

District Comprehensive Evidence-Based Reading Plan

Annually, school districts must develop a Comprehensive Evidence-Based Reading Plan (CERP) that outlines the components of the district’s comprehensive system of reading instruction. In order to assist districts, the Florida Department of Education (Department) has developed the attached format for district reading plans. Districts may utilize the Department’s format or an alternative developed by the district school board. The CERP must be approved by the governing board or authority prior to submitting to the Department by August 1 for approval.

The District CERP depicts and details the role of administration (both district and school level), professional learning, assessment, curriculum and instruction in the improvement of student learning of the Benchmarks for Excellent Student Thinking (B.E.S.T.) English Language Arts (ELA) Standards as provided in [Rule 6A-1.09401, Florida Administrative Code \(F.A.C.\), Student Performance Standards](#). This information is reflected for all schools and grade levels and shared with all stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

1) Contact Information

The Main District Reading Contact will be the Department’s contact for the District CERP and is responsible for the plan and its implementation. Other contacts are those who work primarily with an area covered within the plan. Indicate the contacts for your district.

Point of Contact	Name	Email	Phone
Main Reading Contact	Jessica Christian	Jessica.Christian@sumter.k12.fl.us	352-793-2315, 50268
Data Element	Bethany Skipper	Bethany.Skipper@sumter.k12.fl.us	352, 793-2315, 50243
Third Grade Promotion	Nicole Goble	Nicole.Goble@sumter.k12.fl.us	352-793-2315, 50212
Multi-Tiered System of Supports	Jennifer Wyatt	Jennifer.Wyatt@sumter.k12.fl.us	352-793-2315, 50201
Other (Enter Responsibility)			

2) District Expenditures

Comprehensive System of Reading Instruction Expenditures ([Rule 6A-6.053\(8\)\(b\)3.b., F.A.C.](#))

The reading funding included in the Florida Education Finance Program (FEFP) base funding is intended to provide comprehensive reading instruction to students in prekindergarten (PreK) through grade 12. Districts will include salaries and benefits, professional learning, assessment, programs/materials, tutoring and incentives required to effectively implement the district’s plan. The expenditures must prioritize K-3 students who have a substantial reading deficiency or characteristics of dyslexia.

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Anticipated Amount of District Base Funding for CERP		
Estimated proportional share distributed to district charters <i>*Charter schools must utilize their proportionate share in accordance with Section (s.) 1002.33(7)(a)2.a., s. 1003.4201 and s. 1008.25(3)(a), Florida Statutes (F.S.). Note: All intensive reading interventions specified by the charter must be delivered by a teacher who has a literacy micro-credential or is certified or endorsed in reading.</i>	\$209,770.81	

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Elementary Expenses		
Literacy coaches	\$106,029.00	1.5
Intervention teachers	\$49,572.00	.5
Scientifically researched and evidence-based supplemental instructional materials		
Summer reading camps	\$25,000.00	
Secondary Expenses		
Literacy coaches	\$100,919.60	1
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
K-12/PreK Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement, or an advanced degree in scientifically researched and evidence-based reading instruction		
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Reading Endorsement or Certification		
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Emergent, Elementary, or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning		
Family engagement activities		
Other – Please Describe		
Sum of Expenditures	\$281,520.60	

3) Literacy Leadership – District and School

A. Measurable Student Achievement Goals ([Rule 6A-6.053\(8\)\(b\)3.d., F.A.C.](#))

For each grade, Voluntary Prekindergarten (VPK)-10, establish clear and measurable student literacy achievement goals based on the Florida Assessment of Student Thinking (FAST). Goals for the plan year should increase from the previous year in order to meet statewide literacy achievement goals.

FAST				
Grade	Previous School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above
VPK	10%	56%	5%	62%
K	16%	53%	10%	62%
1	22%	63%	10%	65%
2	17%	66%	10%	70%

FAST				
Grade	Previous School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	Level 1	Levels 3-5	Level 1	Levels 3-5
3	14%	65%	10%	70%
4	16%	66%	10%	70%
5	13%	64%	10%	70%
6	12%	66%	10%	70%
7	12%	64%	10%	70%
8	15%	61%	10%	70%
9	14%	67%	10%	70%
10	17%	58%	10%	70%

B. Plan Implementation and Monitoring ([Rule 6A-6.053\(9\), F.A.C.](#))

Districts must monitor the implementation of the District CERP at the district and school level, including

- charter schools sponsored by a district.

1. Provide an explanation of the following:

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	<ul style="list-style-type: none"> • Monthly district walkthroughs with administration – data will be collected and reviewed with a walkthrough tool (individualized per schools’ vision and mission). • Biweekly meetings with elementary principals to review data. 	<ul style="list-style-type: none"> • Monthly literacy coach meetings – agenda and sign-in sheets. • Weekly Professional Learning Communities (grade level/department) – agenda and sign-in sheets
Actions for continuous support and improvement	<ul style="list-style-type: none"> • Monthly literacy coach meetings are hosted at each school and include instructional walks at host school, data reports from the coaches are shared, monthly professional learning topics and strategies, and valuable coaching conversations. 	<ul style="list-style-type: none"> • Professional Learning Community plans are developed based on data after each progress monitoring assessment (STAR, FAST, and i-Ready). • Each school provides time weekly for teachers to develop their practices and collaborate with the grade level and/or department teams.
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	<ul style="list-style-type: none"> • Monthly district walkthroughs with administration – data will be collected and reviewed with a walkthrough tool (individualized per schools’ vision and mission). • Monthly principals’ meetings. 	<ul style="list-style-type: none"> • Monthly literacy coach meetings – agenda and sign-in sheets. Weekly Professional Learning Communities (grade level/department) – agenda and sign-in sheets

Actions for continuous support and improvement	Monthly literacy coach meetings are hosted at each school and include instructional walks at host school, data reports from the coaches are shared, monthly professional learning topics and strategies, and valuable coaching conversations.	<ul style="list-style-type: none"> Professional Learning Community plans are developed based on data after each progress monitoring assessment (STAR, FAST, and i-Ready). Each school provides time weekly for teachers to develop their practices and collaborate with the grade level and/or department teams.
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	<ul style="list-style-type: none"> Monthly district walkthroughs with administration – data will be collected and reviewed with a walkthrough tool (individualized per schools’ vision and mission). Monthly principals’ meetings. 	<ul style="list-style-type: none"> Monthly literacy coach meetings – agenda and sign-in sheets. Weekly Professional Learning Communities (grade level/department) – agenda and sign-in sheets
Actions for continuous support and improvement	Monthly literacy coach meetings are hosted at each school and include instructional walks at host school, data reports from the coaches are shared, monthly professional learning topics and strategies, and valuable coaching conversations.	<ul style="list-style-type: none"> Professional Learning Community plans are developed based on data after each progress monitoring assessment (STAR, FAST, and i-Ready). Each school provides time weekly for teachers to develop their practices and collaborate with the grade level and/or department teams.

2. Describe what has been revised to improve literacy outcomes for students in the district’s CERP based upon the District CERP Reflection Tool and a root-cause analysis of student performance data.

Sumter is going “Back to the Basics” this year. We have identified some specific areas of Tier 1 instruction that we need to focus on improving. Each school has identified two or three strategies that they want their teachers to master throughout the year and the district curriculum team will be offering individual supports to each school. The district will host benchmark trainings for all tested areas each quarter that will provide time for teachers to plan lessons and resources for the upcoming quarter.

3. Describe the process used by principals to monitor implementation of the reading plan, including frequent reading walkthroughs conducted by administrators.

Principals will complete weekly walkthroughs with a focus on reading instructional practices.

