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

### Contact Information - Part A

#### District Contact Information

##### Reading Contacts

Identify the name, position title, email address, and phone number for each member of the district reading team. The Main District Reading Contact will be the Florida Department of Education's (FDOE) contact for the District K-12 Comprehensive Evidence-Based Reading Plan and is responsible for the plan and its implementation. Other contacts are those who work primarily with an area covered within the plan.

Contact	Name, Title, Email, Phone
Main District Reading Contact	Christian, Jessica Curriculum Supervisor jessica.christian@sumter.k12.fl.us 352-793-2315, 50269
Elementary English Language Arts (ELA)	Christian, Jessica Curriculum Supervisor jessica.christian@sumter.k12.fl.us 352-793-2315, 50269
Secondary ELA	Christian, Jessica Curriculum Supervisor jessica.christian@sumter.k12.fl.us 352-793-2315, 50269
Reading Endorsement	Temple, John Director of Professional Development john.temple@sumter.k12.fl.us 352-793-2315, 51210
Reading Curriculum	Christian, Jessica Curriculum Supervisor jessica.christian@sumter.k12.fl.us 352-793-2315, 50269
Professional Development	Temple, John Director of Professional Development john.temple@sumter.k12.fl.us 352-793-2315, 51210
Assessment	Christian, Jessica Curriculum Supervisor jessica.christian@sumter.k12.fl.us 352-793-2315, 50269
Data Element	Skipper, Bethany Coordinator of Instructional Technology bethany.skipper@sumter.k12.fl.us 352-793-2315, 50243
Summer Reading Camp	Christian, Jessica Curriculum Supervisor jessica.christian@sumter.k12.fl.us 352-793-2315, 50269
Third Grade Promotion	Wade, Nicole Director of Elementary Curriculum nicole.wade@sumter.k12.fl.us 352-793-2315, 50205
300 Lowest-Performing Elementary Schools	Christian, Helen Senior Director of Curriculum and Instruction helen.christian@sumter.k12.fl.us 352-793-2315, 50204
Multi-Tiered System of Supports (MTSS)	Dustin, Kathy Director of ESE katherine.dustin@sumter.k12.fl.us 352-793-2315, 50266

**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 are involved with the development of Sumter County's 2022-2023 K-12 Comprehensive Evidence-Based Reading Plan. Content of the plan is shared with Literacy Leadership teams for feedback throughout the year. Content of the plan is also shared during the principals' meetings monthly. Administrators, coaches, and interventionists are responsible for sharing the information in the plan 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 56%***

***Previous School Year***

***Kindergarten - % of Students "Ready" on FLKRS 82%***

***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 the 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	15	22	32	23	8	10	17	33	28	12
4	12	18	31	27	11	10	13	29	32	16
5	10	20	27	29	15	8	15	23	34	20
6	24	23	21	21	11	15	18	25	26	16
7	23	23	26	18	10	15	18	29	23	15
8	21	18	27	22	12	15	13	28	27	17
9	20	21	22	24	12	15	16	23	29	17
10	21	23	22	22	13	15	18	20	29	18

***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 Evidence-Based Reading Instruction Allocation

Budget		
<b>1</b>	<b>Estimated proportional share distributed to district charter</b>	<b>\$209,770.81</b>
	FTE	2022-23
		\$209,770.81
<b>2</b>	<b>Reading coaches assigned to elementary schools</b>	<b>\$106,028.86</b>
	FTE	2022-23
	1.5	\$106,028.86
<b>3</b>	<b>Reading coaches assigned to secondary schools</b>	<b>\$100,919.83</b>
	FTE	2022-23
	1.0	\$100,919.83
<b>4</b>	<b>Intervention teachers assigned to elementary schools</b>	<b>\$96,114.50</b>
	FTE	2022-23
	2.5	\$96,114.50
<b>5</b>	<b>Intervention teachers assigned to secondary schools</b>	<b>\$0.00</b>
<b>6</b>	<b>Supplemental materials or interventions for elementary schools</b>	<b>\$10,000.00</b>
	FTE	2022-23
		\$10,000.00
<b>7</b>	<b>Supplemental materials or interventions for secondary schools</b>	<b>\$10,000.00</b>
	FTE	2022-23
		\$10,000.00
<b>8</b>	<b>Intensive interventions for elementary students reading below grade level</b>	<b>\$10,000.00</b>
	FTE	2022-23
		\$10,000.00
<b>9</b>	<b>Intensive interventions for secondary students reading below grade level</b>	<b>\$10,000.00</b>
	FTE	2022-23
		\$10,000.00
<b>10</b>	<b>Professional development</b>	<b>\$5,300.00</b>

		FTE	2022-23
			\$5,300.00
11	Helping teachers earn the reading endorsement		\$9,300.00
		FTE	2022-23
			\$9,300.00
12	Summer reading camps		\$25,000.00
		FTE	2022-23
			\$25,000.00
13	Additional hour for 300 lowest-performing elementary schools		\$0.00
14	Early literacy instruction/intervention for VPK completers pursuant to s. 1008.25(8)(c), F.S.		\$0.00
		<b>Total:</b>	<b>\$592,434.00</b>

**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 County School District based allocation decisions on the most recent state and district assessment data. Three of the four elementary schools in Sumter are provided a Reading Coach; one-half of their salaries come from the state allocated Reading FEFP to account for dedicated time in the primary grades at those sites. Sumter County's reading allocation will also pay the full salary of a secondary reading coach at one of the high schools with a need as determined by state and district data. Sumter County's Reading allocation will also provide for half of the salary of two primary elementary teachers at schools with the greatest need as determined by state and district assessment data.

