**Sumter District Schools**



# 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 | Christian, Jessica<br>K-12 District Reading Specialist<br>jessica.christian@sumter.k12.fl.us<br>3527932315 |
| Elementary English Language Arts (ELA) | Christian, Jessica<br>K-12 District Reading Specialist<br>jessica.christian@sumter.k12.fl.us<br>352-793-2315, 50269 |
| Secondary ELA | Christian, Jessica<br>K-12 District Reading Specialist<br>jessica.christian@sumter.k12.fl.us<br>352-793-2315, 50269 |
| Reading Endorsement | Temple, John<br>Director of Proefessional Development<br>john.temple@sumter.k12.fl.us<br>352-748-1510, 51210 |
| Reading Curriculum | Christian, Jessica<br>K-12 District Reading Specialist<br>jessica.christian@sumter.k12.fl.us<br>352-793-2315, 50269 |
| Professional Development | Temple, John<br>Director of Professional Development<br>john.temple@sumter.k12.fl.us<br>352-748-1510, 51210 |
| Assessment | Goodson, Eileen<br>Director of Assessment<br>eileen.goodson@sumter.k12.fl.us<br>352-793-2315, 50212 |
| Data Element | Sovercool, Nicholas<br>Coordinator of 6-12 Math Curriculum and Accountability<br>nicholas.sovercool@sumter.k12.fl.us<br>352-793-2315, 50201 |
| Summer Reading Camp | Christian, Jessica<br>K-12 District Reading Specilaist<br>jessica.christian@sumter.k12.fl.us<br>352-793-2315, 50269 |
| Third Grade Promotion | Williams, Dana<br>Director of Elementary Curriculum<br>dana.williams@sumter.k12.fl.us<br>352-793-2315, 50205 |
| 300 Lowest-Performing Elementary Schools | Christian, Helen<br>Senior Director of Curriculum and Instruction<br>helen.christian@sumter.k12.fl.us<br>352-793-2315, 50204 |

## 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.**

Members of all groups of stakeholders have been involved with the development of Sumter County's 2021-2022 Comprehensive Evidence-based Reading Plan. Content of the plan is shared during

principal meetings. Administrators and coaches are responsible for sharing the information with their staff. Once the state and school board approves the plan, it is posted on the district website for the public, including parents, to view.

## 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* 53%

*Goal for Plan Year*
*Kindergarten - % of Students "Ready" on FLKRS* 80%

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

• Ensure a quality curriculum continues to be implemented with fidelity in Pre-K/VPK classrooms
• Increase focus on Phonemic Awareness skills taught in Pre-K/VPK
• Increase number of students in the district that attend a Pre-K/VPK setting the year before 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 | 25 | 32 | 18 | 5 | 10 | 20 | 50 | 10 | 10 |
| 4 | 11 | 20 | 30 | 29 | 11 | 5 | 10 | 35 | 35 | 15 |
| 5 | 14 | 24 | 28 | 21 | 13 | 10 | 15 | 30 | 30 | 15 |
| 6 | 21 | 22 | 23 | 22 | 11 | 10 | 10 | 35 | 30 | 15 |
| 7 | 21 | 24 | 26 | 20 | 10 | 10 | 10 | 35 | 30 | 15 |
| 8 | 17 | 22 | 28 | 21 | 13 | 10 | 10 | 35 | 30 | 15 |
| 9 | 19 | 22 | 22 | 25 | 11 | 10 | 10 | 35 | 30 | 15 |
| 10 | 20 | 24 | 23 | 21 | 12 | 10 | 10 | 35 | 30 | 15 |

*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 each grade, K-2, increase the percentage of students currently scoring at or above grade level on i-Ready by 5% this year.
• For each grade, 3-5, increase the percentage of students currently scoring at or above grade level on i-Ready by 5% this year.
• For each grade, 6-8, increase the percentage of students currently scoring at or above grade level on i-Ready by 5% this year.
• For each grade, 9-10, increase the percentage of students currently scoring at or above grade level on i-Ready by 5% this year.

## 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.**

Sumter District Schools based allocation decisions on the most recent state and district assessment data.

## School Literacy Leadership Teams

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

Principals are informed of the School Literacy Leadership Team requirement throughout the development of the plan and during monthly principal meetings both verbally and in writing.