4. **In addition, describe how principals monitor collection and utilization of assessment data, including progress monitoring data, to inform instruction and support needs of students.**

Principals will discuss their progress monitoring data biweekly during principal support calls with district staff. Literacy coaches are an additional point of contact for principals and data. Data is reviewed weekly during professional learning communities at each site and will often determine the focus of future professional learning communities.

C. **Literacy Coaches ([Rule 6A-6.053\(4\), F.A.C.](#))**

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

1. **Is the district using the Just Read, Florida! literacy coach model?**

Yes/No

Yes

2. **If no, please describe the evidence-based coach model the district is using.**

3. **How is the literacy coach model being communicated to principals?**

Principals are informed about the literacy coach requirement model at Principal meetings, both verbally and in writing.

4. **How does the district support literacy coaches throughout the school year?**

Each month, the district reading supervisor asks a school in the district to host our meeting. We do monthly walkthroughs at each school to start the meetings. We complete a walkthrough form and have coaching conversations after each classroom visit. Literacy coaches are required to attend these meetings. They bring data each month and present their areas of strength and growth. The coaches support each other with practice coaching conversations, strategies they have seen at their own schools, topics of professional learning that may have been discussed at their own sites, and next steps they plan to take before the next meeting.

5. **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 learning based on need?**

Our literacy coaches are highly involved individuals at each of our campuses. These coaches are encouraged to be in the classrooms often modeling instructional strategies, working collaboratively with their teachers to establish goals and create plans, and providing professional development that is based on their individual school needs. They work together on the professional learning teams at their schools to ensure data is analyzed and accurately used to help drive instruction. They work closely with the MTSS coordinator at their sites to ensure that the interventions that are being provided are individualized, targeted, and, ultimately, that they are working. Coaches also work with teachers to help them have data chats with their students after each progress monitoring assessment.

6. How does the district monitor implementation of the coach model?

In addition to the monthly walkthroughs with the literacy coaches, the district reading supervisor also conducts monthly administrative walkthroughs at each campus. These walkthroughs are done with a school-based administrator, walkthrough forms are completed, and the observations are discussed after the walkthroughs are complete. These walkthroughs help to keep the temperature of the school campus, the implementation of the reading plan, and the implementation of the coach model.

Data collected at those walkthroughs are shared at the District Curriculum Team meetings held twice a month. We have reading, math, social studies, science, and advanced programs curriculum specialists or supervisors who conduct these monthly walkthroughs. At our district curriculum meetings, trends are identified and discussed, and action steps to provide additional support to those campuses who may need it are developed and implemented thereafter.

4) Assessment, Curriculum and Reading Instruction

A. Florida's Formula for Reading Success ([Rule 6A-6.053\(3\)\(a\), F.A.C.](#))

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

- **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.
- **Three tiers of instruction that are standards-aligned;** include accommodations for students with a disability, students with an Individual Educational Plan (IEP) and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in [34 Code of Federal Regulations 200.2\(b\)\(2\)\(ii\)](#).
 - **Core Instruction (Tier 1):** provides print-rich explicit and systematic, scaffolded, differentiated instruction and corrective feedback; builds background and content knowledge; incorporates writing in response to reading.
 - **Supplemental Instruction/Interventions (Tier 2):** 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; occurs in addition to core instruction.
 - **Intensive, Individualized Instruction/Interventions (Tier 3):** 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; occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial reading deficiency. All intensive reading interventions must be delivered by instructional personnel who possess a literacy micro-credential as provided in [s. 1003.485, F.S.](#), or are certified or endorsed in reading.

1. Describe how the district will align K-12 reading instruction to Florida's Formula for Reading Success for all students including students with a disability and students who are English language learners.

In addition to the monthly walkthroughs with the literacy coaches, the district reading supervisor also conducts monthly administrative walkthroughs at each campus. These walkthroughs are done

with a school-based administrator, walkthrough forms are completed, and the observations are discussed after the walkthroughs are complete. These walkthroughs help to keep the temperature of the school campus, the implementation of the reading plan, and the implementation of the coach model.

Data collected at those walkthroughs are shared at the District Curriculum Team meetings held twice a month. We have reading, math, social studies, science, and advanced programs curriculum specialists or supervisors who conduct these monthly walkthroughs. At our district curriculum meetings, trends are identified and discussed, and action steps to provide additional support to those campuses who may need it are developed and implemented thereafter.

Additionally, Florida's Formula for Reading Success outlines a comprehensive strategy to improve reading outcomes for all students. The alignment of K-12 reading instruction with this formula involves the following key components:

1. **Evidence-Based Practices:** Instruction will be grounded in scientifically proven methods. This includes explicit instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension strategies. Teachers will use assessments (STAR, FAST and i-Ready) to identify students' needs and adjust instruction accordingly.
2. **Early Literacy Interventions:** Emphasis will be placed on early identification and intervention for struggling readers, particularly in the early grades. Programs and supports will be tailored to address individual needs and prevent reading difficulties from becoming entrenched.
3. **Professional Development:** Teachers will receive ongoing training to stay updates on best practices in reading instruction and to effectively implement the strategies outlines in the Formula for Reading Success. This includes learning how to use data to inform instruction and support diverse learners.
4. **Curriculum Alignment:** The reading curriculum will be designed to align with the Florida Literacy Standards, ensuring that it addresses all critical aspects of reading development. This includes integrating diverse and high-quality texts that support literacy growth and engagement.
5. **Assessment and Accountability:** Regular assessments will be used to monitor student progress and the effectiveness of instruction. Schools will use data to make informed decisions and adjustments to their reading programs.
6. **Family and Community Engagement:** Schools will work to involve families in their children's reading development, providing resources and strategies for supporting literacy at home. Community partnerships may also be fostered to support reading initiatives.
7. **Support for Diverse Learners:** Instruction will be differentiated to meet the needs of all students, including those with learning disabilities, English language learners, and students from diverse backgrounds. This ensures that every student has the opportunity to succeed in reading.

By focusing on these elements, Sumter County aims to ensure that all students have access to high-quality reading instruction and support, ultimately improving literacy outcomes for all students.

2. Describe your public school PreK program's plan for assessment, standards, curriculum, instruction and support to meet the needs of all learners.

In order to meet the needs of all learners, our Pre-K program plans:

- To continue the implementation of a curriculum based on research in the areas of neuroscience, math, and literacy and language acquisition. (*Frog Street Pre-K*)
- For teachers to provide instruction of engaging, hands-on, child-centered activities that are developmentally appropriate - children will have the opportunity to build foundational skills to support the acquisition of higher-level skills.

- For teachers to understand skills and abilities noted in the Florida Early Learning Developmental Standards (FELDS) and provide instruction that assists children in mastery of the standards and benchmarks.
- To assess students quarterly using a progress report that is correlated to skills noted in FELDS.
- To assess VPK students with the VPK FAST progress monitoring assessment and use data to plan future instruction.

B. Assessment/Curriculum Decision Trees ([Rule 6A-6.053\(8\)\(b\)4., F.A.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-12. Use Assessment/Curriculum Decision Trees 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 each assessment, targeted audience, component(s) of reading assessed, type of assessment, the frequency of data collection and the method and timeframes by which assessment data will be provided to teachers and parents. For students in VPK through grade 10, the FAST must be administered pursuant to [s. 1008.25\(9\)\(b\), F.S.](#)
- and included as a component of the Assessment/Curriculum Decision Trees.
- Performance criteria used for decision-making for each assessment at each grade level.
- Evidence-based instruction and strategies.
- 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 or instructional personnel who possess a literacy micro-credential.
- Identification of the multisensory interventions provided to students in grades K-3 who have a substantial reading deficiency or characteristics of dyslexia, including a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

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

- (A) ...an activity, strategy or intervention that –
- (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on –
 - (I) strong evidence from at least 1 well-designed and well-implemented experimental study;
 - (II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
 - (III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias.