Sumter County will further use the reading allocation to provide supplementary instructional materials to be used in small group interventions and instruction. The reading allocation will help to purchase additional consumable materials with i-Ready (i.e., student workbooks for grades K-8). The reading allocation will also be used to purchase Lexia Power-Up (See 11C) for our intensive reading high school students. All of our secondary schools saw a decrease in student achievement on the 2022 Florida Standards Assessment. This is a priority of the superintendent that we focus from funds and additional monitoring for our three secondary schools.

Some funds from the allocation have been reserved to provide professional development for coaches and teachers as needed throughout the year. Sumter County partners with Literacy Solutions to provide Reading Endorsement pathway for teachers.

Additionally, funds are reserved for the Summer Reading Camps that we provide for our students each summer.

## 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 district 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 Supervisor  
Nicole Wade, 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?

Jessica Christian, District Reading Supervisor



## 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 meet monthly to discuss progress monitoring data based on i-Ready placement date, online instruction performance, growth monitoring, and standards mastery. Based on the analysis of this data, the Acceleration Team and district administrators will plan internal and prioritized professional development offerings to help support teachers where there are needs.
- Sumter County School District and individual schools assign Mentor teachers as needed. Model classrooms will be established based on criteria identified as priorities for each individual school. 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.**

Principals are informed of the professional development 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 Curriculum, Nicole Wade and the District Reading Supervisor, Jessica Christian. Each month at the principals' meeting, there will be a discussion about professional development that will be delivered the next month. The literacy coach and Acceleration Teams will also meet monthly with the District Reading Supervisor, Jessica Christian, to ensure that each school is adequately reviewing their data and that the professional development requirements are being met.

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

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

### **Charter Schools**

Charter schools must utilize their proportionate share of the evidence-based reading allocation in accordance with Sections 1002.33(7)(a)2. a. and 1008.25(3)(a), F.S. All intensive reading interventions specified by the charter must be delivered by a teacher who is certified or endorsed in reading.

**Does the district ensure charter schools will utilize their proportionate share of the evidence-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! literacy coach 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 the Florida Standards Assessment (FSA), 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 are informed about the Reading Coach requirements at Principal Meetings, both verbally and in writing.

**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, Literacy Coach, MTSS coordinators, 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 Supervisor

**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 continue this 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. 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?
FAST - STAR	K-2	Screener, Progress Monitoring, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
i-Ready	K-8	Diagnostic	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
FAST - Cambium	3-10	Screener, Progress Monitoring, Summative	Vocabulary, Comprehension	3 x A Year
District Developed Assessment	9-12	Progress Monitoring, Formative Assessment, Summative	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Monthly
i-Ready		Formative Assessment	Fluency, Vocabulary, Comprehension	Monthly

**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?**

Jessica Christian, District Reading Supervisor

**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, MTSS coordinators, 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 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?**

Literacy Coaches should communicate concerns about the plan not being implemented to their building principal. The District Reading Supervisor, Jessica Christian, the Directors of Elementary and Secondary Curriculum, Nicole Wade and Joel Camp, as well as the Senior Director of Curriculum and Instruction, Helen Christian, 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 on the form entitled District K-12 CERP Reflection Tool, after conducting a root-cause analysis of student performance data to evaluate the effectiveness of interventions. The evaluation must:

- Analyze elements of the district's plan, including literacy leadership, literacy coaching, standards, curriculum, instruction, intervention, assessment, professional learning and family engagement;
- Include input from teachers, literacy coaches and administrators at the school level;
- Identify elements in need of improvement and evidence-based strategies to increase literacy outcomes for students; and
- Analyze the effectiveness of interventions implemented in the prior year.

### **Describe how the district's K-12 Reading Plan has been revised to improve literacy outcomes for students based upon the analysis conducted as part of the District K-12 CERP Reflection Tool.**

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. Literacy Coach meetings will continue to include school-based walkthroughs to include coaching conversations and professional development on a focus area that each school has chosen as a school focus.
3. As foundational skills have been identified as a definite need in all of our elementary schools, Dee Toler, Sumter's State Regional Literacy Director will continue to partner with us to help develop foundational professional development for the coaches to deliver to their sites.



## School-Level Monitoring of Plan Implementation

### School-level Reading Plan 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, instructional coaches, reading interventionists, and MTSS Coordinators) conduct PLCs, data chats, faculty meetings, and leadership meetings to ensure the plan is being implemented.

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

Jessica Christian, District Reading Supervisor

#### 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
- State Approved 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 by administrators - 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?

Jessica Christian, District Reading Supervisor

#### 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 and support needs of students - Part C

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

Each school holds regular data chats led by the Acceleration Team (including Administrators, instructional coaches, reading interventionists, and MTSS Coordinators). 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?**

Jessica Christian, District Reading Supervisor

**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 at quarterly 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.**

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 School District will use a combination of evidence-based reading programs for the summer camps. These programs include:

Renaissance products, including AR and myON  
<https://doc.renlearn.com/KMNet/R61323.pdf>

i-Ready individualized pathway  
<https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/iready-efficacy-research-summary-2021.pdf>

Voyager Passport  
[https://www.voyagersopris.com/docs/default-source/essa/essa\\_flyer\\_passport\\_2019\\_final.pdf?sfvrsn=dbb339e5\\_4](https://www.voyagersopris.com/docs/default-source/essa/essa_flyer_passport_2019_final.pdf?sfvrsn=dbb339e5_4)

FCRR

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

Sumter County School District 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.**

Renaissance products, including AR and myON  
<https://doc.renlearn.com/KMNet/R61323.pdf>

i-Ready individualized pathway  
<https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/iready-efficacy-research-summary-2021.pdf>

Voyager Passport  
[https://www.voyagersopris.com/docs/default-source/essa/essa\\_flyer\\_passport\\_2019\\_final.pdf?sfvrsn=dbb339e5\\_4](https://www.voyagersopris.com/docs/default-source/essa/essa_flyer_passport_2019_final.pdf?sfvrsn=dbb339e5_4)

FCRR

**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.)**

47

**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.)**

12%

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

0%

**Students who score Level 1 in grades 4-5**

0%

## **Family Engagement through a Read-At-Home Plan**

In accordance with Section 1008.25(5)(c), F.S., parents of students identified with a substantial deficiency in reading must be provided a read-at-home plan that the parent can use to help with reading at home.

