



HERNANDO SCHOOL DISTRICT

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K-12 Comprehensive Evidence-Based Reading Plan

June 2025

K-12 Comprehensive Evidence-Based Reading Plan (CERP)

Goal: Improve student outcomes in reading

Districts must annually submit a K-12 CERP, which is tied to the evidence-based reading instruction allocation.

K-12 CERP includes district's approach to leadership, professional development, literacy coaching, assessment, curriculum, instruction, and intervention.

K-12 CERP focuses districts on appropriate professional development and evidence-based reading practices proven to work.



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Evidence-Based Reading Allocation

The evidence-based reading instruction allocation is created to provide comprehensive reading instruction to students in prekindergarten (PreK) through grade 12.

The allocation from the state is utilized for:

- Salaries and benefits
- Professional development
- Assessment
- Programs/materials
- Tutoring
- Family Engagement



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Measurable Student Achievement-VPK

	2023-2024	2024-2025	Difference
Below the 10th percentile	.5%	.4%	-.1%
40th percentile and above	93%	95%	+2%

Measurable Student Achievement- Elementary Proficiency

Grade Level	2023-2024	2024-2025	Difference
Kindergarten	51%	62%	+12
1 st grade	54%	56%	+2
2 nd grade	57%	53%	-4
3 rd grade	54%	58%	+4
4 th grade	48%	52%	+4
5 th grade	48%	51%	+3

Of Special Note:

Kindergarten, 3rd grade above the state average

Second grade decreased 4% from last year, but exceeds the state average by 2%

Measurable Student Achievement- Middle School Proficiency

Grade Level	2023-2024	2024-2025	Difference
6 th grade	55%	55%	0
7 th grade	45%	55%	+10
8 th grade	33%	52%	+19

Of Special Note:

6th grades showing a double digit increase in proficiency: DSPMS

7th grade showing a double digit increase in proficiency: FCMS, PMS, WHMS

8th grade showing a double digit increase in proficiency: DSPMS, EK8, PMS, WHMS, WWK8



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Measurable Student Achievement- % of students at level 1

Grade Level	2023-2024	2024-2025	Difference
4th grade	27%	24%	-3
5 th grade	23%	20%	-3
7 th grade	28%	19%	-9
8 th grade	32%	20%	-12
10 th grade	21%	17%	-4



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Measurable Student Achievement- High School ELA Graduation Requirements

Grade Level	August 2024	June 2025
11 th grade	49%	83%
12 th grade	74%	98%

School Literacy Leadership Teams

Purpose of team: Using school-based data to establish literacy goals to take improve literacy achievement

The district provides continuous support for Literacy Leadership Teams, as well as the State Regional Literacy Director (SRLD).



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Literacy Coaches

The Just Read, Florida! literacy coach model delineates the roles and responsibilities of literacy coaches:

- Provide professional development
- Model effective instructional strategies for teachers in whole and small group instruction;
- Collect and use data on instructional practices
- Train teachers to administer assessments, analyze data, and use data to differentiate instruction
- Coach and mentor teachers daily
- Work with teachers to ensure that evidence-based reading strategies and programs grounded in the science of reading are implemented with fidelity
- Participate in literacy leadership teams
- Continue to grow professionally
- Prioritize time to teachers, activities, and roles that will have the greatest impact on student achievement in reading
- Work with school principals to plan and implement a consistent program of improving reading achievement using evidence-based strategies that demonstrate a statistically significant effect on improving student outcomes.

K-12 Assessment, Curriculum and Instruction

Level	Core Curriculum
VPK	Three Cheers
Elementary	Benchmark Education
Middle School	McGraw Hill, Florida Study Sync
High School	Savvas, My Perspectives
PreAP English 1 & 2	College Board Resources