Grades VPK-5

1. Grades VPK-5 Assessments

Indicate in the chart below the assessment(s) used to screen and progress monitor grades VPK-5 students. Add additional rows as needed.

Name of the Assessment	Target Audience (Grades VPK-5)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST Star Early Literacy	<input checked="" type="checkbox"/> VPK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
FAST Star Reading	<input type="checkbox"/> PreK <input type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
FAST ELA Reading	<input type="checkbox"/> VPK <input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Other District Assessment i-Ready	<input type="checkbox"/> VPK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other

2. Students with a Substantial Reading Deficiency ([Rule 6A-6.053\(5\), F.A.C.](#))

Students identified with a substantial reading deficiency must have an individualized progress monitoring plan that is designed to address the student’s specific reading deficiency and that meets the minimum requirements set forth in [s. 1008.25\(4\)\(c\), F.S.](#)

Students with qualifying disabilities covered by an IEP or a 504 Plan are exempt from the requirement to have a progress monitoring plan, if the IEP or 504 Plan addresses the student’s reading deficiency. Nothing in Rule 6A-6.053(5), F.A.C., should be construed to require or prohibit an IEP or 504 Plan or the contents of the CERP. Districts and charter schools are authorized to develop individualized progress monitoring plans for students with IEPs or 504 Plans that address the student’s reading deficiency.

A K-3 student is identified as having a substantial reading deficiency if:

- The student is identified as in need of Tier 3 interventions;
- A student in grades K-3 demonstrates through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading; and
 - For kindergarten, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning, middle or end of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#);
 - For grades 1 and 2, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
 - For grade 3, the student scores below the twentieth (20th) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#)
- A student in grade 3 scores a Level 1 on the end-of-year statewide, standardized ELA assessment pursuant to [s. 1008.22\(3\)\(a\), F.S.](#)

2a. Describe the district’s process for identifying grades K-3 students in need of Tier 2/Tier 3 interventions. Tier 3 interventions must be provided to students identified as having a substantial reading deficiency.

Students who score a Level 1 on the STAR Early Literacy, STAR, FAST or who score three or more grade levels below on i-Ready Diagnostics will be assigned to a Tier 3 level of interventions.

Students who score a Level 2 on the STAR Early Literacy, STAR, FAST, or score two grade levels below on i-Ready Diagnostics will be assigned to a Tier 2 level of interventions.

2b. Describe the district’s process for identifying grades 4-5 students in need of Tier 2/Tier 3 interventions.

Students who score a Level 1 on the STAR Early Literacy, STAR, FAST or who score three or more grade levels below on i-Ready Diagnostics will be assigned to a Tier 3 level of interventions.

Students who score a Level 2 on the STAR Early Literacy, STAR, FAST, or who score two grade levels below on i-Ready Diagnostics will be assigned to a Tier 2 level of interventions.

3. Students with Characteristics of Dyslexia ([Rule 6A-6.053\(6\), F.A.C.](#))

Students who have characteristics of dyslexia must be covered by one of the plans described in [s. 1008.25\(4\)\(b\), F.S.](#)

3a. Describe the district’s process for identifying grades K-3 students with characteristics of dyslexia. Tier 3 interventions must be provided to students identified as having characteristics of dyslexia.

Students who may have characteristics of dyslexia are identified on the i-Ready diagnostic assessment. There are oral reading fluency checks that will further clarify their characteristics; those will be assigned and appropriate interventions assigned at that time.

3b. Describe the district’s process for providing additional screening to students with characteristics of dyslexia pursuant to [s. 1008.25\(9\), F.S.](#)

Additional screeners will be assigned to students who demonstrate any characteristic of dyslexia; mainly oral reading fluency and literacy tasks on i-Ready.

Grades K-5 Decision Tree						
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.						
Beginning of year data						
IF student meets the following criteria at the beginning of the school year: Level 3 or higher on STAR Early Literacy, STAR Reading, FAST, or i-Ready						
K-5 TIER 1						
Tool	Kinder	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
STAR Early Literacy	≥134	≥153	≥183			
STAR	≥134	≥153	≥183			
FAST				Level 3 or above	Level 3 or above	Level 3 or above
i-Ready	396-800	434-800	489-800	511-800	557-800	581-800
THEN TIER 1 Only						
Core Instruction Indicate the core curriculum and how the program is supported by strong, moderate or promising levels of evidence. HMH Into Reading (K-5) - Demonstrates a Rationale						
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. <i>HMH Into Reading</i> is a comprehensive English language arts solution grounded in science-based reading methods that have proven how students acquire reading skills. <i>HMH Into Reading</i> provides comprehensive, explicit, and systematic instruction in foundational literacy skills, aligned with a sequence that provides students with a foundation to become confident, independent readers and writers. <i>HMH Into Reading</i> provides explicit instructional foundations in the following categories: <ul style="list-style-type: none"> • Phonemic and Phonological Awareness • Phonics and Word Analysis • Fluency • Language Comprehension • Vocabulary 						

- Reading Comprehension
- Writing

HMH Into Reading is founded in meeting the needs of all students in diverse classrooms. Opportunities for differentiation are built into the curriculum in the following ways:

- Explicit instruction and practice on foundational reading skills
- Targeted, whole-class reading or writing instruction in a teacher-led lesson
- Small group instruction
- A variety of interactive and independent reading and writing activities

HMH Into Reading:

- Maximizes growth through data-driven differentiation and targeted scaffolds;
- Develops learners with positive habits of reading, writing, and thinking behavior to foster agency;
- Fosters a learning culture with a focus on collaboration, peer interaction, and articulation of views;
- Unburdens teachers to focus on the delivery of powerful instruction through simple, intuitive simple, intuitive program designs;
- Whole group learning (direct instruction and modeling); and
- Small group learning (collaboration and guided practice).

These elements of a core instructional program are essential to a program serving all students at a Core, Tier 1 level and sufficient for at least 80% of the student population.

Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria that prompts the addition of Tier 2 interventions
<p><u>FLKRS</u> Scale score or 497-529</p> <p><u>i-Ready</u> Student scores are at or above the 50th percentile based on i-Ready Placement Tables.</p>	<p><u>FLKRS</u> Scale score or 438-496</p> <p><u>i-Ready</u> Student scores are below the 50th percentile based on i-Ready Placement Tables.</p>

Explain how the effectiveness of Tier 1 instruction is monitored.

HMH Into Reading provides teachers the opportunity to maximize their students’ learning needs with multiple assessment options:

1. Formative assessments measure the process of learning and what students have learned so far.
2. Summative assessments are used at an end point in the learning curriculum and measure what students have learned so far.
3. Reading Growth Measures is a Computer Adaptive Test that connects data insights with the direct HMH instruction.
4. Selection Quizzes assess comprehension of the text selections.
5. Weekly and Module Assessments
6. Performance-based Assessments

As students are assessed, data is reviewed and analyzed and instruction is adjusted as necessary.

Additionally,

- 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?

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

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

Data will be reviewed at least twice quarterly. Upon identification of an area of weakness, Tier 2 interventions are implemented.

1. Academic Performance Data:

- Grades: Students earning below-average grades or failing to meet grade-level expectations.
- FAST Test Scores: Students scoring significantly below the benchmark or falling in the lower percentiles (see chart below).