**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.**

Sumter County School District provides 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 come complete with their students to assist in their reading journey at home.

Sumter County also shares the important information about the New World's Reading Initiative with families of the students who have qualified to participate in the program. Students are identified at the school level and information is shared with parents at that time.

Sumter County School District provides access to 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. 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?**

Jessica Christian, District Reading Supervisor

## 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:

Reading Coaches

Reading Interventionists

Acceleration Team

Elementary building administration will conduct walkthroughs with a specific focus on reading instruction at least weekly to ensure 90 minutes of uninterrupted reading instruction is provided to all students. Sumter County adopted HMH Into Reading (K-5) and Into Literature (6-12) as our core English Language Arts instructional program. The program provides an evidence-based approach to instruction regarding the science of reading. HMH also provides a clear scope and sequence and a pacing guide both in print and online. Teachers are further supported by curriculum maps and sample exemplary lesson plans that are created and provided to them by the district.

Literacy Coaches work with both teachers and students. Literacy coaches provide professional development on evidence-based reading instruction to all teachers. They will model the best practices for the sequence of reading instruction in the classrooms.

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

Jessica Christian, District Reading Supervisor

Nicole Wade, Elementary Director

Jessica Christian will review school-specific data weekly and will communicate with school administration 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 Evidence-Based Reading Plan with the Acceleration Team at each site monthly and with the principals at the principals' monthly meetings.

**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 ELA textbook series provides a variety of literary experiences for students; including texts from a variety of genres and topics including social studies, sciences, and the arts. The District Reading Supervisor, Jessica Christian, will monitor the implementation with monthly walkthroughs, monthly literacy coach meetings, and Acceleration Team meetings.

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

Jessica Christian, District Reading Supervisor

Nicole Wade, Elementary Director

**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:

Reading 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?**

Jessica Christian, District Reading Supervisor

Nicole Wade, Elementary Director

**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, diagnostic, 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, differentiated instruction, and corrective feedback; 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);
- **Supplemental Instruction/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 corrective feedback; and occurs in addition to core instruction; and
- **Intensive, Individualized Instruction/Intervention (Tier 3):** 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 1011.62(8)(d), F.S., intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading.

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

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The six components of reading are a focus of all of our instructional materials. Sumter's English Language Arts core program is Houghton Mifflin Harcourt into Reading (K-5) and into Literature (6-12). Both of these programs are founded on the six components of reading. HMH asserts that "reading and writing are the tools children use to author their own stories. Our literacy programs employ different instructional approaches for different age levels to ensure every student succeeds." They further assert that their program builds strong foundations in K-2, Develops confident reading and writers in grades 3-5, meet higher standards in grades 6-8, and prepare for lifelong success in grades 9-12.

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Screening – STAR Early Literacy, STAR Reading, Key Phonics, i-Ready diagnostics (K-8), Lexia screening (9-12)

Progress Monitoring/Formative Assessments – FAST PM1, and PM 2, HMH weekly B.E.S.T. standards assessments (K-12), Progress Learning (formerly USA Test Prep) B.E.S.T. standards-based assessments (9-12), and i-Ready Standards Mastery

Diagnostics – STAR Early Learning, STAR Reading assessment, i-Ready (K-8)

Summative – HMH Unit assessments, FAST PM3



Tier 1 – All students receive core instruction from the core instructional materials: Houghton Mifflin Harcourt into Reading and into Literature.

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 an IEP or an MTSS plan.

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

Reading Coaches

Reading Interventionists

Acceleration Team

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

Jessica Christian, District Reading Supervisor

Nicole Wade, Elementary Director

Joel Camp, Secondary Director

Helen Christian, Senior Director of Curriculum and Instruction

**Assessment/Curriculum Decision Trees - Part C**

## Requirements

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-12. 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, progress monitoring, diagnostic, 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, what intensive reading interventions will be used, how the intensive reading interventions are provided, and assurance that intensive reading interventions are delivered by a teacher who is certified or endorsed in reading. Districts must identify the multisensory intervention provided to students in grades K-3 who have a substantial deficiency in reading and include a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

### Tier 1

*Core Instruction:*

- *is standards-aligned;*
- *builds background and content knowledge;*
- *provides print-rich, systematic, scaffolded, differentiated instruction, and corrective feedback;*
- *incorporates writing in response to reading;*
- *includes accommodations (IEP, ESOL, or 504);*
- *incorporates the principles of Universal Design for Learning; and*
- *includes specially designed instruction for students with disabilities.*

**Grade Levels: K-5**

**IF Student meets the following criteria at the beginning of the school year:**

*(Enter assessment criteria that will be used)*

FAST/FSA Equivalent

Grade 4 - Level 3 or above

Grade 5 - Level 3 or above

FAST-STAR

K - At or above 40 PR

1 - At or above 40 PR

2 - At or above 40 PR

3 - At or above 40 PR

i-Ready:

Kindergarten - 362 or higher

Grade 1 - 434 or higher

Grade 2 - 489 or higher

Grade 3 - 511 or higher

Grade 4 - 557 or higher

Grade 5 - 581 or higher

**THEN TIER 1 Only**

**Core Curriculum**

Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.