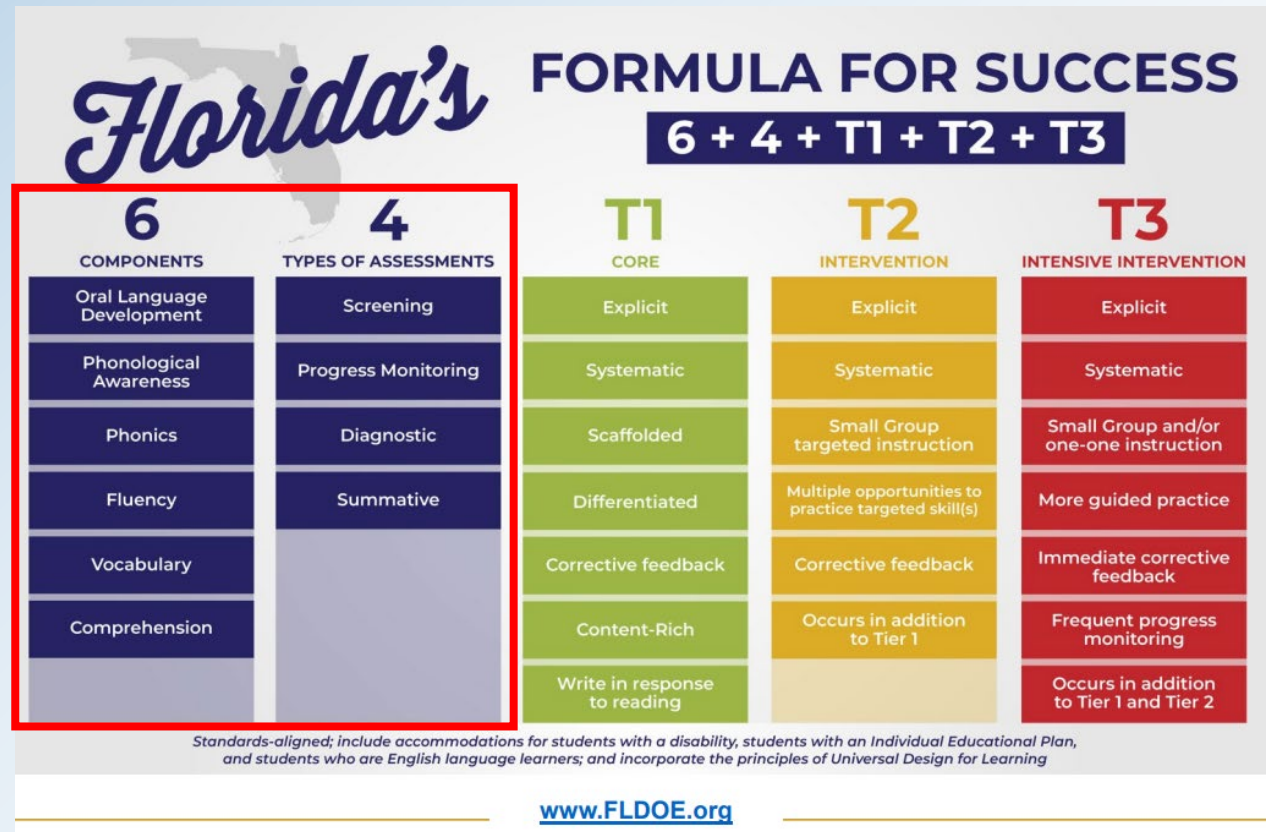
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K-12 Assessment, Curriculum and Instruction

Students participate in screening and progress monitoring in VPK-Grade 12

- FAST Star Early Literacy
- FAST Star Reading
- FAST 3-10
- iReady
- Lexia PowerUp
- SAT/ACT



K-12 Assessment, Curriculum and Instruction

Decision Trees

Evidence-based instructional materials and strategies have a significant effect on improving student outcomes and meet strong, moderate, or promising levels of evidence as defined in 20 U.S.C. s. 7801(21)(A)(i)

- All intervention are required to be evidence-based and comply with Science of Reading.
- Plan that provides guidance for decision making.
- State wide assessment data is reviewed to ensure any student with a level 1 or 2 and/or meeting the criteria for substantial reading deficiency is provided with interventions.

Florida's FORMULA FOR SUCCESS				
6 + 4 + T1 + T2 + T3				
6	4	T1	T2	T3
COMPONENTS	TYPES OF ASSESSMENTS	CORE	INTERVENTION	INTENSIVE INTERVENTION
Oral Language Development	Screening	Explicit	Explicit	Explicit
Phonological Awareness	Progress Monitoring	Systematic	Systematic	Systematic
Phonics	Diagnostic	Scaffolded	Small Group targeted instruction	Small Group and/or one-one instruction
Fluency	Summative	Differentiated	Multiple opportunities to practice targeted skill(s)	More guided practice
Vocabulary		Corrective feedback	Corrective feedback	Immediate corrective feedback
Comprehension		Content-Rich	Occurs in addition to Tier 1	Frequent progress monitoring
		Write in response to reading		Occurs in addition to Tier 1 and Tier 2

Standards-aligned; include accommodations for students with a disability, students with an Individual Educational Plan, and students who are English language learners; and incorporate the principles of Universal Design for Learning

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Assessment/Curriculum Decision Trees ([Rule 6A-6.053\(9\)\(d\), F.A.C.](#))

Assurance A, B

Summer Reading Camp

- 4 weeks, 4 days a week
- 3rd grade only
- All reading endorsed/certified teachers
- Paraprofessional in each room
- Use evidence-based curriculum



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Professional Development

Topics/Areas of Focus:

- Curriculum for Core Instruction, as well as intervention
- Best Practices in Science of Reading
- Reading Endorsement courses
- ESOL endorsement courses
- Benchmarks

Reading Endorsement Pathways:

- 7 different pathways are provided for teachers to earn their endorsement



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Tutoring

RAISE High School Tutors

- High school students tutor K-3 students in reading
- Earn New World Scholar Designation for 75 hours

K-3 Tutoring:

- Teachers provide before/after school tutoring grounded in the Science of Reading
- Contingent upon additional grant funding



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Looking ahead to 2025-2026

- Monthly Literacy Coach and MTSS meetings
- Continued support of our State Regional Literacy Director and the PS-Rtl project
- Increasing the number of VPK classes
- Implementation of core ELA curriculum K-12 and K-3 Reading Interventions



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Any questions?



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