2. Progress Monitoring Data:

- Benchmark Assessments: Regular assessments that show students are not making adequate progress toward grade-level standards.
- Curriculum-Based Measurements: Data indicating that students are consistently performing below expected levels in specific skills or subjects.

3. Diagnostic Data:

- Screening Tools: Results from academic screening tools that identify students at risk.
- Specific Skill Assessment: Diagnostic assessments revealing specific areas of need that are not being addressed by Tier 1 instruction.

4. Response to Intervention Data:

- Lack of response to Tier 1: Data showing that despite receiving high-quality, differentiated instruction at Tier 1, students are not making adequate progress.

When these data points consistently show that students are not making expected progress or are struggling significantly, it may be time to implement Tier 2 interventions, which are more targeted and intensive than Tier 1 supports, but not as individualized as Tier 3 interventions.

Beginning of year data

IF student meets the following criteria at the beginning of the school year:

Level 1 or 2 on STAR Early Literacy, STAR Reading, FAST, and/or two or more grade levels below on i-Ready

K-5 TIER 2						
Tool	Kinder	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
STAR Early Literacy	114-133	135-152	166-182			
STAR	114-133	135-152	166-182			
FAST				186-200	199-212	206-221
i-Ready	362-395	347-433	419-488	474-510	496-556	542-580

THEN TIER 1 Instruction and TIER 2 Interventions

Supplemental Instruction/Interventions

Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence.

i-Ready will be used as a Tier 2 intervention.

[ESSA Level 2 \(Moderate\)](#)

Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.

All students take the i-Ready Diagnostic which produces:

- Next Steps
- Instructional Grouping Reports

The *i-Ready Diagnostic* provides actionable insights, enable differentiated and personalized instruction. Students receive a tailor-made, digital learning path to which teachers can assign specific lesson as necessary. Every student excels with an empowered teacher and the right instructional tools. *i-Ready Assessment* sets high expectations for all students. Tools like the *i-Ready Dyslexia Screener* and *i-Ready Literacy Tasks*, teachers can easily identify individual student learning needs and chart a customized pathway toward proficiency. *i-Ready Assessment* includes a wide range of accessibility features to maximize usability for students.

i-Ready Personalized Learning for Grades K-8 produces greater learning gains, data-driven instruction, and motivating lessons for students.

i-Ready Reading is an online program that helps students of all ages become thoughtful, analytical readers. Grounded in best practice, it engages students as they build new skills and learn to access rigorous texts. It’s personalized instruction adjusts the lesson path to meet every reader at their individual level, enabling teachers to provide a personalized learning experience for each student.

i-Ready Reading includes:

- Lessons that teach foundational skills such as phonological awareness, high-frequency words, and phonics to help students understand their connections to reading;
- Vocabulary lessons at earlier grade levels that teach words researchers have identified as the most essential to reading success;
- Instruction for Grade 3 and above that helps build word learning strategies that maximize vocabulary acquisition; and
- Reading comprehension instruction that is designed to motivate learners of all ages as they grow accustomed to reading independently.

TIER 2 Programs/Materials/Strategies & Duration	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that prompts the addition of Tier 3 interventions
HMH • Amira (K-2) – STRONG ESSA Evidence	Consistent scores of 100 on Check Up assessments	Student shows progress on check Up assessments (70% or above)	Student fails to show progress on Check Up assessments (69% or below)
i-Ready Online instruction –Moderate ESSA Evidence	School based decision with standards-based assessment/grading – mastery of grade level standards at 70% or higher.	School based decision with standards-based assessment/grading – mastery of grade level standards between 69% - 50%.	School based decision with standards-based assessment/grading – mastery of grade level standards less than 50%.

<p><u>i-Ready Teacher Toolbox</u> – Demonstrates a Rationale</p>	<p>School based decision with standards-based assessment/grading – mastery of grade level standards at 70% or higher.</p>	<p>School based decision with standards-based assessment/grading – mastery of grade level standards between 69% - 50%.</p>	<p>School based decision with standards-based assessment/grading – mastery of grade level standards less than 50%.</p>
---	---	--	--

For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided.

- i-Ready Foundational Reading:
- *Magnetic Reading Foundations* is used as an intervention for Tier 2 students. Used as a component to complement any reading program, *Magnetic Reading Foundations, Florida B.E.S.T. Standards Edition* for Grades K-2 provides the foundation needed for students to learn to read. *Magnetic Reading Foundations, Florida B.E.S.T. Standards Edition* is a foundational skills reading program providing explicit, systematic instruction that moves students from foundational skills to reading fluency.
 - i-Ready Tools for Instruction are actionable, in-the-moment lesson plans for addressing skills gaps identified by the i-Ready Diagnostic. These lessons are perfect for:
 - Delivering differentiated small groups and one-on-one instruction, informed by data,
 - Reteaching challenging skills and standards using new strategies and activities,
 - Flexible usage by a lead teacher or interventionist.
 - They provide clearly structured lesson plans, targeted instruction, and they are available at point-of-use.
- i-Ready Reading Comprehension:
- [Magnetic Reading, Florida B.E.S.T. Standards](#) (Moderate ESSA Evidence) *Edition* for grades 3-5 is a reading comprehension program that connects the art of teaching with the Science of Reading to develop successful, proficient, and confident readers. *Magnetic Reading, Florida B.E.S.T. Standards* engages readers with grade-level texts, provides scaffolding comprehension with grade-level texts tailored support, and helps to build background knowledge tailored support.
 - *i-Ready Personalized Instruction (strategically assigned lessons)*
 - *Teacher Toolbox for i-Ready*

Number of times per week interventions are provided:
At least 2 times per week

Number of minutes per intervention session:
15-20 minutes

- Explain how the effectiveness of Tier 2 interventions are monitored.**
Teacher assigned lessons based on interventions delivered/received
- If a student demonstrates mastery (70% or higher) of content or topic based on intentional lessons in i-Ready being teacher assigned every other week after targeted intervention has been provided, that student will be transitioned out of that tiered intervention.
 - If a student does not demonstrate mastery (70% or higher) on their teacher assigned lessons based on the intervention they received, they will either:
 - Remain at a Tier 2
 - Move to a Tier 3
 - Other data may also be considered

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

- Monthly administrative 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

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:

Student fails to show progress on all data points (i.e., teacher assigned lessons) after receiving targeted interventions (69% or below) per 9-weeks, that student will be transitioned to a Tier 3 intervention level.

Beginning of year data

IF student meets the following criteria at the beginning of the school year:

Level 1 or 2 on STAR Early Literacy, STAR Reading, FAST, and/or i-Ready

K-5 TIER 3						
Tool	Kinder	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
STAR Early Literacy	≤113	≤134	≤165			
STAR	≤113	≤134	≤165			
FAST				≤185	≤198	≤205
i-Ready	100-361	100-346	100-418	100-473	100-495	100-541

THEN TIER 1 Instruction, TIER 2 Interventions and TIER 3 Intensive Interventions

Intensive, Individualized Instruction/Interventions

Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence.

i-Ready will be used as a Tier 3 intervention.

[ESSA Level 2 \(Moderate\)](#)

Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.

