Literacy) – Scale Score 437 and below (K)
- STAR Reading – Percentile Ranking below 25%
- iReady Reading Diagnostics – Two or More Years Below (red) in Standard View

3-5 student is identified as having a substantial deficiency in reading if:

- Florida Standards Assessment – Level 1
- STAR Reading – Percentile Ranking below 25%
- iReady Reading Diagnostics – Two or More Years Below (red) in Standard View
- District Developed Benchmark Assessments – 0-59%

6-8 student is identified as having a substantial deficiency in reading if:

- FSA ELA Level 1
- I-Ready Diagnostic Overall Grade Level Placement >3 years below level (AP2)
- I-Ready Diagnostic Overall Grade Level Placement > 3 years below level (AP3)
- I-Ready Diagnostic Phonics and Phonological Awareness not tested out (AP2 and AP3)

9-12 student is identified as having a substantial deficiency in reading if:

- FSA ELA Level 1 from previous school year
- 9th Grade Students Scoring Achievement level of 276-327 will be TIER 3
- 10th Grade Students Scoring Achievement level of 284-333 will be TIER 3

300 Lowest-Performing Elementary Schools

Does the district have one or more of the 300 lowest-performing elementary schools?

If yes, describe the process the district uses to ensure all of the following requirements are met. If individual schools within the district have a different approach to meet the requirements below, please include their plan.

No

Provide an additional hour per day of intensive reading instruction for students in the school. The additional hour may be provided within the school day.

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

N/A

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

N/A

The intensive reading instruction delivered in this additional hour includes research-based reading instruction that has been proven to accelerate progress of students exhibiting a reading deficiency, including:

- differentiated instruction based on screening, diagnostic, progress monitoring, or student assessment data to meet students' specific reading needs;
- explicit and systematic reading strategies to develop phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided practice, error correction, and feedback; and
- integration of social studies, science, and mathematics text reading, text discussion, and writing in response to reading.

N/A