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

Jessica Christian, District Reading Specialist
Dana Williams, Director of Elementary Curriculum
Helen Christian, Senior Director of Curriculum

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

District Reading Specialist

## 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.

In-house professional development, FDLRS, and Literacy Solutions provide training in phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension.

School-based and district-led professional development sessions are monthly, or more frequently as needed, to differentiate for teachers who demonstrate the need for additional training. Acceleration teams will meet monthly to discuss progress monitoring data based on i-Ready diagnostic data, online instruction performance, growth monitoring, and standards mastery. Based on the analysis of this data, the acceleration team and district personnel will plan intentional and prioritized professional development offerings to help support teachers where there are needs.

Sumter County School District (SCSD) and individual schools assign Mentor teachers as needed. Model classrooms will be established based on criteria identified as priorities for each individual schools. Teachers will be advised to visit those model classrooms as the need arises (i.e. specific reading strategy instruction, best practices, small group instruction, etc.)

Each school provides time weekly for teachers to develop their practices and collaborate with their teams during Professional Learning Communities. These are arranged by grade level and/or departments.

**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?**

Principals are informed of the School Literacy Leadership Team requirement throughout the development of the plan and during district principal meetings both verbally and in writing. Support is provided through weekly principal calls with the Director of Elementary, Dana Williams, and the District Reading Specialist, Jessica Christian. Each month at the Principals' meeting, there will be a discussion about professional development that will be delivered in the next month. The literacy coach and data scientists will also meet monthly with the District Reading Specialist and Data Scientist, Jessica Christian, to ensure each school is adequately reviewing their data and that the professional development requirement is being met.

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

Jessica Christian, District Reading Specialist
John Temple, Director of Professional Development

## 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.?**

No

## 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.**

District-wide data is evaluated to determine the number of students who score a level 1 or 2 on the Florida Standards Assessment to determine the greatest need for coaches.

The schools with literacy coaches funded through the District Budget for Research-Based Reading Instructions Allocation have been identified as having the greatest need based upon student data including Florida Standards Assessment (FSA) and i-Ready progress monitoring data.

**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?**

Principals' meetings, both verbally and in wriitng

**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?**

Acceleration Teams have been assigned to each school consisting of Reading Interventionists, Data Scientists, Literacy Coach, and Administrators. These Acceleration Teams will help teachers to analyze their data and identify specific needs for improvement, establish goals, create action plans, and provide professional development as needed.

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

Jessica Christian, District Reading Specialist

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

Monthly at coach meetings

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

Four-Step Problem Solving Process
• Define the problem or goal
• Analyze the problem and relevant data
• Implement an intervention plan
• Evaluate the intervention for effectiveness
The Acceleration Team will be establishing the Four-Step Problem Solving Process.

## 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 | Diagnostic | Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension | 3 x A Year |
| FLKRS | K | Screener | Oral Language, Phonological Awareness, Phonics | Annually |
| STAR Early Literacy | K | Screener | Phonological Awareness, Phonics, Comprehension | 3 x A Year |
| STAR Reading | 1-5 | Diagnostic | Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension | Quarterly |
| i-Ready | 6-12 | Diagnostic | Fluency, Vocabulary, Comprehension | 3 x A Year |
| i-Ready | K-8 | Progress Monitoring | Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension | 3 x A Year |
| i-Ready | K-8 | Formative Assessment | Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension | Monthly |
| FSA | | 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?**

K-12 District Reading Specialist

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

All instructional materials are purchased based on the availability of systematic and explicit, evidence-based reading instruction.

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

Acceleration teams at each school site consist of members of the administration team, literacy coaches and/or resource teachers, data scientists, and reading interventionists who work with teachers to analyze their data and ensure that interventions are being administered with fidelity. This group also works to help teachers develop a plan if those interventions do not seem to be effective. The reading interventionists will help to deliver the assigned interventions through small group instruction.

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

Literacy coaches and the acceleration teams will work together to help content area teachers understand the importance of literacy instruction. Both school and district-led professional development will be provided to content area teachers to encourage and support the incorporation of literacy instruction into their instructional practices.

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

Acceleration teams and data scientists should communicate concerns about the plan not being implemented to their building principal. The District Reading Specialist and the Director of Elementary Curriculum, as well as the Senior Director of Curriculum will be consulted to ensure the plan is followed.