All students take the i-Ready Diagnostic which produces:

- Next Steps
- Instructional Grouping Reports

The *i-Ready Diagnostic* provides actionable insights, enable differentiated and personalized instruction. Students receive a tailor-made, digital learning path to which teachers can assign specific lesson as necessary. Every student excels with an empowered teacher and the right instructional tools. *i-Ready Assessment* sets high expectations for all students. Tools like the *i-Ready Dyslexia Screener* and *i-Ready Literacy Tasks*, teachers can easily identify individual student learning needs and chart a customized pathway toward proficiency. *i-Ready Assessment* includes a wide range of accessibility features to maximize usability for students.

i-Ready Personalized Learning for Grades K-8 produces greater learning gains, data-driven instruction, and motivating lessons for students.

i-Ready Reading is an online program that helps students of all ages become thoughtful, analytical readers. Grounded in best practice, it engages students as they build new skills and learn to access rigorous texts. It's

personalized instruction adjusts the lesson path to meet every reader at their individual level, enabling teachers to provide a personalized learning experience for each student.

i-Ready Reading includes:

- Lessons that teach foundational skills such as phonological awareness, high-frequency words, and phonics to help students understand their connections to reading;
- Vocabulary lessons at earlier grade levels that teach words researchers have identified as the most essential to reading success;
- Instruction for Grade 3 and above that helps build word learning strategies that maximize vocabulary acquisition; and
- Reading comprehension instruction that is designed to motivate learners of all ages as they grow accustomed to reading independently.

TIER 3 Programs/Materials/Strategies & Duration	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction.	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
HMH • Amira (K-2) – STRONG ESSA Evidence	Student shows mastery on standards- based assessments (85% or above)	Student fails to show progress on standards-based assessments (69% or below)
i-Ready Online instruction –Moderate ESSA Evidence	School based decision with standards-based assessment/grading – mastery of grade level standards	School based decision with standards-based assessment/grading – mastery of grade level standards
i-Ready Teacher Toolbox – Demonstrates a Rationale	School based decision with standards- based assessment/grading – mastery of grade level standards	School based decision with standards-based assessment/grading – mastery of grade level standards

For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided.

[Magnetic Reading, Florida B.E.S.T. Standards](#) (Moderate ESSA Evidence) is used as an intervention for Tier 2 students. Used as a component to complement any reading program, *Magnetic Reading Foundations, Florida B.E.S.T. Standards Edition* for Grades K-2 provides the foundation needed for students to learn to read. *Magnetic Reading Foundations, Florida B.E.S.T. Standards Edition* is a foundational skills reading program providing explicit, systematic instruction that moves students from foundational skills to reading fluency.

Number of times per week interventions are provided:

At least 3 times per week

Number of minutes per intervention session:

20-30 minutes

Explain how the effectiveness of Tier 3 interventions are monitored.

Teacher assigned lessons based on interventions delivered/received

- If a student demonstrates mastery (70% or higher) of content or topic based on intentional lessons in i-Ready being teacher assigned every other week after targeted intervention has been provided, that student will be transitioned out of that tiered intervention.
- If a student does not demonstrate mastery (70% or higher) on their teacher assigned lessons based on the intervention they received, they will remain at a Tier 3 and the interventions and strategies will be restructured to find responsive efforts.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

- Monthly Administrative 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

4. Summer Reading Camps ([Rule 6A-6.053\(7\), F.A.C.](#))

Requirements of Summer Reading Camps pursuant to [s. 1008.25\(8\), F.S.](#), include:

- Providing instruction to grade 3 students who score Level 1 on the statewide, standardized ELA assessment;
- Implementing evidence-based explicit, systematic and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension; and
- Providing instruction by a highly effective teacher endorsed or certified in reading.
 - *Note: Instructional personnel who possess a literacy micro-credential **may not** be assigned to these students.*

4a. Describe the district's plan to meet each requirement for Summer Reading Camps required by [s. 1008.25\(8\), F.S.](#) Include a description of the evidence-based instructional materials that will be utilized, as defined in [20 U.S.C. s. 7801\(21\)\(A\)\(i\)](#).

3rd grade Summer Reading Camps will be provided to all 3rd grade students who do not score a Level 2 or higher on the FAST Assessment or a 529 on their i-Ready.

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

- i-Ready individualized pathway and scope and sequence based on specific comprehension and foundation benchmarks. [i-Ready Online Instruction](#) –Moderate ESSA Evidence
- FCRR reading activities – Supplemental Resources
- CPALMS reading activities – Supplemental Resources

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

Sumter County School Board is dedicated to providing highly effective teachers who are certified or endorsed in reading to provide instruction during our summer reading camps.

4b. Districts have the option of providing Summer Reading Camps to students in grades K-5 with a reading deficiency. Will the district implement this option?

Yes/No

Yes, if necessary

Grades 6-8

5. Grades 6-8 Assessments

Indicate in the chart below the assessment(s) used to screen and progress monitor grades 6-8 students.
Add additional rows as needed.

Name of the Assessment	Target Audience (Grades 6-8)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Other District Assessment: i-Ready Diagnostics and/or Oral Reading Fluency Tasks	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other

6. Describe the district's process for identifying grades 6-8 students in need of Tier 2/Tier 3 interventions.

Students who score a Level 1 on the FAST, or score three or more grade levels below on i-Ready Diagnostics will be assigned to a Tier 3 level of interventions.

Students who score a Level 2 on FAST or who score two grade levels below on i-Ready Diagnostics will be assigned to a Tier 2 level of interventions.

Grades 6-8 Decision Tree

Beginning of year data

IF student meets the following criteria at the beginning of the school year:

Level 3 or higher on FAST

6-8 TIER 1			
Tool	Sixth Grade	Seventh Grade	Eighth Grade
FAST	≥225	≥231	≥238
i-Ready	598-800	609-800	620-800

THEN TIER 1 Only

Core Instruction

Indicate the core curriculum and how the program is supported by strong, moderate or promising levels of evidence.

HMH Into Literature

[Demonstrates a Rationale](#)

List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.

HMH Into Literature is a comprehensive English language arts solution that provides engaging and rigorous texts to build intellectual stamina and tenacity while developing analytical readers, independent thinkers, and proficient writers. *Into Literature* provides a flexible design that allows teachers to differentiate and adapt instruction to meet all students at their appropriate level and develop equitable lessons for their classrooms.

HMH Into Literature:

- Maximizes growth through data-driven differentiation and targeted scaffolds;
- Develops learners with positive habits of reading, writing, and thinking behavior to foster agency;
- Fosters a learning culture with a focus on collaboration, peer interaction, and articulation of views;
- Unburdens teachers to focus on the delivery of powerful instruction through simple, intuitive simple, intuitive program designs;
- Whole group learning (direct instruction and modeling); and
- Small group learning (collaboration and guided practice).

These elements of a core instructional program are essential to a program serving all students at a Core, Tier 1 level and sufficient for at least 80% of the student population.

Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria that prompts the addition of Tier 2 interventions
<p><u>FAST</u> Level 3 or above</p> <p><u>i-Ready</u> Grade 6: 598-800 Grade 7: 609-800 Grade 8: 620-800</p>	<p><u>FAST</u> Level 1 or 2</p> <p><u>i-Ready</u> Grade 6: ≤597 Grade 7: ≤608 Grade 8: ≤619</p>

Explain how the effectiveness of Tier 1 instruction is monitored.

HMH Into Literature provides teachers the opportunity to maximize their students’ learning needs with multiple assessment options:

1. Formative assessments measure the process of learning and what students have learned so far.
2. Summative assessments are used at an end point in the learning curriculum and measure what students have learned so far.
3. Reading Growth Measures is a Computer Adaptive Test that connects data insights with the direct HMH instruction.
4. Selection Quizzes assess comprehension of the text selections.
5. Weekly and Module Assessments
6. Performance-based Assessments

As students are assessed, data is reviewed and analyzed and instruction is adjusted as necessary.

Additionally,

- 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?

- Teacher evaluation at a school level
- Formative assessment and PLC data analysis
- Targeted professional development (district and school level)
- PLCs to discuss effectiveness
- Administrative feedback

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

If students are not performing at the 50th percentile, that student will be moved into a Tier 2 intervention model based on that specific content or topic in an intervention model that is fluid and targeted.