Houghton Mifflin Harcourt’s Into Reading curriculum “Demonstrates a Rationale” according to their website. However, it is not currently listed on the What Works Clearinghouse (WWC) website or the Evidence for ESSA website. The Institute of Education Sciences (IES) has published Practice Guides that supports for instructional programs and resources that may not have completed the Evidence for ESSA. The following IES Practice Guides provide support for our core instructional program:

“Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade,”

“Providing Reading Interventions for Students in Grades 4-9,” and “Improving Adolescent Literacy: Effective Classroom and Intervention Practices”

While HMH Into Reading is not listed as meeting strong, moderate, or promising levels of evidence, the following IES Practice Guide recommendations do support the program:

- Foundational Skills to Support Reading for Understanding in Kindergarten -3rd grade
  - ? Develop awareness of the segments of sounds in speech and how they link to letters;
  - ? Teach students to decode words, analyze word parts, and write and recognize words; and
  - ? Ensure that each students reads connected texts every day to support reading accuracy, fluency, and comprehension.
- Providing Reading Interventions for students in grade 4-9
  - ? Build students’ decoding skills so they can read multi-syllabic words;
  - ? Provide purposeful fluency building activities to help students read effortlessly; and
  - ? Routinely use a set of comprehension-building practices to help students make sense of the text;
    - o 3A. Build students’ world and word knowledge so they can make sense of the text;
    - o 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read; and
    - o 3D. Teach students to monitor their comprehension as they read.

HMH Into Reading grades K-5 provide daily systematic and explicit foundational instruction that help

**Grade Levels: K-5**

students recognize the segments of sounds in speech and print and helps students learn to decode words. Each textbook includes modules that are thematically aligned. HMH collaborated with Kyleene Beers and Robert Probst to incorporate their “Notice and Note” Close Reading tools throughout each textbook. With each text, students are prompted to recognize, analyze, and discuss certain “signposts” to help them refine their comprehension skills.

Continued Professional Development provided by both HMH and our trained Reading Coaches is an essential component of our successful implementation. HMH offers both virtual and in-person training throughout each school year. There is also professional learning online for teachers to access at their convenience. The Reading Coaches and I conduct monthly walkthroughs, which allow us to observe the use of the HMH resources and to coach our teachers who may need support.

**Progress Monitoring**

**Assessment & Frequency**

- FLKRS (BOY)
- STAR Early Literacy (BOY, MOY, EOY)
- I-Ready (BOY, MOY, EOY)
- Standards-based comprehension assessments (monthly)

**Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students**

FLKRS

Scale Score of 497-529

i-Ready

Students scores are at or above the 50th percentile based on the i-Ready Placement Tables

**Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark**

FLKRS

Scale Score of 438-496

i-Ready

Students scores are below the 50th percentile based on the i-Ready Placement Tables

**How is the effectiveness of Tier 1 instruction being monitored?**

- PLC meetings and data chats
- I-Ready placement tool
- I-Ready progress monitoring (School-based)
- I-Ready online instructional path (school-based)
- Formal and informal classroom walkthroughs
- Monthly literacy coach walkthroughs and meetings

**What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students?**

In-person students

- Teacher evaluation at the school level
- Formative assessments and PLC data analysis
- District and school-based administrative walkthroughs
- Monthly literacy coach walkthroughs and meetings
- Acceleration Team feedback

**Grade Levels: K-5**

Distance Learning students

- Virtual accommodations will be made
- 1:1 devices
- Small group online support
- Digital access to instructional tools and support resources

**How is the effectiveness of Tier 1 curriculum being monitored?**

- PLC common formative and summative assessments
- I-Ready placement tool
- I-Ready progress monitoring (school-based)
- I-Ready online instruction Path (school based)

**What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Provided to distance learning students?**

In-person students

- Targeted professional development (district and school level)
- PLCs to discuss effectiveness
- Acceleration Team feedback

Distance Learning students

- Virtual accommodations will be made
- 1:1 devices
- Small group online support
- Digital access to instructional tools and support resources
- Sumter and Florida virtual offerings and options

**How is instruction provided to students who receive instruction through distance learning?**

Students are granted flexible due dates, recorded and live instructional sessions with students, and small-group instruction and conferencing with feedback.

**Grade Levels: 6-8****IF Student meets the following criteria at the beginning of the school year:***(Enter assessment criteria that will be used)*

FAST/FSA Equivalent:

Grades 6-8 - Level 3 or higher

i-Ready:

Grade 6 - 598 or higher

Grade 7 - 609 or higher

Grade 8 - 620 or higher

**THEN TIER 1 Only****Core Curriculum**

Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.

Houghton Mifflin Harcourt's Into Literature curriculum "Demonstrates a Rationale" according to their website. However, it is not currently listed on the What Works Clearinghouse (WWC) website or the Evidence for ESSA website. The Institute of Education Sciences (IES) has published Practice Guides that supports for instructional programs and resources that may not have completed the Evidence for ESSA. The following IES Practice Guides provide support for our core instructional program: "Providing Reading Interventions for Students in Grades 4-9," and "Improving Adolescent Literacy: Effective Classroom and Intervention Practices"

While HMH Into Reading is not listed as meeting strong, moderate, or promising levels of evidence, the following IES Practice Guide recommendations do support the program:

- Providing Reading Interventions for students in grade 4-9

? Build students' decoding skills so they can read multi-syllabic words;

? Provide purposeful fluency building activities to help students read effortlessly; and

? Routinely use a set of comprehension-building practices to help students make sense of the text;

o 3A. Build students' world and word knowledge so they can make sense of the text;

o 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read; and

o 3D. Teach students to monitor their comprehension as they read.

- Improving Adolescent Literacy: Effective Classroom and Intervention Practices

? Provide explicit vocabulary instruction;

? Provide direct and explicit comprehension strategy instruction;

? Provide opportunities for extended discussion of text meaning and interpretation; and

? Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.