**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.**

1. To analyze the elements of the district's plan, Sumter County district and school-based leaders, literacy coaches, and teachers will collectively review the plan to make sure all areas of need are being addressed and fully evaluated throughout the plan.
2. District administrators, principals and assistant principals, literacy coaches, and select ELA teachers all have had input throughout the development of the plan.
3. As we proceed through the school year, we will take the time to consider elements that may not be as effective as intended. Our district-based and school-based data scientists meet continuously to ensure that our interventions are working to help our students gain the desired literacy outcomes. As we notice these not working, we will make necessary adjustments to the interventions.

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

The district must use the evlauation 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:

| Sumter_K-12_CERP_district_Self-Reflection_Tool_4-28-21_FINAL.docx |
|---|
| *Sumter's Self Reflection Tool* |
| [Document Link](#) |

## 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?

Acceleration Teams (including Administrators, data scientists, instructional coaches and reading interventionists) conduct PLCs, data chats, faculty meetings, and leadership meetings to ensure the plan is being implemented.

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

K-12 District Reading Specialist

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

Review of district-wide data will begin the identification of the initial areas of need. Data will include the following:
• FSA results
• I-Ready Diagnostic, Growth Monitoring, and Individualized Instructional Pathways
• STAR assessment
Once an area of need has been identified, an action plan will be developed at the school level with the acceleration teams. The acceleration team will help teachers implement the plan and new instructional strategies/interventions. Acceleration teams will review data to ensure the action plan is working.

**Weekly reading walkthroughs - Part B**

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

Expectations are communicated with administrators during principals' meetings and in weekly informational sessions. Principals are provided a monthly area of focus for reading walkthroughs and report on those findings in the comment section of their district walkthrough form.

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

K-12 District Reading Specialist

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

Principals and assistant principals will report areas of concern from their reading specific walkthroughs at principals' meetings.

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

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

Each school holds regular data chats led by the Acceleration Team ((including Administrators, data scientists, instructional coaches and reading interventionists). These data chats take a close look at the most recent data and interventions to ensure they are serving our students properly.

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

K-12 District Reading Specialist

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

Through the data chats and the study of interventions, our acceleration teams will share successes and areas of improvement with school and district-based administrators.

## 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.**

3rd grade Summer Reading Camps will be provided to all 3rd grade students who do not score a 535 on their i-Ready or in the 50th percentile on their STAR assessment. FSA data will be considered when it is available.

Sumter County will use a combination evidence-based reading programs for the summer camps. These programs include:

i-Ready
Moderate Evidence
https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/iready-efficacy-research-summary-2021.pdf

Voyager Passport
Strong Evidence
https://www.voyagersopris.com/docs/default-source/essa/
essa_flyer_passport_2019_final.pdf?sfvrsn=dbb339e5_2

All programs selected for use include evidence-based explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Sumter County is dedicated to providing highly effective teachers who are endorsed or certified in reading to provide instruction during our 3rd grade reading camps,

**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?**

Yes

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

SCSD will be providing an opportunity for students in K-2 who have demonstrated a deficiency in reading to participate in a K-2 Literacy Camp. These camps will utilize much of the same curricular choices as our 3rd grade reading camp:

i-Ready
Moderate Evidence
https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/iready-efficacy-research-summary-2021.pdf

Voyager Passport
Strong Evidence
https://www.voyagersopris.com/docs/default-source/essa/
essa_flyer_passport_2019_final.pdf?sfvrsn=dbb339e5_2

## 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.)**
72

**Students who demonstrate a reading deficiency in grades K-2**
307

**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.)**
18%

**Students who demonstrate a reading deficiency in grades K-2**
13%

**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.**

The district will provide parents with an At-Home Reading Plan that will help them provide guidance and support for their student with the six areas of reading (oral language, phonemic awareness, phonics, vocabulary, fluency, and comprehension). The plan will provide specific examples of reading activities that parents/guardians can complete with their students to assist in their reading journey at home.

SCSD provides access to Renaissance myON Reader and News which allows students access to digital books, book projects that may be assigned by their teachers, and current events through the myON News application. Renaissance myON also connects right to Accelerated Reader which allows students to read books within their reading level and take a comprehension test.

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

K-12 District Reading Specialist

## 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 district provides the following support personnel for reading interventions and instruction:
Literacy Coaches
Reading Interventionists
Acceleration Team
Data Scientists

Building administration will conduct walkthroughs with a specific focus on reading instruction at least weekly to ensure the 90 minutes of uninterrupted reading instruction is provided to all students.