Beginning of year data

IF student meets the following criteria at the beginning of the school year:

Level 1 or 2 on FAST and/or score two years below grade level on i-Ready

6-8 TIER 2			
Tool	Sixth Grade	Seventh Grade	Eighth Grade
FAST	209-224	215-231	220-237
i-Ready	566-597	583-608	594-619

THEN TIER 1 Instruction and TIER 2 Interventions

Supplemental Instruction/Interventions

Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence.

i-Ready will be used as a Tier 2 intervention.

[ESSA Level 2 \(Moderate\)](#)

Indicate the evidence-based programs and practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable.

All students take the i-Ready Diagnostic which produces:

- Next Steps
- Instructional Grouping Reports

The *i-Ready Diagnostic* provides actionable insights, enable differentiated and personalized instruction. Students receive a tailor-made, digital learning path to which teachers can assign specific lesson as necessary. Every student excels with an empowered teacher and the right instructional tools. *i-Ready Assessment* sets high expectations for all students. Tools like the *i-Ready Dyslexia Screener* and *i-Ready Literacy Tasks*, teachers can easily identify individual student learning needs and chart a customized pathway toward proficiency. *i-Ready Assessment* includes a wide range of accessibility features to maximize usability for students.

i-Ready Personalized Learning for Grades K-8 produces greater learning gains, data-driven instruction, and motivating lessons for students.

i-Ready Reading is an online program that helps students of all ages become thoughtful, analytical readers. Grounded in best practice, it engages students as they build new skills and learn to access rigorous texts. It’s personalized instruction adjusts the lesson path to meet every reader at their individual level, enabling teachers to provide a personalized learning experience for each student.

i-Ready Reading includes:

- Lessons that teach foundational skills such as phonological awareness, high-frequency words, and phonics to help students understand their connections to reading;
- Vocabulary lessons at earlier grade levels that teach words researchers have identified as the most essential to reading success;
- Instruction for Grade 3 and above that helps build word learning strategies that maximize vocabulary acquisition; and
- Reading comprehension instruction that is designed to motivate learners of all ages as they grow accustomed to reading independently.

TIER 2 Programs & Materials	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that prompts the addition of Tier 3 interventions
i-Ready Online instruction	School based decision with standards-based assessment/grading – mastery of grade level standards at 70% or higher.	School based decision with standards-based assessment/grading – mastery of grade level standards between 69% - 50%.	School based decision with standards-based assessment/grading – mastery of grade level standards less than 50%.
i-Ready Teacher Toolbox	School based decision with standards-based assessment/grading – mastery of grade level standards at 70% or higher.	School based decision with standards-based assessment/grading – mastery of grade level standards between 69% - 50%.	School based decision with standards-based assessment/grading – mastery of grade level standards less than 50%.

Number of times per week interventions are provided:

At least 2 time per week

Number of minutes per intervention session:
15-20 minutes

Explain how the effectiveness of Tier 2 interventions are monitored.
Teacher assigned lessons based on interventions delivered/received

- If a student demonstrates mastery (70% or higher) of content or topic based on intentional lessons in i-Ready being teacher assigned every other week after targeted intervention has been provided, that student will be transitioned out of that tiered intervention.
- If a student does not demonstrate mastery (70% or higher) on their teacher assigned lessons based on the intervention they received, they will either:
 - Remain at a Tier 2
 - Move to a Tier 3
 - Other data may also be considered

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

- Monthly Administrative 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

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:
Student fails to show progress teacher assigned lessons after receiving targeted interventions (69% or below) per 9-weeks, that student will be transitioned to a Tier 3 intervention level.

Beginning of year data

IF student meets the following criteria at the beginning of the school year:
Level 1 or 2 on FAST and/or score three or more years below grade level on i-Ready.

6-8 TIER 3			
Tool	Sixth Grade	Seventh Grade	Eighth Grade
FAST	≤208	≤214	≤219
i-Ready	100-565	100-582	100-593

THEN TIER 1 Instruction, TIER 2 Interventions and TIER 3 Intensive Interventions

Intensive, Individualized Instruction/Interventions
Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence.

i-Ready and **Phonics for Reading – Curriculum Associates** will be used as a Tier 3 intervention.
[ESSA Level 4: Demonstrate a Rationale](#)

Phonics for Reading – Curriculum Associates does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendations support the program:

- [Improving Adolescent Literacy: Effective Classroom Intervention Practices](#)
 1. Provide explicit vocabulary instruction. *(Strong Level of Evidence)*
 2. Provide direct and explicit comprehension strategy instruction. *(Strong Level of Evidence)*

3. Provide opportunities for extended discussion of text meaning and interpretation. (*Moderate Level of Evidence*)
 4. Increase student motivation and engagement in literacy learning. (*Moderate Level of Evidence*)
 5. Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. (*Strong Level of Evidence*)
- [Providing Reading Interventions for Students in Grades 4-9](#)
 1. Build students' decoding skills so they can read complex multisyllabic words. (*Strong Level of Evidence*)
 2. Provide purposeful fluency-building activities to help students read effortlessly. (*Strong Level of Evidence*)
 3. Routinely use a set of comprehension-building practices to help students make sense of the text. (*Strong Level of Evidence*)
 4. Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information. (*Moderate Level of Evidence*)

These recommendations were built into the Phonics for Reading program which is designed to support older students who struggle with basic foundational skills which hinder their ability to read complex texts. The district will support and monitor implementation of this program by:

1. Providing Professional Learning training and support throughout the implementation for both teachers and administrators.
2. Support with in-class modeling as appropriate.
3. Track student progress through the i-Ready program.

TIER 3 Programs & Materials	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction.	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
HMH Read 180	Student shows mastery on standards-based assessments at 70% or higher.	Student fails to show progress on standards-based assessments (69% or below)
i-Ready Online instruction	School based decision with standards-based assessment/grading – mastery of grade level standards at 70% or higher.	School based decision with standards-based assessment/grading – mastery of grade level standards between 69% -50%.
i-Ready Teacher Toolbox	School based decision with standards-based assessment/grading – mastery of grade level standards at 70% or higher.	School based decision with standards-based assessment/grading – mastery of grade level standards between 69% -50%.

Indicate the evidence-based programs and practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable.

All students take the i-Ready Diagnostic which produces:

- Next Steps
- Instructional Grouping Reports

The *i-Ready Diagnostic* provides actionable insights, enable differentiated and personalized instruction. Students receive a tailor-made, digital learning path to which teachers can assign specific lesson as necessary. Every student excels with an empowered teacher and the right instructional tools. *i-Ready Assessment* sets high expectations for all students. Tools like the *i-Ready Dyslexia Screener* and *i-Ready Literacy Tasks*, teachers can easily identify individual student learning needs and chart a customized pathway

toward proficiency. *i-Ready Assessment* includes a wide range of accessibility features to maximize usability for students.

i-Ready Personalized Learning for Grades K-8 produces greater learning gains, data-driven instruction, and motivating lessons for students.

i-Ready Reading is an online program that helps students of all ages become thoughtful, analytical readers. Grounded in best practice, it engages students as they build new skills and learn to access rigorous texts. It's personalized instruction adjusts the lesson path to meet every reader at their individual level, enabling teachers to provide a personalized learning experience for each student.

i-Ready Reading includes:

- Lessons that teach foundational skills such as phonological awareness, high-frequency words, and phonics to help students understand their connections to reading;
- Vocabulary lessons at earlier grade levels that teach words researchers have identified as the most essential to reading success;
- Instruction for Grade 3 and above that helps build word learning strategies that maximize vocabulary acquisition; and
- Reading comprehension instruction that is designed to motivate learners of all ages as they grow accustomed to reading independently.