HMH Into Literature provides daily, explicit vocabulary instruction. HMH collaborated with Kylene Beers and Robert Probst to incorporate their "Notice and Note" Close Reading tools throughout each textbook. With each text, students are prompted to recognize, analyze, and discuss certain "signposts" to help them refine their comprehension skills: Contrasts and Contradictions, Again and Again, 3 Big Questions, Quoted Words, Words of the Wiser, Memory Moment, Extreme or Absolute Language, Word Gaps, Aha Moment, Tough Questions, and Numbers and Stats.

Continued Professional Development provided by both HMH and our trained Reading Coaches is an essential component of our successful implementation. HMH offers both virtual and in-person training throughout each school year. There is also professional learning online for teachers to access at their convenience. The Reading Coaches and I conduct monthly walkthroughs, which allow us to observe the use of the HMH resources. Our carefully planned schedule allows us to complete ten to twelve

**Grade Levels: 6-8**

walkthroughs each month and we have purposeful discussions about coaching those who may need support and how to encourage those teachers who are using the program fully.

**Progress Monitoring**

**Assessment & Frequency**

FAST/FSA Equivalent (BOY, MOY, EOY)  
i-Ready (BOY, MOY, EOY)

**Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students**

FAST/FSA Equivalent:

Level 3 or higher

i-Ready:

Grade 6 - 597 or higher

Grade 7 - 608 or higher

Grade 8 - 619 or higher

**Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark**

FAST/FSA Equivalent

- Level 1 or 2

i-Ready:

- 6th grade – less than 597
- 7th grade – less than 608
- 8th grade – less than 619

**How is the effectiveness of Tier 1 instruction being monitored?**

- FAST/FSA Equivalent
- District midterms and finals
- Summative assessments
- Report card grades
- Acceleration Team Data Chats and intentional feedback
- Administrative walkthroughs

**What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students?**

In-person students

- Teacher evaluation at a school level
- Formative assessment and PLC data analysis
- District and school-based administrative walkthroughs

Distance Learning Students

- Virtual accommodations will be made
- 1:1 devices
- Small group and online supports and resources
- Digital access to instructional tools and supports
- Sumter and Florida virtual offerings and options

**How is the effectiveness of Tier 1 curriculum being monitored?**



**Grade Levels: 6-8**

- FAST/FSA Equivalent
- District midterms and finals
- Summative assessments
- Report card grades
- Acceleration Team Data Chats and intentional feedback
- Administrative walkthroughs

**What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Provided to distance learning students?**

In-person students

- Targeted professional development (district and school level)
- PLCs to discuss effectiveness
- Acceleration Team feedback

Distance Learning Students

- Virtual accommodations will be made
- 1:1 devices
- Small group and online supports and resources
- Digital access to instructional tools and supports
- Sumter and Florida virtual offerings and options

**How is instruction provided to students who receive instruction through distance learning?**

Students are granted flexible due dates, recorded and live instructional sessions with students, and small-group instruction and conferencing with feedback.

**Grade Levels: 9-12****IF Student meets the following criteria at the beginning of the school year:**

*(Enter assessment criteria that will be used)*

FAST/FSA Equivalent:

Grade 9-12 - Level 3 or higher

**THEN TIER 1 Only****Core Curriculum**

Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.

Houghton Mifflin Harcourt's Into Reading curriculum "Demonstrates a Rationale" according to their website. However, it is not currently listed on the What Works Clearinghouse (WWC) website or the Evidence for ESSA website. The Institute of Education Sciences (IES) has published Practice Guides that supports for instructional programs and resources that may not have completed the Evidence for ESSA. The following IES Practice Guides provide support for our core instructional program: "Providing Reading Interventions for Students in Grades 4-9," and "Improving Adolescent Literacy: Effective Classroom and Intervention Practices"

While HMH Into Reading is not listed as meeting strong, moderate, or promising levels of evidence, the following IES Practice Guide recommendations do support the program:

- Providing Reading Interventions for students in grade 4-9

? Build students' decoding skills so they can read multi-syllabic words;

? Provide purposeful fluency building activities to help students read effortlessly; and

? Routinely use a set of comprehension-building practices to help students make sense of the text;

o 3A. Build students' world and word knowledge so they can make sense of the text;

o 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read; and

o 3D. Teach students to monitor their comprehension as they read.

- Improving Adolescent Literacy: Effective Classroom and Intervention Practices

? Provide explicit vocabulary instruction;

? Provide direct and explicit comprehension strategy instruction;

? Provide opportunities for extended discussion of text meaning and interpretation; and

? Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.

HMH Into Literature provides explicit vocabulary instruction. Each textbook includes modules that are thematically aligned. HMH collaborated with Kylene Beers and Robert Probst to incorporate their "Notice and Note" Close Reading tools throughout each textbook. With each text, students are prompted to recognize, analyze, and discuss certain "signposts" to help them refine their comprehension skills: Contrasts and Contradictions, Again and Again, 3 Big Questions, Quoted Words, Words of the Wiser, Memory Moment, Extreme or Absolute Language, Word Gaps, Aha Moment, Tough Questions, and Numbers and Stats.

Continued Professional Development provided by both HMH and our trained Reading Coaches is an essential component of our successful implementation. HMH offers both virtual and in-person training throughout each school year. There is also professional learning online for teachers to access at their convenience. The Reading Coaches and I conduct monthly walkthroughs, which allow us to observe the use of the HMH resources. Our carefully planned schedule allows us to complete ten to twelve walkthroughs each month and we have purposeful discussions about coaching those who may need support and how to encourage those teachers who are using the program fully.

