

Sumter 2019-20 K-12 Comprehensive Research-Based Reading Plan

Contact Information

The district contact should be the person ultimately responsible for the plan. This person will be FDOE’s contact for the K-12 Comprehensive Research-Based Reading Plan. Please designate one contact for your district.

District Contact: Jessica Christian
Contact Email: Jessica.Christian@sumter.k12.fl.us
Contact Telephone: 352-793-2315, Extension 50269

District-Level Leadership

District-level administrators must look at schools on an individual basis and distribute resources based on students’ and teachers’ levels of need. To describe the district system for monitoring reading instruction that differentiates school-level services, please address the following.

- 1. Districts should match or exceed the State Board goals for increasing FSA-ELA achievement by six percentile points, increasing the percentage of students making learning gains on the FSA-ELA by seven percentile points and reducing the achievement gap for the identified sub groups on the FSA-ELA by at least one-third by 2020. Please fill out the charts below with the actual results from the 2015-2016, 2016-2017 and 2017-2018 FSA-ELA and the interim district goals for 2020 identified in the 2017-2018 Comprehensive Reading Plan.**

Performance Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Overall FSA-ELA	52	*	54	*	56	*	58
District Overall FSA-ELA	60	62	61	63	64	65	66

Growth (Learning Gains) Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Gains FSA-ELA	52	*	54	*	54	*	59
District Gains FSA-ELA	55	57	55	59	59	61	62

State Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
White/African American	29	*	29	*	28	*	21
White/Hispanic	15	*	16	*	14	*	10
Economically Disadvantaged/Non-Economically Disadvantaged	27	*	27	*	26	*	19
Students with Disabilities/Students without Disabilities	37	*	38	*	38	*	25
English Language Learners/ Non-English Language Learners	30	*	32	*	31	*	20

District Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
						26	23
White/African American	35	32	31	29	34		
White/Hispanic	14	13	13	11	11	10	9
Economically Disadvantaged/Non-Economically Disadvantaged	27	25	25	22	25	20	18
Students with Disabilities/Students without Disabilities	44	40	44	36	45	32	29
English Language Learners/ Non-English Language Learners	31	29	24	26	25	23	21

* Values for subsequent years will be entered once results are available in order to track progress toward the 2020 goal.

2. Explain how expenditures from the allocation are expected to impact student achievement in relation to your district goals.

In Sumter County, we plan to use the reading allocation to ensure that students with identified reading deficiencies are provided appropriate interventions as soon as a deficiency is identified. We will also use the allocations to fund portions of evidence-based supplemental instructional tools that our district uses to identify reading deficiencies. Some of the allocation will be used to fund substitutes for professional development and to pay for consultants. The allocation will also be used to ensure that progress toward the goals of a school is being made (i.e., progress monitoring, formatives, etc.). In the summer, our

allocation will fund the 3rd grade Reading Camps to provide extra instruction for those 3rd grade students not making appropriate progress for promotion.

3. In regard to district-level monitoring of student achievement progress, please address the following:

A. Who at the district level is responsible for collecting and reviewing student progress monitoring data?

The K-12 Reading Specialist is responsible for collecting and reviewing the progress monitoring data from all schools. The Directors of Elementary and Secondary are also responsible for the review of the data at the respective school sites.

B. What specific school-level progress monitoring data will be collected at the district level to determine that students are progressing toward the district goals stated above? Please specify which grade levels are associated with specific school-level progress monitoring tools discussed in this section.

Sumter County has elected to use i-Ready as the progress monitoring system for grades K-8. Grades K-2 will administer the i-Ready diagnostics three times throughout the year. Grades 3-8 will administer the i-Ready diagnostics twice, with the third diagnostic being optional.

Grades 9-12 will use Achieve 3000 as the progress monitoring system. The Level Sets will be administered three times over the course of the school year.

- **Grades K-5** – i-Ready Diagnostics, formative assessments, McGraw-Hill Reading Basil benchmark assessments, District Writing Prompts – Core Connections
- **Grades 6-8** – i-Ready Diagnostics, formative assessments, Achieve 3000, Springboard embedded assessments, District Writing Prompts – Core Connections
- **Grades 9-12** – Achieve 3000 LevelSet data, formative assessments, Springboard embedded assessments, District Writing Prompts – Core Connections

C. How often will student progress monitoring data be collected and reviewed by the district?

Grades K-2 will take the i-Ready Diagnostic assessment three times; grades 3-8 will have the option of a third i-Ready Diagnostic; grades 9-12 will take the Achieve 3000 Level Set three times throughout the year.