Number of times per week interventions are provided:

1-3 times a week

Number of minutes per intervention session:

20-30 minutes

Explain how the effectiveness of Tier 3 interventions are monitored.

Teacher assigned lessons based on interventions delivered/received

- If a student demonstrates mastery (70% or higher) of content or topic based on intentional lessons in i-Ready being teacher assigned every other week after targeted intervention has been provided, that student will be transitioned out of that tiered intervention.
- If a student does not demonstrate mastery (70% or higher) on their teacher assigned lessons based on the intervention they received, they will remain at a Tier 3 and the interventions and strategies will be restructured to find responsive efforts.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

- Monthly Administrative 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

Grades 9-12

7. Grades 9-12 Assessments

Indicate in the chart below the assessment(s) used to screen and progress monitor grades 9-12 students. Add additional rows as needed.

Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Other District Assessment • Read 180 Diagnostic	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other

8. Describe the district’s process for identifying grades 9-12 students in need of Tier 2/Tier 3 interventions.

Students who score a Level 1 on the FAST or who score three or more grade levels below on the Read 180 Diagnostics will be assigned to a Tier 3 level of interventions.

Students who score a Level 2 on FAST or two grade levels below on the Read 180 Diagnostics will be assigned to a Tier 2 level of interventions.

Grades 9-12 Decision Tree				
Beginning of year data				
IF student meets the following criteria at the beginning of the school year: Level 3 or higher on FAST				
9-12 TIER 1				
Tool	Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
FAST	≥242	≥247	≥247	≥247
THEN TIER 1 Only				
Core Instruction Indicate the core curriculum and how the program is supported by strong, moderate or promising levels of evidence.				
<i>HMH Into Literature</i> <u>Demonstrates a Rationale</u>				
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. <i>HMH Into Literature</i> is a comprehensive English language arts solution that provides engaging and rigorous texts to build intellectual stamina and tenacity while developing analytical readers, independent thinkers,				

and proficient writers. *Into Literature* provides a flexible design that allows teachers to differentiate and adapt instruction to meet all students at their appropriate level and develop equitable lessons for their classrooms.

Into Literature:

- Maximizes growth through data-driven differentiation and targeted scaffolds;
- Develops learners with positive habits of reading, writing, and thinking behavior to foster agency;
- Fosters a learning culture with a focus on collaboration, peer interaction, and articulation of views;
- Unburdens teachers to focus on the delivery of powerful instruction through simple, intuitive simple, intuitive program designs;
- Whole group learning (direct instruction and modeling); and
- Small group learning (collaboration and guided practice).

These elements of a core instructional program are essential to a program serving all students at a Core, Tier 1 level and sufficient for at least 80% of the student population.

Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria that prompts the addition of Tier 2 interventions
<u>FAST</u> Level 3 or above	<u>FAST</u> Level 1 or 2

Explain how the effectiveness of Tier 1 instruction is monitored.

HMH Into Literature provides teachers the opportunity to maximize their students’ learning needs with multiple assessment options:

1. Formative assessments measure the process of learning and what students have learned so far.
2. Summative assessments are used at an end point in the learning curriculum and measure what students have learned so far.
3. Reading Growth Measures is a Computer Adaptive Test that connects data insights with the direct HMH instruction.
4. Selection Quizzes assess comprehension of the text selections.

As students are assessed, data is reviewed and analyzed and instruction is adjusted as necessary.

Additionally,

- 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 and/or curriculum provided to students?

- Teacher evaluation at a school level
- Formative assessment and PLC data analysis
- District and school-based administrative walkthroughs
- Targeted professional development (district and school level)
- PLCs to discuss effectiveness
- Administrative feedback

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

If students are not performing at the 50th percentile, that student will be moved into a Tier 2 intervention model based on that specific content or topic in an intervention model that is fluid and targeted.

Beginning of year data

IF student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used.)

Level 1 or 2 on FAST

9-12 TIER 2				
Tool	Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
FAST	224-241	230-246	230-246	230-246

THEN TIER 1 Instruction and TIER 2 Interventions

Supplemental Instruction/Interventions

Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence.

Houghton Mifflin Harcourt Read 180

[Read 180 - STRONG Evidence](#)

Indicate the evidence-based programs and practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable.

Read 180 is a blended literacy solution for Grades 3 to 12 that builds students’ literacy from phonics to fluency to proficiency. It is a Tier II and Tier III intensive intervention solution that supports striving readers, special education students, and multilingual learners. *Read 180* accelerates students to achieve grade-level proficiency by:

- Developing foundational literacy skills through explicit instruction on letter sounds, word parts, and syllables
- Deepening academic and content-area vocabulary words
- Providing multiple fluency practice with feedback on accuracy, pacing, and prosody
- Expanding the content knowledge that helps anchor students’ understanding of text
- Encouraging meaning making through critical thinking and the ability to view and articulate important issues from multiple perspectives
- Supporting effective expression and language development

TIER 2 Programs & Materials	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that prompts the addition of Tier 3 interventions
i-Ready Online instruction	School based decision with standards-based assessment/grading – mastery of grade level standards at 70% or higher.	School based decision with standards-based assessment/grading – mastery of grade level standards between 69% - 50%.	School based decision with standards-based assessment/grading – mastery of grade level standards less than 50%.
i-Ready Teacher Toolbox	School based decision with standards-based assessment/grading – mastery of grade level standards at 70% or higher.	School based decision with standards-based assessment/grading – mastery of grade level standards between 69% - 50%.	School based decision with standards-based assessment/grading – mastery of grade level standards less than 50%.

<p>Number of times per week interventions are provided: 2 times per week</p>
<p>Number of minutes per intervention session: 15-20 minutes</p>
<p>Explain how the effectiveness of Tier 2 interventions are monitored. Teacher assigned lessons based on interventions delivered/received</p> <ul style="list-style-type: none"> • If a student demonstrates mastery (70% or higher) of content or topic based on intentional lessons every other week after targeted intervention has been provided, that student will be transitioned out of that tiered intervention. • If a student does not demonstrate mastery (70% or higher) on their teacher assigned lessons based on the intervention they received, they will either: <ul style="list-style-type: none"> ○ Remain at a Tier 2 ○ Move to a Tier 3 ○ Other data may also be combined
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?</p> <ul style="list-style-type: none"> • Monthly Administrative 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

<p>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Student fails to show progress teacher assigned lessons after receiving targeted interventions (69% or below) per 9-weeks, that student will be transitioned to a Tier 3 intervention level.</p>															
<p>Beginning of year data</p>															
<p>IF student meets the following criteria at the beginning of the school year: Enter assessment criteria that will be used.) Level 1 or 2 on FAST</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th colspan="5" style="background-color: red; color: white; text-align: center;">9-12 TIER 3</th> </tr> <tr> <th style="background-color: black; color: white;">Tool</th> <th style="background-color: black; color: white;">Ninth Grade</th> <th style="background-color: black; color: white;">Tenth Grade</th> <th style="background-color: black; color: white;">Eleventh Grade</th> <th style="background-color: black; color: white;">Twelfth Grade</th> </tr> <tr> <td>FAST</td> <td>≤223</td> <td>≤229</td> <td>≤229</td> <td>≤229</td> </tr> </table> <p style="background-color: red; color: white; text-align: center; margin-top: 5px;">THEN TIER 1 Instruction, TIER 2 Interventions and TIER 3 Intensive Interventions</p>	9-12 TIER 3					Tool	Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade	FAST	≤223	≤229	≤229	≤229
9-12 TIER 3															
Tool	Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade											
FAST	≤223	≤229	≤229	≤229											
<p>Intensive, Individualized Instruction/Interventions Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Houghton Mifflin Harcourt Read 180 Read 180 - STRONG Evidence – Code Books (Phonics Instruction)</p> <p>The following IES Practice Guide Recommendations support the program:</p> <ul style="list-style-type: none"> • Improving Adolescent Literacy: Effective Classroom Intervention Practices <ul style="list-style-type: none"> 6. Provide explicit vocabulary instruction. <i>(Strong Level of Evidence)</i> 7. Provide direct and explicit comprehension strategy instruction. <i>(Strong Level of Evidence)</i> 															