**Grade Levels: 9-12**

**Progress Monitoring**

**Assessment & Frequency**

FAST / FSA Equivalent (BOY, MOY, EOY)  
Progress Learning (bi-weekly)

**Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students**

FAST / FSA Equivalent - Level 3 or higher  
Progress Learning - 75% or higher

**Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark**

FAST / FSA Equivalent - Level 1 or 2  
Progress Learning - Lower than 75%

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**How is the effectiveness of Tier 1 instruction being monitored?**

- FAST / FSA Equivalent
- District midterms and finals
- Summative assessments
- Report card grades
- Acceleration Team Data Chats and intentional feedback
- Administrative walkthroughs

**What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students?**

**In-person students**

- Teacher evaluation at a school level
- Formative assessment and PLC data analysis
- District and school-based administrative walkthroughs

**Distance Learning Students**

- Virtual accommodations will be made
- 1:1 devices
- Small group and online supports and resources
- Digital access to instructional tools and supports
- Sumter and Florida virtual offerings and options

**How is the effectiveness of Tier 1 curriculum being monitored?**

- FAST / FSA Equivalent
- District midterms and finals
- Summative assessments
- Report card grades
- Acceleration Team Data Chats and intentional feedback
- Administrative walkthroughs

**What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Provided to distance learning students?**

## **Grade Levels: 9-12**

### In-person students

- Targeted professional development (district and school level)
- PLCs to discuss effectiveness
- Acceleration Team feedback

### Distance Learning Students

- Virtual accommodations will be made
- 1:1 devices
- Small group and online supports and resources
- Digital access to instructional tools and supports
- Sumter and Florida virtual offerings and options

## **How is instruction provided to students who receive instruction through distance learning?**

Students are granted flexible due dates, recorded and live instructional sessions with students, and small-group instruction and conferencing with feedback.

## **Tier 2**

### *Supplemental Instruction/Intervention:*

- *is standards-aligned;*
- *address gaps and reduce barriers to students' ability to meet Tier 1 expectations;*
- *provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills;*
- *are matched to the needs of the students;*
- *provide multiple opportunities to practice the targeted skill(s) and receive corrective feedback;*
- *occurs during time allotted in addition to core instruction; and*
- *includes accommodations (IEP, ESOL, or 504).*

**Grade Levels: K-5**

**IF Student meets the following criteria at the beginning of the school year:**

*(Enter assessment criteria that will be used)*

FAST/FSA Equivalent:  
Grade 4-5 - Level 1 or 2

FAST-STAR  
K - 10-39 PR  
1 - 10-39 PR  
2 - 10-39 PR  
3 - 10-39 PR

i-Ready:  
Kindergarten - 100-361  
Grade 1 - 347-433  
Grade 2 - 419-488  
Grade 3 - 474-510  
Grade 4 - 496-556  
Grade 5 - 542-580

**THEN TIER 1 Instruction and TIER 2 Interventions**

**Progress Monitoring**

**Tier 2 Programs/Materials/Strategies & Duration**

- HMH (20-30 minutes a week)
- Amira (K-2)
  - Waggle (2-8)
  - Writable (3-12)
- i-Ready (45 minutes a week)
- Teacher Toolbox
  - Tools for Scaffolding Comprehension

**Assessment & Frequency**

Standards-based assessments based on curriculum maps. Check for understanding by teacher observation and formative assessments at the end of each lesson.

**Performance Criteria to discontinue Tier 2 interventions**

Student demonstrates mastery of content for a 9-week period of instruction – 80% or higher.

**Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction**

Student demonstrates partial mastery of skills to indicate interventions are working, but, still struggles to make 80% or higher on their formative assessments within the intervention over a 9-week period.

**Performance Criteria that prompts the addition of Tier 3 interventions**

Student fails to show progress on standards-based assessments (69% or below) per 9-weeks.

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**Number of times per week intervention provided**

At least 2 times per week

**Number of minutes per intervention session**

**Grade Levels: K-5**

At least 15-20 minutes

**What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?**

Monthly Acceleration Team Data Chats with intentional and actionable feedback

- District- and school-based administrative walkthroughs
- MTSS Core Team Meetings and MTSS student-specific meetings
- Instructional Literacy Coach monitoring, modeling, and walkthroughs
- Bi-weekly Professional Learning Community meetings using data to inform and modify curriculum and instruction

**Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.**

i-Ready meets sufficient evidence.

**How are Tier 2 interventions provided to students who receive interventions through distance learning?**

Students are granted flexible due dates, recorded and live instructional sessions with students, and small-group instruction and conferencing with feedback.

**Grade Levels: 6-8**

**IF Student meets the following criteria at the beginning of the school year:**

*(Enter assessment criteria that will be used)*

FAST / FSA Equivalent:  
Grades 6-8 - Level 1 or 2

i-Ready:  
Grade 6 - 542-565  
Grade 7 - 566-582  
Grade 8 - 583-593

**THEN TIER 1 Instruction and TIER 2 Interventions**

**Progress Monitoring**

**Tier 2 Programs/Materials/Strategies & Duration**

HMH

- Waggle (2-8)
- Writable (3-12)

i-Ready

- Teacher Toolbox
- Tools for Scaffolding Comprehension

**Assessment & Frequency**

Standards-based assessments based on curriculum maps. Check for understanding by teacher observation and formative assessments at the end of each lesson.

**Performance Criteria to discontinue Tier 2 interventions**

Student demonstrates mastery of content for a 9-week period of instruction – 80% or higher.

**Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction**

Student demonstrates partial mastery of skills to indicate interventions are working, but, still struggles to make 80% or higher on their formative assessments within the intervention over a 9-week period.

**Performance Criteria that prompts the addition of Tier 3 interventions**

Student fails to show progress on standards-based assessments (69% or below) per 9-weeks.

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**Number of times per week intervention provided**

At least 2 times per week

**Number of minutes per intervention session**

At least 15-20 minutes

**What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?**

- Monthly Acceleration Team Data Chats with intentional and actionable feedback
- District- and school-based administrative walkthroughs
- MTSS Core Team Meetings and MTSS student-specific meetings

**Grade Levels: 6-8**

- Instructional Literacy Coach monitoring, modeling, and walkthroughs
- Bi-weekly Professional Learning Community meetings using data to inform and modify curriculum and instruction

**Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.**

Curriculum Associates meets sufficient evidence.

