

Hernando County School District



## 2021-22 Reading Plan

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## Contact Information, Communication Plan, and Student Achievement Goals

### Contact Information - Part A

#### District Contact Information

##### Reading Contacts

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

Contact	Name, Title, Email, Phone
Main District Reading Contact	Barash, Michelle Supervisor of Elementary Programs barash_m@hcsb.k12.fl.us 352-797-7000 X433
Elementary English Language Arts (ELA)	Barash, Michelle Supervisor of Elementary Programs & ELA K-12 barash_m@hcsb.k12.fl.us 352-797-7000 ext. 433
Secondary ELA	Barash, Michelle Supervisor of Elementary Programs & ELA K-12 barash_m@hcsb.k12.fl.us 352-797-7000 ext. 433
Reading Curriculum	Barash, Michelle Supervisor of Elementary Programs & ELA K-12 barash_m@hcsb.k12.fl.us 352-797-7000 ext. 433
Reading Endorsement	Clark, Paula Supervisor of Professional Development clark-p@hcsb.k12.fl.us 352-797-7000 ext. 437
Professional Development	Clark, Paula Supervisor of Professional Development clark-p@hcsb.k12.fl.us 352-797-7000 ext. 437
Assessment	Peirce, Linda Supervisor of Assessment peirce_l@hcsb.k12.fl.us 352-797-7000 ext. 465
Summer Reading Camp	Barash, Michelle Supervisor of Elementary Programs & ELA K-12 barash_m@hcsb.k12.fl.us 352-797-7000 ext. 433
Third Grade Promotion	Barash, Michelle Supervisor of Elementary Programs & ELA K-12 barash_m@hcsb.k12.fl.us 352-797-7000 ext. 433
300 Lowest-Performing Elementary Schools	Barash, Michelle Supervisor of Elementary Programs & ELA K-12 barash_m@hcsb.k12.fl.us 352-797-7000 ext. 433

#### 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.**

July 19-22, 2021 all district administrators will receive information at the Academic Leadership Conference. The Assistant Principals will also receive the overview at the first AP meeting of the year. Then the site-based administrators or site-based coaches will communicate this information with their staff. The information will also be presented at the first MTSS meeting of the year. Information will also be shared at a School Board workshop (date TBD). Hernando County School District Reading Plan is available on the district website for parents and community members to access, as well as through the School Improvement Plans and SAC meetings.

## 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 52%**

#### *Goal for Plan Year*

**Kindergarten - % of Students "Ready" on FLKRS 55%**

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

District provided VPK will be offered and we will be adding the neediest elementary school as a site. We are attempting to align the ESE and Title 1 VPK curriculum, as well as adding an Early Learning Specialist/Coach position at the district level. Professional Development will be provided for all teachers on standards and best practices. All VPK/Pre-K instructors will be certified teachers.

#### **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
<b>3</b>	19	24	34	19	4	16	21	38	20	5
<b>4</b>	28	23	26	17	6	25	20	30	18	7
<b>5</b>	22	30	27	16	5	19	27	31	17	6
<b>6</b>	24	28	26	18	5	21	25	30	19	6
<b>7</b>	27	27	24	17	5	24	24	28	18	6
<b>8</b>	25	30	29	12	4	22	27	33	13	5
<b>9</b>	22	26	26	20	6	19	23	30	21	7
<b>10</b>	25	27	22	21	5	22	24	26	22	6