4. Who at the district level is responsible for ensuring the fidelity of students not progressing towards district goals receiving appropriate interventions?

The K-12 Reading Specialist and Directors of ESE, Elementary, and Secondary Curriculum will be responsible for ensuring fidelity of student progress toward district goals and receiving appropriate interventions.

5. In regard to district-level monitoring of instructional alignment to grade-level Florida Standards, please address the following:

A. Who at the district-level is responsible for ensuring classroom instruction is aligned to grade-level Florida Standards?

The K-12 Reading Specialist, Directors of ESE, Elementary, and Secondary Curriculum, and the District Curriculum Team.

B. What evidence will be collected to demonstrate that classroom instruction is aligned to grade-level Florida Standards?

i-Ready data, Achieve 3000 data, formative data from the schools, Curriculum team classroom walkthroughs, District walkthrough data, AVID walkthrough data will be used to identify that classroom instruction is aligned to grade-level Florida Standards.

C. How often will this evidence be collected at the district level?

i-Ready data will be collected monthly and after each diagnostic. Achieve 3000 data will be monitored monthly and after each Level Set is administered. Our district curriculum team conducts walkthroughs each month. District and AVID walkthroughs are conducted once each semester.

6. As a separate attachment, please provide the meeting agenda which demonstrates the district contact for the K-12 Comprehensive Research-Based Reading Plan has developed the plan along with: the district contact for Exceptional Student Education (ESE) to discuss the alignment between the District's Special Programs and Procedures (SP&P) requirements, the district contact for Multi-Tiered Systems of Supports(MTSS), the district Management Information Systems (MIS) contact to ensure accurate data reporting, the district ELL contact, a school based principal and a teacher.

See Appendix A.

Research-Based Reading Instruction Allocation

As per Section 1011.62(c), F.S., funds allocated under this subsection must be used to provide a system of comprehensive reading instruction to students enrolled in the K-12 programs, which may include the following:

- An additional hour per day of intensive reading instruction to students in the 300 lowest-performing elementary schools by teachers and reading specialists who are effective in teaching reading;
- Kindergarten through grade 5 reading intervention teachers to provide intensive intervention during the school day and in the required extra hour for students identified as having a reading deficiency;
- Highly qualified reading coaches to specifically support teachers in making instructional decisions based on student data and improve teacher delivery of effective reading instruction, intervention and reading in the content areas based on student need;

- Professional development for school district teachers in evidence-based reading instruction, including strategies to teach reading in content areas with an emphasis on technical and informational text;
- Summer reading camps, using only teachers or other district personnel who are certified or endorsed in reading consistent with Section 1008.25(7)(b)(3), F.S., for all students in kindergarten through grade 2 who demonstrate a reading deficiency as determined by district and state assessments, and students in grades 3 through 5 who score at Level 1 on the statewide, standardized English Language Arts (ELA) assessment;
- Supplemental instructional materials that are grounded in evidence-based reading research; and
- Intensive interventions for students in kindergarten through grade 12 who have been identified as having a reading deficiency or who are reading below grade level as determined by the statewide, standardized English Language Arts assessment.

The following sections will require districts to submit their budget for these expenditures and to answer questions regarding the implementation of the plan.

Professional Development

As per Section 1012.98, F.S. each school district shall develop a professional development system which must include a master plan for inservice activities for all district employees, from all fund sources. The *Just Read, Florida!* office will review professional development related to reading instruction listed in this plan during monitoring. Please answer the following questions to assist with this process:

- 1. Who is responsible for ensuring every professional development activity funded through the Research-Based Reading Instruction Allocation is appropriately entered into the Professional Learning Catalog pursuant to 6A-5.071 F.A.C.?**

The K-12 Reading Specialist and the Director of Professional Development

- 2. What is the total amount budgeted from the Research-Based Reading Allocation for these inservice activities?**

\$5,000.00 – The Research-Based Reading Allocation is used to pay for our Core Connections professional development. These consultants help us develop Close Reading activities and writing prompts for our district to use throughout the school year. These consultants also help our teachers calibrate their scoring and identify trends in writing that may also identify trends in reading comprehension.