**How are Tier 2 interventions provided to students who receive interventions through distance learning?**

Students are granted flexible due dates, recorded and live instructional sessions with students, and small-group instruction and conferencing with feedback.



**Grade Levels: 9-12**

**IF Student meets the following criteria at the beginning of the school year:**

*(Enter assessment criteria that will be used)*

FAST / FSA Equivalent

Grades 9-12 - Level 2

**THEN TIER 1 Instruction and TIER 2 Interventions**

**Progress Monitoring**

**Tier 2 Programs/Materials/Strategies & Duration**

Paths to College and Career Readiness

**Assessment & Frequency**  
Standards-based assessments based on curriculum maps. Check for understanding by teacher observation and formative assessments at the end of each lesson.

**Performance Criteria to discontinue Tier 2 interventions**

Student demonstrates mastery of content for a 9-week period of instruction – 80% or higher.

**Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction**  
Student demonstrates partial mastery of skills to indicate interventions are working, but, still struggles to make 80% or higher on their formative assessments within the intervention over a 9-week period.

**Performance Criteria that prompts the addition of Tier 3 interventions**

Student fails to show progress on standards-based assessments (69% or below) per 9-weeks.

**Number of times per week intervention provided**

At least 2 times per week

**Number of minutes per intervention session**

At least 15-20 minutes per week

**What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?**

- Monthly Acceleration Team Data Chats with intentional and actionable feedback
- District- and school-based administrative walkthroughs
- MTSS Core Team Meetings and MTSS student-specific meetings
- Instructional Literacy Coach monitoring, modeling, and walkthroughs
- Bi-weekly Professional Learning Community meetings using data to inform and modify curriculum and instruction

**Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.**

Paths to College and Career Readiness does not meet strong, moderate, or promising levels of evidence; however, the following Practice Guide, "Improving Adolescent Literacy: Effective Classroom and Intervention Practices recommendations support the program: Explicit vocabulary instruction,

**Grade Levels: 9-12**

direct and explicit comprehension strategies, Opportunities for extended discussion of text meaning and interpretations, Increase student motivation and engagement, and provide individualized intensive interventions for struggling readers.

The Paths curriculum is built around the idea of providing struggling readers access to grade-level material that they closely read and analyze over a certain length of time. Vocabulary, fluency, and comprehension are all important components of this curriculum.

Continued support from the program in the form of "coaching" is a valuable piece of this curriculum. Each school is supported by the company's "coach" for two days where he interacts with the students and teachers during live lessons. Each day ends with the coach providing direct and explicit feedback to the teachers.

**How are Tier 2 interventions provided to students who receive interventions through distance learning?**

Students are granted flexible due dates, recorded and live instructional sessions with students, and small-group instruction and conferencing with feedback.

**Tier 3**

*Intensive, Individualized Instruction/Intervention:*

- *is targeted instruction based on student need;*
- *provides small group or one-on-one instruction;*
- *includes accommodations (IEP, ESOL, or 504);*
- *includes more frequent progress monitoring than Tier 1 instruction and Tier 2 interventions; and*
- *ensures additional **time allotted is in addition** to core instruction and Tier 2 interventions.*

**All Tier 3 interventions must be provided by a teacher who is certified in reading or has the reading endorsement.**

**Grade Levels: K-5**

**IF Student meets the following criteria at the beginning of the school year:**

*(Enter assessment criteria that will be used)*

FAST / FSA Equivalent:

Grades 4 -5 - Level 1 or 2

K - Below 10 PR

1 - Below 10 PR

2 - Below 10 PR

3 - Below 10 PR

i-Ready

Kindergarten - Less than 100

Grade 1 - Less than 346

Grade 2 - Less than 418

Grade 3 - Less than 473

Grade 4 - Less than 495

Grade 5 - Less than 541

**THEN TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**

**Progress Monitoring**

**Tier 3 Programs/Materials/Strategies & Duration**

i-Ready (45 minutes a week)

- Early Reading Tasks & Oral Reading Fluency
- Phonics for Reading
- Tools for Instruction

Cambium (30 minutes weekly)

- Voyager Passport
- A-Z Learning

**Assessment & Frequency**

Standards-based assessments based on curriculum maps. Check for understanding by teacher observation and formative assessments at the end of each lesson.

**Performance Criteria to discontinue Tier 3 interventions**

Student demonstrates mastery of content for a 9-week period of instruction – 80% or higher.

**Performance Criteria indicating continuation of Tier 3 interventions**

Student demonstrates partial mastery of skills to indicate interventions are working, but, still struggles to make 80% or higher on their formative assessments within the intervention over a 9-week period.

**Performance Criteria that prompts intensified Tier 3 interventions**

Student fails to show progress on standards-based assessments (69% or below) per 9-weeks.

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**Number of times per week intervention provided**

3 times per week

**Number of minutes per intervention session**

At least 20-30 minutes

**Grade Levels: K-5**

**What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?**

- Monthly Acceleration Team Data Chats with intentional and actionable feedback
- District- and school-based administrative walkthroughs
- MTSS Core Team Meetings and MTSS student-specific meetings
- Instructional Literacy Coach monitoring, modeling, and walkthroughs
- Bi-weekly Professional Learning Community meetings using data to inform and modify curriculum and instruction

**Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.**

Voyager Passport - Strong Evidence according to Evidence for ESSA  
i-Ready - Sufficient Evidence according to Evidence for ESSA

**How are Tier 3 interventions provided to students who receive interventions through distance learning?**

Students are granted flexible due dates, recorded and live instructional sessions with students, and small-group instruction and conferencing with feedback.