***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%).***

\*\*\*Data based on AP2 iReady Diagnostics, end-of-year view

#### Overall Grade Placement

% on or above level

Grade AP2 19/20 AP2 20/21 Goal 21/22

K 44% 36% 41%

1 41% 28% 33%

2 41% 33% 38%

Grade PA19/20 PA 20/21 Goal 21/22

K 38% 27% 32%

1 64% 55% 60%

2 95% 90% 95%

Grade Phonics19/20 Phonics 20/21 Goal 21/22

K 37% 30% 35%

1 47% 34% 39%

2 40% 36% 41%

Grade Vocab19/20 Vocab 20/21 Goal 21/22

K 37% 32% 37%

1 31% 25% 30%

2 33% 29% 34%

Grade Comp Lit19/20 Comp Lit 20/21 Goal 21/22

K 54% 51% 56%

1 40% 31% 36%

2 42% 35% 40%

Grade Comp Info19/20 Comp Info 20/21 Goal 21/22

K 48% 46% 51%

1 39% 29% 34%

2 43% 35% 40%

### 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.**

Elementary district coaches provide focus on K-3 classrooms with modeling of best practices, PD, data chats, and facilitates planning. District coaches will also be facilitating and supporting the roll-out of the new BEST Standards. District wide all K-3 teachers are going through the second year of LETRS (Language Essentials for Teachers of Reading and Spelling) PD which will lead to the Reading Endorsement upon completion. LETRS PD was paid with a combination of Reading Allocation dollars and ESSER Grant funds for a total this year of \$305,521.00. Subs will be provided out of Title II-Part A (\$55,000.) Heggerty Phonemic Awareness replacement materials will be purchased. Orton- Gillingham Souday System curriculum was purchased for K-3 teachers for use during MTSS. On-going PD will be offered to teachers and refresher trainings as needed.

## School Literacy Leadership Teams

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

Summer Leadership Academy (July 2021) session on facilitating an effective Literacy Leadership Team meeting. There will be one Literacy Champion designated at each school to spearhead the Literacy Leadership Team. Each Literacy Champion will meet with district coaches for support. Literacy Champion at each site will have access to a school folder to document minutes and presentations of data and deliver PDs.

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

Michelle Barash

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

Gina Michalicka, Michelle Barash

## 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.

Training will be provided for the following curriculums and focus areas: Heggerty (Pre-K-2), Sonday System (K-8), Curriculum (McGraw-Hill Elem./HS and Amplify MS), Xtreme Reading (HS), Voyager-Sopris Learning (Sound Partners) (K-3 lowest performing schools), LETRS, iReady (K-8), Achieve 3000 (9-12), Footsteps 2 Brilliance, UDL/DI (K-12), All 5 Reading Endorsement courses, ESOL Endorsement courses, BEESS Portal, Facilitated Planning Cycles, Co-Teach/Inclusion Model, Savvas (QuickReads), and BEST Standards, including multi-sensory approaches to teaching. The district will ensure that time is provided weekly for teachers to meet weekly for professional development through school-based PLCs (days differ for each school, schedules are submitted to district). Additional professional development will be added as needed based on progress monitoring data and will be differentiated for each site.

Mentor Teacher/Model Classrooms: Teachers will be identified based on specific skills/areas in which they excel. These teachers and classrooms will serve as models of instructional strengths. Mentor teachers and model classrooms will promote a positive literacy culture and build capacity at the school level. With sufficient substitute funding, schools will share models for cross-school visits.

**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?**

NEFEC professional learning catalog is board approved each August and details all of the requirements of targeted professional development. PD requirements are shared with administrators through Summer Leadership Academy (July 2021), principals' meetings, and district level committees. Principals are included in district led PLCs for professional development as well as onsite visits by district personnel based on need. Principals are given professional development on a monthly basis at principal's meetings.

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

Dr. Paula Clark

## 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.

A rubric will be utilized to tier support for schools at the beginning of the year. At the mid-year review, data will be reviewed again to adjust support as needed. All reading coaches are either reading endorsed or certified.

#### Upload rubric, if applicable

The following documents were submitted as evidence for this section:

Priority_Schools_Rubric.pdf
<i>Priority Schools Rubric</i>
<a href="#">Document Link</a>

## 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 requirements will be communicated during the Summer Leadership Academy (July 2021), as well as reviewed during sessions at Principal Meetings.

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

District Coach Cadre Monthly Meetings

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

Michelle Barash and Magen Schlechter

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

Logs are reported weekly and reviewed monthly.

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

Magen Schlechter makes decisions based on conversations with site-based coaches. Data informed decisions are made during Academic Services meetings. Additionally, walkthrough data is analyzed to guide next steps.