- 3. Within the district professional development system, Section 1012.98 (4)(b)(11), F.S., states the district must provide training to reading coaches, classroom teachers, and school administrators in effective methods of identifying characteristics of conditions such as dyslexia and other causes of diminished phonological processing skills; incorporating instructional techniques into the general education setting which are proven to improve reading performance for all students; and using predictive and other data to make instructional decisions based on individual student needs. The training must help teachers integrate phonemic awareness; phonics, word study, and spelling; reading fluency; vocabulary, including academic vocabulary; and text comprehension**

strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies. Each district must provide all elementary grades instructional personnel access to training sufficient to meet the requirements of Section 1012.585(3)(f), F.S..

Please list the course numbers from your district Professional Learning Catalog which cover this training.

1013010 – Reading (Strategies and Curriculum)
1013001 - Competency 1 - Foundations in Language and Cognition
1013002 - Competency 2 - Foundations of Research-Based Practices
1013003 - Competency 3 - Foundations of Assessment
1013011 - Competency 4 - Foundations/Applications of Differentiated Instruction
1013006 - Competency 5 - Demonstration of Accomplishment
1017001 – Writing (Strategies and Curriculum)

Reading Competency courses are being revised currently to meet the requirements of Section 1012.585(3)(f), F.S.. We are also working to build specific courses under the umbrella of course number 1013010 – Reading (Strategies and Curriculum). The courses we currently have built include topics like Debunking Dyslexia, Teaching with Multisensory Strategies, and Teaching Academic Vocabulary. These courses are being designed to meet the current legislation for reading requirement.

Reading/Literacy Coaches

The *Just Read, Florida!* office strongly encourages district leadership to allocate reading/literacy coaches for schools determined to have the greatest need based on student performance data, especially achievement gaps. Please answer the following questions regarding reading/literacy coaches:

1. What are the qualifications for reading/literacy coaches in your district? If there is a posted job description you may submit the link.

- Reading/literacy coaches must have experience as successful classroom teachers.
- Coaches must exhibit knowledge of scientifically based reading research, special expertise in quality reading instruction and infusing reading strategies into content area instruction, and data management skills.
- They must have a strong knowledge base in working with adult learners.
- Coaches must be excellent communicators with outstanding presentation, interpersonal, and time management skills.
- The coach must have a minimum of a bachelor’s degree and advanced coursework or professional development in reading is required.
- The reading/literacy coach must be endorsed or K-12 certified in the area of reading, or working toward that status by completing a minimum of two (2) reading endorsement competencies of sixty (60) in-service hours each or six (6) semester hours of college coursework in reading per year.
- Reading/literacy coaches must exhibit knowledge, have experience, and be supportive and successful with implementation of district initiatives such as Learning Focused Solutions lesson planning and instruction, AVID and Core Connections Writing.

<https://www.boarddocs.com/fla/scsfl/Board.nsf/Public#>

2. Which schools have reading/literacy coaches funded from the Research-Based Reading Instruction Allocation?

South Sumter Middle School

3. Were these schools identified to have the greatest need based on a review of student achievement data? If not, please explain why reading/literacy coaches were placed at these schools.

This school has a high percentage of students (39%) not reading on grade level. This is our only full-time reading coach at a secondary school. The other reading coaches are paid out of Title I or SAI funds.

4. How many total positions will be funded at each level using the Research-Based Reading Instruction Allocation:

- a. Elementary:0
- b. Middle:1
- c. High:0

5. How is the effectiveness of reading/literacy coaches measured in your district?

Reading/Literacy Coach Effectiveness Measures:

- Quality and amount of PD/coaching done by coaches (as evidenced by agendas, coaching plans, and PD plans)
- Teacher attendance at PD (as evidenced by PD sign-in sheets)
- Rate of implementation by teachers of the PD/coaching (as evidenced by walkthrough data)
- Evidence of district initiatives implemented by teachers (as evidenced by walkthrough data)
- Progress monitoring, formative and state testing results

6. What is the total amount from the Research-Based Reading Instruction Allocation that will be expended on reading/literacy coaches?