Literacy Coaches work with both teachers and students. Literacy coaches provide professional development on reading instruction to all teachers. They will model the best practices for the sequence of reading instruction in the classrooms. These coaches will also be assigned to work with some small groups to provide differentiation to meet the needs of individual students.

Reading interventionists provided by the district will primarily work on providing interventions for those students who have been identified as having a substantial reading deficiency.

The Data Scientists' role is to evaluate the data to ensure the interventions that are being provided are working to help improve student performance. The data scientists will also conduct data chats with teachers on a monthly basis to review their specific data and to ensure teachers understand what is working and what may need to be changed.

The Acceleration Team as a whole will meet at least monthly to review data, lesson plans, intervention plans and goals.

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

District Reading Specialist

The K-12 Reading Specialist, Jessica Christian, will review school-specific data weekly and will communicate with school-based admins on a regular basis about any concerns. Jessica Christian will also visit each school at least monthly for walkthroughs and school meetings. Ms. Christian will discuss the implementation of the K-12 Reading Plan with the Acceleration team at each site monthly, and with the principals at the principals' meeting monthly.

**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?**

Our new ELA textbook series provides a variety of literary experiences for students; including social emotional focus and texts from a variety of genres and topics including social studies, sciences, and the arts. The District K-12 Reading Specialist will monitor the implementation with monthly walkthroughs, monthly literacy coach and data scientist meetings.

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

District Reading Specialist, Jessica Christian
Elementary Director, Dana Williams

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

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

The district provides the following support personnel for reading interventions and instruction:
Literacy Coaches
Reading Interventionists
Acceleration Team

Literacy Coaches work with both teachers and students. Literacy coaches provide professional development on reading instruction to all teachers. They will model the best practices for the sequence of reading instruction in the classrooms. These coaches will also be assigned to work with some small groups to provide differentiation to meet the needs of individual students.

Reading interventionists provided by the district will primarily work on providing interventions for those students who have been identified as having a substantial reading deficiency.

The Acceleration Team as a whole will meet at least monthly to review data, lesson plans, intervention plans and goals.

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

District Reading Specialist, Jessica Christian
Elementary Director, Dana Williams

**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.**

6
The six components of reading are a focus of all of our instructional materials. The core programs we use are i-Ready and our newly adopted K-12 textbook – HMH, into Reading and HMH, into Literature. Both of these programs are founded on the six components of reading.

4
Screening – FLKRS and STAR
Progress Monitoring/Formative Assessments – i-Ready Growth Monitoring (K-8) and Standards Mastery (2-8), i-Ready Teacher Toolbox in-unit assessments (K-8),
Diagnostics – i-Ready (K-12)
Summative – HMH Unit assessments; English Language Arts Florida Standards Assessment

Tier 1 – All students receive core instruction from the core instructional materials: i-Ready and HMH.
Tier 2 – All students receive core instruction from the core instructional materials with the addition of specific tiered interventions 2-3 times a week for 15-20 minutes a week.

Tier 3 – All students receive core instruction from the core instructional materials with the addition of specific tiered interventions 4-5 times per week for 20-45 minutes a week. Tier 3 students are also going to be serviced by a plan either and IEP or an MTSS plan.

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

Reading Coaches
Reading Interventionists
Acceleration Team
Data Scientists

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

District Reading Specialist
Elementary Director
Senior Director of Curriculum and Instruction

**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:

| Sumter_2022_K-5_Decision_Trees.pdf |
| --- |
| *Sumter 2022 K-5 Decision Trees* |
| [Document Link](#) |
| Sumter_2022_6-8_Decision_Trees.pdf |
| *Sumter 2022 6-8 Decision Trees* |
| [Document Link](#) |
| Sumter_2022_9-12_Decision_Trees.pdf |
| *Sumter 2022 9-12 Decision Trees* |
| [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.**

Based on FSA, students who score a Level 1 or 2 may be identified with a Substantial Reading Deficiency. All of our students take the i-Ready assessment and we use those scores as an additional data point to determine if a student may have a significant reading deficiency. If a student scores a Level 1 or 2 on the FSA, and scores significantly below grade level on their i-Ready diagnostic, the student is placed on our "Candy Cane" list of students who receive interventions. The Acceleration Team will meet and discuss those students monthly to ensure that their interventions are working. If they are not proving to be successful, the team will develop an action plan to help that student with additional or different interventions.

## 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.*

Not Applicable

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

Not Applicable

**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.

Not Applicable