## 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?
Bright Beginnings (VPK)	Pre-K (VPK/Title 1 Pre-K)	Diagnostic	Phonological Awareness, Phonics, Vocabulary, Comprehension	3 x A Year
Gold Standard (waiting for ESE department info.)	Pre-K ESE	Diagnostic	Phonological Awareness, Phonics, Vocabulary, Comprehension	3 x A Year
FLKRS	Kindergarten	Diagnostic	Phonological Awareness, Phonics, Vocabulary, Comprehension	Annually
Mondo Oral Language Screener	Kindergarten, 1st-5th grades as needed	Screener	Oral Language	Annually
i-Ready	K-8th Grade Students	Diagnostic	Phonological Awareness, Phonics, Vocabulary, Comprehension	3 x A Year
Achieve 3000	9th-12th Grade Students	Screener, Progress Monitoring	Comprehension	3 x A Year
FAIR-FS	9th-12th Grade Students	Diagnostic	Fluency, Vocabulary, Comprehension	3 x A Year
District Developed Assessment	4th-10th Grade students	Progress Monitoring	Phonological Awareness, Phonics, Vocabulary, Comprehension	Annually
District Developed Assessment	K-12th Grade Students	Progress Monitoring	Comprehension	Monthly
i-Ready	K-8th grade students	Progress Monitoring	Phonological Awareness, Phonics, Vocabulary, Comprehension	Monthly
School developed standards based formative assessments	K-12	Formative Assessment	Phonological Awareness, Phonics, Vocabulary, Comprehension	2 x A Month
FSA	3-12	Summative	Vocabulary, Comprehension	Annually

### District-Level Monitoring - Part B

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

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

Academic Services Team, Gina Michalicka (Assistant Superintendent of Teaching and Learning), Michelle Barash (Supervisor of Elementary and K-12 ELA)

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

- District Walkthroughs
- Administrative Walkthroughs
- District and Site-based coaches Facilitated Lesson Planning and Observation

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

- Data Chats
- District Protocols for Facilitated Lesson Planning
- Formative Assessments data during PLC
- Administrative Observations and Walkthroughs
- PD
- Coaching Cycles

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

All content areas will get a B.E.S.T. Standards overview. Literacy Teams will make literacy across content areas a priority focus. Model Classrooms will be chosen to spotlight literacy practices in the content areas. Writing Portfolio includes writing from various content areas. Targeted PD, will be offered as needed/requested. District Walkthroughs captures data of content rich literacy instruction. Targeted PD, will be offered as needed/requested. District Walkthroughs captures data of content rich literacy instruction. Civics literacy books (from BEST book list) were purchased for all schools K-12.

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

- District Walkthrough debrief meetings
- Informal walkthrough feedback
- Problem-solving meetings at all levels
- Data chats
- district level to school-based leadership per nine weeks
- administrator to teacher
- literacy team to staff
- teacher to student

**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 Reading Plan development team, which includes teachers, site and district-based coaches, and administrators, will have a mid-year review to discuss implementation, analyze data and make adjustments as needed. Additionally, the team will gather to assess student achievement at the end of the 2021/2022 school year to determine what modifications to the plan need to be made for the following school year.

**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?

- District Walkthroughs
- Administrative Walkthroughs with specific look-fors for reading classes based on BEST standards
- District and Site-based coaches Facilitated Lesson Planning and Observations
- Administrators are expected to use all progress monitoring data in conjunction with observational data to drive instruction forward

#### Who at the district level supports effective implementation?

Gina Michalicka and Michelle Barash

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

- MTSS Problem-solving meetings at all levels
- Teacher observations
- PLC time devoted to literacy data
- Data chats
- district level to school-based leadership per nine weeks
- administrator to teacher
- literacy team to staff

### Weekly reading walkthroughs - Part B

#### What process is in place to ensure effective implementation?

A common Literacy Walkthrough tally sheet will be utilized to capture trend data in Florida's Revised Formula for Success.