8. Provide opportunities for extended discussion of text meaning and interpretation. *(Moderate Level of Evidence)*
 9. Increase student motivation and engagement in literacy learning. *(Moderate Level of Evidence)*
 10. Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. *(Strong Level of Evidence)*
- [Providing Reading Interventions for Students in Grades 4-9](#)
 1. Build students' decoding skills so they can read complex multisyllabic words. *(Strong Level of Evidence)*
 2. Provide purposeful fluency-building activities to help students read effortlessly. *(Strong Level of Evidence)*
 3. Routinely use a set of comprehension-building practices to help students make sense of the text. *(Strong Level of Evidence)*
 4. Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information. *(Moderate Level of Evidence)*

These recommendations were built into the Read 180 Code program which is designed to support older students who struggle with basic foundational skills which hinder their ability to read complex texts. The district will support and monitor implementation of this program by:

1. Providing Professional Learning training and support throughout the implementation for both teachers and administrators.
2. Support with in-class modeling as appropriate.
3. Track student progress through the Read 180 program.

TIER 3 Programs & Materials	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction.	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
HMH <ul style="list-style-type: none"> • Read 180 	Student shows mastery on standards-based assessments at 70% or higher.	Student fails to show progress on standards-based assessments (69% or below)

Indicate the evidence-based programs and practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable.

Read 180 is a blended literacy solution for Grades 3 to 12 that builds students' literacy from phonics to fluency to proficiency. It is a Tier II and Tier III intensive intervention solution that supports striving readers, special education students, and multilingual learners. Read 180 accelerates students to achieve grade-level proficiency by:

- Developing foundational literacy skills through explicit instruction on letter sounds, word parts, and syllables
- Deepening academic and content-area vocabulary words
- Providing multiple fluency practice with feedback on accuracy, pacing, and prosody
- Expanding the content knowledge that helps anchor students' understanding of text
- Encouraging meaning making through critical thinking and the ability to view and articulate important issues from multiple perspectives
- Supporting effective expression and language development

IXL provides:

- Comprehensive Curriculum
- Real-Time Diagnostic

- Persona Guided Practice
- Actionable Analytics

IXL fosters student ownership by providing independent learning tools, resources for self-remediation, and personalized test prep support. The personalized learning includes built-in differentiation, insightful assessments, and access to all grade levels for scaffolding.

The following IES Practice Guide Recommendations support the program:

- [Improving Adolescent Literacy: Effective Classroom Intervention Practices](#)
 11. Provide explicit vocabulary instruction. *(Strong Level of Evidence)*
 12. Provide direct and explicit comprehension strategy instruction. *(Strong Level of Evidence)*
 13. Provide opportunities for extended discussion of text meaning and interpretation. *(Moderate Level of Evidence)*
 14. Increase student motivation and engagement in literacy learning. *(Moderate Level of Evidence)*
 15. Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. *(Strong Level of Evidence)*
- [Providing Reading Interventions for Students in Grades 4-9](#)
 1. Build students' decoding skills so they can read complex multisyllabic words. *(Strong Level of Evidence)*
 2. Provide purposeful fluency-building activities to help students read effortlessly. *(Strong Level of Evidence)*
 3. Routinely use a set of comprehension-building practices to help students make sense of the text. *(Strong Level of Evidence)*
 4. Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information. *(Moderate Level of Evidence)*

Number of times per week interventions are provided:

3 times a week

Number of minutes per intervention session:

20-30 minutes

Explain how the effectiveness of Tier 3 interventions are monitored.

- Monthly Administrative 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

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

Teacher assigned lessons based on interventions delivered/received

- If a student demonstrates mastery (70% or higher) of content or topic based on intentional lessons and that targeted intervention has been provided, that student will be transitioned out of that tiered intervention.
- If a student does not demonstrate mastery (70% or higher) on their teacher assigned lessons based on the intervention they received, they will remain at a Tier 3 and the interventions and strategies will be restructured to find responsive efforts.

5) Professional Learning ([Rule 6A-6.053\(8\)\(b\)3.f.-j., F.A.C.](#))

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

- Provide professional learning required by ss. [1012.585\(3\)\(f\)](#) and [1012.98\(5\)\(b\)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;
- Provide professional learning in B.E.S.T. ELA Standards and evidence-based reading practices and programs;
- Provide professional learning to help instructional personnel and certified PreK teachers funded in the FEPF earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction;
- Differentiate and intensify professional learning 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 learning.

- 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. Leadership 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.

6) Tutoring Programs to Accelerate Literacy Learning ([Rule 6A-6.053\(9\)\(b\), F.A.C.](#))

Describe any tutoring programs available within your district and include targeted grade levels (e.g., RAISE High School Tutoring).

We will be utilizing the EPIC high school students (Future Teachers) as tutors as part of their EPIC curriculum.

7) Family Engagement ([Rule 6A-6.053\(8\)\(b\)3.o., F.A.C.](#))

In accordance with the list outlined in [s. 1008.25\(5\)\(d\), F.S.](#), describe the district's plan for notifying parents of students identified with a substantial reading deficiency. Include literacy partnerships or programs the district utilizes to increase support for families to engage in literacy activities and reading at home (e.g., New Worlds Reading Initiative).



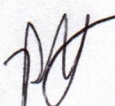
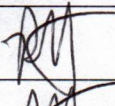
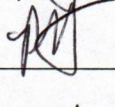

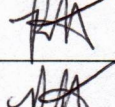
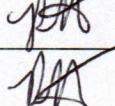
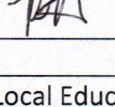
Sumter County School District provides parents with an At-Home Reading Plan that will help families by providing guidance and support for their student with the six areas of reading (oral language, phonemic awareness, phonics, vocabulary, fluency, and comprehension). The plan will provide specific examples 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 Scholarship 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.

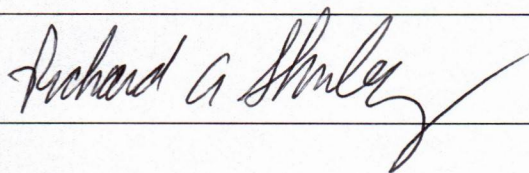
8) Assurances (Rule 6A-6.053(8)(b)2., F.A.C.)

District Comprehensive Evidence-Based Reading Plan (CERP) Assurances: Initial next to each assurance (a.— i.). The [Local Educational Agency Chief Executive Officer, or his/her authorized representative] assures the following:

Initials	Assurance
	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that includes phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
	b. All students identified with a substantial reading deficiency are covered by an individualized progress monitoring plan that meets the requirements of s. 1008.25(4)(c), F.S., to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with Rule 6A-6.053(5)(c), F.A.C.
	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score a Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S. All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
	d. Each school has a Literacy Leadership Team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
	f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.
	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

Local Educational Agency Chief Executive Officer or Authorized Representative (Printed Name):

Signature:



Date:

9/23/24