\$49,592.99

Supports for Identification and Intervention of Students with Reading Deficiencies

Districts are required to submit Identification and Intervention Decision Trees which can be found in Appendix B.

Please answer the following questions regarding the use of the Research-Based Reading Instruction Allocation in support of the identification and intervention of students with reading deficiencies:

1. Which schools will be provided reading intervention teachers to provide intensive interventions funded through the Research-Based Reading Instruction Allocation?

South Sumter High School and Wildwood Middle School

2. Were these schools identified to have the greatest need based on a review of the students achievement data? If not, please explain why reading intervention teachers were placed at these schools.

Our secondary schools have a high percentage of students not reading proficiently. Our Research-Based Reading Instruction Allocation will be used to pay for reading teachers at the following schools: South Sumter High School who has 28% of their 9th and 10th graders scoring below proficient on FSA ELA, Wildwood Middle High School who has 41% of 6th-10th grades scoring below proficient on their FSA ELA.

In addition, the number of students and teachers at each of these schools was considered as a factor in deciding on funding for intervention teachers.

3. How many total positions will be funded at each level through the Research-Based Reading Instruction Allocation:

- a. Elementary:0
- b. Middle:2
- c. High:1

4. What is the total amount expended on these positions funded through the Research-Based Reading Instruction Allocation?

\$180,772.38

5. Please list any supplemental instructional materials, or interventions, which will be purchased using funds from the Research-Based Reading Instruction Allocation. These will be reviewed by the *Just Read, Florida!* Office to ensure the materials, or interventions, meet the requirements of Section 1001.215(8), F.S.:

Achieve 3000, Read 180, Paths

6. What is the total amount expended from the Research-Based Reading Instruction Allocation on supplemental instructional materials, or interventions?

\$22,000

7. If the intensive, explicit, systematic and multisensory interventions required to be provided to students in grades K-3 were not purchased using the Research-Based Reading Instruction Allocation, please list the funding source.

They are split among the Research-Based Reading Instruction Allocation, Title I, SAI, and Exceptional Education.

Summer Reading Camps

Please complete the following questions regarding SRC:

1. **SRC Supervisor Name:** Jessica Christian
2. **Email Address:** Jessica.Christian@sumter.k12.fl.us
3. **Phone Number:** 352-793-2315, Extension 50269
4. **Please list the schools which will host a SRC:**

Webster Elementary School, Wildwood Elementary School, and The Villages Charter Elementary School

5. **Provide the following information regarding the length of your district SRC:**
 - a. **Start Date:** June 10, 2019
 - b. **Which days of the week is SRC offered:** Monday - Thursday
 - c. **Number of instructional hours per day in reading:** 5.5
 - d. **End Date:** July 18, 2019
 - e. **Total number of instructional hours of reading:** 126.5
6. **Per the requirements of Section 1008.25(7)(b)(3), F.S., are all teachers selected to deliver SRC instruction highly effective as determined by their evaluation under Section 1012.34, F.S.?**

Yes

7. **What is the anticipated teacher/student ratio?**

1:10

8. **Will students in grades other than grade 3 be served as well? If so, which grade level(s)?**

No

9. **What evidence will be collected that demonstrates growth in student achievement was a result of the instruction provided during SRC?**

Students will complete the SAT 10. If student scores 45 or higher, they will have mastered the skills of the summer reading camp and will be recommended for promotion.

300 Lowest-Performing Elementary Schools

Section 1011.62(9)(d)(2), F.S., requires school districts that have one or more of the 300 lowest-performing elementary schools, specifically delineate in the comprehensive reading plan, or in an addendum to the comprehensive reading plan, the implementation design and reading strategies that will be used for the required additional hour of reading instruction.

This may be found in Appendix C.