#### Who at the district level supports effective implementation?

Gina Michalicka and Michelle Barash

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

Trend data will be reviewed to determine areas of need and next steps.

### Use of data to determine interventions - Part C

#### What process is in place to ensure effective implementation?

- District Walkthrough - each walkthrough has a debrief and problem solving session with the school based team to discuss data and make a plan for next steps. This plan is then communicated to the staff, put in school folder with all school data and used to drive look fors for the next walkthrough.
- MTSS School-Based Teams Problem Solving Meetings

**Who at the district level supports effective implementation?**

Michelle Barash, Gina Michalicka, Kerri Littlefield, and other District Walkthrough team members

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

- District Walkthroughs
- District Level Data Chats
- MTSS Coordinator Meetings

## Summer Reading Camp

### Reading Camp - Part A

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

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

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

Yes

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

Third grade summer reading camp will be five weeks in length, four days per week for the summer of 2022. The district will try to ensure that all camp teachers are highly effective and reading endorsed or certified however, this depends on the number of teachers willing to teach over the summer and the number of students needing camp. The following curriculum is used during the instructional block: McGraw Hill Early Intervention in Reading ([https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc\\_eir\\_112508.pdf](https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_eir_112508.pdf)), iReady Instructional Path (<https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/iready-essa-3-research-brief-ay2017-2018.pdf>), iReady Tools for Instruction (<https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/iready-essa-3-research-brief-ay2017-2018.pdf>), Sonday System (<https://ies.ed.gov/ncee/wwc/PracticeGuide/21>), Heggerty Phonemic Awareness Direct Instruction .60 Effect Size(<https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>).

**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.)**

143

**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.)**

9%

**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.**

A paper copy of the Read-At-Home Plan and the B.E.S.T. Standards Parent Guide for K-3 is given to parents during the reading deficiency meeting held at each school site, along with reading deficiency letters. Third grade students receive another copy of the plan after AP2, along with the possible retention letter. The Read-At-Home Plan is also posted on the district website. The Parent Academy will provide support for family literacy initiatives. Additionally, B.E.S.T. Standards Parent Guide for additional grade levels will be forthcoming.

**Who at the district is responsible for monitoring this requirement?**

Michelle Barash, Site-Based Principals, Manager of Parent & Family Engagement

## 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?

Elementary - McGraw-Hill, Wonders; (<https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/explore/sites/reading-wonders/essa-evidence-for-wonders.pdf>) promising evidence McGraw-Hill Reading Wonders is the core curriculum in English Language Arts for grades K-5 for all students and it is supported by promising evidence. It is used for a total of 90 minutes of uninterrupted reading instruction that includes explicit, systematic, and differentiated instruction in both whole group and small group instruction. Supplemented with Curriculum Associates iReady Instructional Path; strong evidence and Heggerty (PreK-2); According to the Florida Center for Reading Research, Heggerty Phonemic Awareness consists of strategies in phonemic awareness instruction consistent with findings from the Report of the National Reading Panel (2000). No research studies have been conducted to examine the effectiveness of Heggerty as a reading intervention.

Middle - Amplify ELA Florida; ([https://texasreading.amplify.com/wp-content/uploads/sites/7/2021/04/AmplifyELA\\_Research\\_Base\\_\\_2\\_.pdf](https://texasreading.amplify.com/wp-content/uploads/sites/7/2021/04/AmplifyELA_Research_Base__2_.pdf)) Amplify ELA Florida is the core curriculum in English Language Arts for grades 6-8 for all students. Instruction is based on the gradual release model and will be used the following ways:

- Whole class lessons to introduce and apply benchmark skills and concepts
- Whole class or small group review of benchmark definitions in any lesson where a refresher is needed
- Small group instruction to reinforce and practice skills for struggling students (Amplify ELA Florida Edition, 2019-20)