**Grade Levels: 6-8**

**IF Student meets the following criteria at the beginning of the school year:**

*(Enter assessment criteria that will be used)*

FAST / FSA Equivalent  
Grades 6-8 - Level 1 or 2

i-Ready  
Grade 6 - 496-541  
Grade 7 - 542-565  
Grade 8 - 566-582

**THEN TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**

**Progress Monitoring**

**Tier 3 Programs/Materials/Strategies & Duration**

- i-Ready (45 minutes a week)
- Early Reading Tasks & Oral Reading Fluency
- Phonics for Reading
- Tools for Instruction

**Assessment & Frequency**  
Standards-based assessments based on curriculum maps. Check for understanding by teacher observation and formative assessments at the end of each lesson.

**Performance Criteria to discontinue Tier 3 interventions**

Student demonstrates mastery of content for a 9-week period of instruction – 80% or higher.

**Performance Criteria indicating continuation of Tier 3 interventions**  
Student demonstrates partial mastery of skills to indicate interventions are working, but, still struggles to make 80% or higher on their formative assessments within the intervention over a 9-week period.

**Performance Criteria that prompts intensified Tier 3 interventions**

Student fails to show progress on standards-based assessments (69% or below) per 9-weeks.

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**Number of times per week intervention provided**

3 times per week

**Number of minutes per intervention session**

20-30 minutes

**What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?**

- Monthly Acceleration Team Data Chats with intentional and actionable feedback
- District- and school-based administrative walkthroughs
- MTSS Core Team Meetings and MTSS student-specific meetings
- Instructional Literacy Coach monitoring, modeling, and walkthroughs
- Bi-weekly Professional Learning Community meetings using data to inform and modify curriculum and instruction

**Grade Levels: 6-8**

**Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.**

i-Ready meets Sufficient Evidence for ESSA.

**How are Tier 3 interventions provided to students who receive interventions through distance learning?**

Students are granted flexible due dates, recorded and live instructional sessions with students, and small-group instruction and conferencing with feedback.

**Grade Levels: 9-12**

**IF Student meets the following criteria at the beginning of the school year:**

*(Enter assessment criteria that will be used)*

FAST / FSA Equivalent:

Grades 9-12 - Level 1

**THEN TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**

**Progress Monitoring**

**Tier 3 Programs/Materials/Strategies & Duration**

Cambium - Lexia

**Assessment & Frequency**  
Standards-based assessments based on curriculum maps. Check for understanding by teacher observation and formative assessments at the end of each lesson.

**Performance Criteria to discontinue Tier 3 interventions**

Student demonstrates mastery of content for a 9-week period of instruction – 80% or higher.

**Performance Criteria indicating continuation of Tier 3 interventions**  
Student demonstrates partial mastery of skills to indicate interventions are working, but, still struggles to make 80% or higher on their formative assessments within the intervention over a 9-week period.

**Performance Criteria that prompts intensified Tier 3 interventions**

Student fails to show progress on standards-based assessments (69% or below) per 9-weeks.

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**Number of times per week intervention provided**

3 times per week

**Number of minutes per intervention session**

20-30 minutes

**What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?**

- Monthly Acceleration Team Data Chats with intentional and actionable feedback
- District- and school-based administrative walkthroughs
- MTSS Core Team Meetings and MTSS student-specific meetings
- Instructional Literacy Coach monitoring, modeling, and walkthroughs
- Bi-weekly Professional Learning Community meetings using data to inform and modify curriculum and instruction

**Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.**

Lexia does not meet Strong, Moderate, or Promising levels of evidence; however, the following Practice Guide recommendations support the program: from the "Improving Adolescent Literacy: Effective Classroom and Intervention Practices:" explicit vocabulary instruction, intensive and individualized interventions for struggling readers. Also, from the Practice Guide "Providing Reading

**Grade Levels: 9-12**

Interventions for Students in grades 4-9," it is recommended to build students decoding skills and to provide purposeful fluency building activities to help students read effortlessly. These recommendations are supported with the Lexia program. Professional Development will be provided to teachers throughout the year.

**How are Tier 3 interventions provided to students who receive interventions through distance learning?**

Students are granted flexible due dates, recorded and live instructional sessions with students, and small-group instruction and conferencing with feedback.



## Identification of Students with a Substantial Reading Deficiency

In accordance with Section 1008.25(4)(c), F.S., students identified with a substantial reading deficiency as determined in Section 1008.25(5)(a), F.S., must be covered by a federally required student plan, such as an individual education plan (IEP) or an individualized progress monitoring plan, or both, as necessary. A kindergarten through grade 3 student is identified as having a substantial deficiency in reading if any of the following criteria are met:

- The student scores at the lowest achievement level/benchmark as identified by the publisher during a universal screening period, on an assessment listed in the district's approved District K-12 Comprehensive Evidence-Based Reading Plan; and beginning in 2022-2023 school year, students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F.S.;
- The student scores at the lowest achievement level/benchmark as identified by the publisher during progress monitoring administration at any time during the school year, on an assessment listed in the district's approved District K-12 Comprehensive Evidence-Based Reading Plan and beginning in 2022-2023 school year, students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F.S.; or
- The student has demonstrated, through consecutive formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; reading fluency; and reading comprehension.

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

Students who score below grade level on the state or district assessments are identified as possibly having a substantial reading deficiency. Throughout the first 9 weeks, those students are monitored on i-Ready, classroom work and assessments. If it is determined that the student is not making adequate progress, they are placed on the official reading deficiency list, parents are notified in writing, and teachers begin a portfolio on that student.

Based on the 2022 FSA and/or FAST Cambium, 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 2022 FSA and/or the FAST Cambium, and scores significantly below grade level (two or three grade levels below) on their i-Ready diagnostic, the student is placed on our "Candy Cane" list of students who receive interventions. Those students who are on the "Candy Cane" list are also placed on the Reading deficiency list.

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.