Pre-AP English 1, College Board Resources published as model lessons by Advanced Placement, College Board. Areas of focus: Reading closely complex literary and informational text, valuing and incorporating textual evidence in writing and speaking, and noticing language choices. AP Literature and Composition, Bedford, Freeman and Worth Publishing Group - Literature and Composition, Carol Jago (2011). College Board--aligned to Florida Standards per research report Common Core State Standards Alignment Research Report 2011-2018 by Beth Hart, Elaine Carman, Danielle Luisier and Natasha Vasavada retrieved (<http://secure-media.collegeboard.org/digitalServices/pdf/research/RR2011-8.pdf>)

High School - McGraw-Hill, Florida StudySync; <https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/explore/sites/florida/fl-studysync-edreports-flyer.pdf>)

(<https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/explore/sites/florida/fl-studysync-research-base-overview.pdf>)

Teachers will utilize StudySync's Close and Independent Reading work together to help students build effective habits for analyzing and responding to complex texts. Whole group and collaborative structures will be incorporated into weekly routines.

Support is provided by district reading coaches and implementation is monitored through informal walkthroughs, formal walkthroughs, and district data chats. Facilitated planning sessions are provided to increase the deliberate and intentional teaching of literacy instruction.

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

Gina Michalicka, Michelle Barash, and district reading coaches

**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?**

McGraw-Hill and Amplify core curriculum incorporates social studies, science, and arts content text. Support is provided by district reading coaches and implementation is monitored through informal walkthroughs and observations. Civics books (from the BEST book list) were purchased for all schools K-12.

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

Gina Michalicka, Michelle Barash, and district reading coaches

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

**How does the district support and monitor implementation?**

Support is provided by district reading coaches and implementation is monitored through informal walkthroughs, formal walkthroughs, and district data chats.

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

Gina Michalicka, Michelle Barash, and district reading coaches

**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.**

Through the adoption of new curriculum, the 6 components of reading will be aligned to the B.E.S.T. Standards during the 90 minute reading block (most schools have 120 minute reading block). Curriculum maps/pacing guides will be developed to ensure fidelity of implementation of new curriculum. Test item specs will guide lesson planning and various data points will be utilized to differentiate instruction based on student needs, ensuring the ESE and ELL students receive Tier 2 and Tier 3 interventions as needed. Furthermore, the district assessment plan encompasses the four types of assessments.

**How does the district support and monitor implementation?**

- Formal & Informal walkthroughs
- Principal Weekly Reading Walkthroughs
- District Reading Coach Facilitated Lesson Planning Sessions
- Data Chats at all levels

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



Gina Michalicka and Michelle Barash

**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:

Decision_Tree_Revised.pdf
<i>Reading Decision Tree</i>
<a href="#">Document Link</a>

## 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.**

Problem-solving meetings will be held and the following criteria will be utilized to determine SRD. Problem-solving meeting participants include, but are not limited to parents, guidance counselor, teacher, administrator and MTSS coordinator.

Kindergarten: FLKRS (Star Reading Assessment) Scale Score of 437 or below

Kindergarten-Third Grade: Below the 15 percentile on iReady Reading

Second-Third Grade: 2 or more levels below in iReady Reading (red zone)

Third Grade: Student repeating 3rd grade due to FSA ELA Level 1

## 300 Lowest-Performing Elementary Schools

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

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

Yes

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

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

The additional hour is provided during the school day with 150 minutes of reading instruction.

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

All current Core reading teachers have demonstrated effectiveness in teaching reading based on the district instructional evaluation tool.

### 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.

McGraw-Hill core curriculum (approved on DOE's short bid list) incorporates social studies, science, and arts content text. All teachers have access to the iReady toolbox which includes texts from all content areas including mathematics. Civics texts (from the BEST book list) were purchased for the lowest 300 school. iReady diagnostic and progress monitoring data is used to drive instruction. Students use the instructional path which is based on their deficit areas. Teachers use a model reading lesson template when creating weekly lessons which are monitored by the Administration to make sure that all components are included and being taught. As well as integrating social studies, science, and math text and writing in response to reading. Based on diagnostic and progress monitoring data, teachers differentiate instruction during Tier 1.