Budget Review

Estimated proportional share distributed to district charter schools	\$166,645.71
District expenditures on reading coaches	\$49,592.99
District expenditures on intervention teachers	\$180,772.38
District expenditures on supplemental materials or interventions	\$30,768.92
District expenditures on professional development	\$11,000.00
District expenditures on summer reading camps	\$22,407.00
District expenditures on additional hour for schools on the list of 300 lowest performing elementary schools	\$0.00
Flexible Categorical Spending	\$0.00
Sum of Expenditures	\$461,187.00
Amount of district research-based reading 10instruction allocation for 2019-2020	\$461,187.00

APPENDIX B

Identification of Students with Reading Deficiencies and Intervention Supports

In this section districts will describe how they identify students with substantial reading deficiencies and provide them with required interventions. Districts will create three Identification/Intervention Decision Tree charts to demonstrate how data from screening, diagnostic, progress monitoring, local assessments, statewide assessments or teacher observations will be used to determine specific reading instructional needs and interventions for students. It is important to note that a school may not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial deficiency in reading. If a local assessment is being used for identification, districts should internally analyze their data in order to ensure students are identified at similar rates as on statewide assessments. Districts who use a procured diagnostic, progress monitoring or assessment tool should, at a minimum, use the recommended ranges provided by the instrument developer; however, these districts should also ensure that rates of identification correlate to statewide performance.

- DT1 – Elementary (K-5)
- DT2 – Middle (6-8)
- DT3 – High (9-12)

The charts must contain the following information:

- The grade level(s) of the student;
- Name and performance benchmark on screening, diagnostic, progress monitoring, local assessment, statewide assessment or teacher observations used to identify students with substantial deficiencies in reading and subsequent interventions provided. FSA-ELA scores must be used for appropriate grade levels;
- DT1 must clearly state the conditions the district uses to determine whether a student has a substantial reading deficiency and will subsequently notify the student's parent as required in Section 1008.25, F.S. This also includes a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3;
- DT1 must include information on how the Florida Kindergarten Readiness Screener will be used to identify students for intervention. For each grade level on each chart, districts must include a description of which students will be reported in the Student Information System with an appropriate code for the Reading Intervention Component; and
- An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided;

Chart DT1: Elementary Identification/Intervention Decision Tree, Grades K-5 (2019-2020)

District Name: Sumter (All elementary schools except the Villages Charter School)

GRADE LEVEL	ASSESSMENT(S)	IF....	THEN....	MATERIALS/ACTIVITIES
<ul style="list-style-type: none"> • K-2 	<ul style="list-style-type: none"> • <i>i-Ready</i> Progress Monitoring Assessment • STAR Early Literacy Skills Assessment (Enterprise Edition) • FLKRS 	<ul style="list-style-type: none"> • Student scores in the lowest (Red) Level 1 Proficiency on the <i>i-Ready</i> BOY Diagnostic; or • Student scored 437 and below on the STAR Early Literacy Assessment. <p style="text-align: center;">Parents or guardians will be notified if any indicators that signify a substantial reading deficiency is present and intervention is necessary (Florida Statute 1008.25).</p> <p style="text-align: center;">FLKRS is one of the data points used to determine if K students will require reading interventions.</p>	<ul style="list-style-type: none"> • Student will be flagged with a “B” for Tier 3 Intensive Reading Intervention in the SOS; • Implement a Progress Monitoring Plan; • Implement and monitor <i>i-Ready</i> Online Instructional modules (auto- and teacher-assigned) during their flexible grouping and intervention time; • Administer skill checks through the <i>Reading Wonders</i> series to determine the level of daily differentiated intervention required for the students; • Provide instruction that follows the developmental reading continuum including scaffolding with gradual release; • Provide additional time, smaller group size, and more targeted instruction; and • Focus on the skill strengths and weaknesses to in flexible group instruction. <p style="text-align: center;">Schools will follow the MTSS process for Tier 3 students established by the district for specific interventions.</p>	<p>Programs:</p> <ul style="list-style-type: none"> • Reading Wonders • Reading Wonders Leveled Readers • <i>i-Ready</i> Diagnostic Teaching Tools • <i>i-Ready</i> Teacher Toolbox Resources • Saxon Phonics (Multisensory Interventions) • Frogstreet (Multisensory Interventions) • Reading Eggs (Multisensory Interventions) • SRA Reading Mastery • Study Island • AR/STAR • Use of extended reading passages with comprehension questions • CPALMS <p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Multisensory/Multimodal strategies – *see specific strategies listed at the end of this document • Kinesthetic opportunities to associate sounds to letter symbols • Oral language strategies (Primarily K-2) • Explicit language instruction with modeling • Small group instruction • Literature circles • Independent reading with scaffolds/differentiated reading logs • Modeled fluency through structured Read-Alouds • Writing frameworks aligned to the standards • Writing tasks with scaffolds • Before, during, and after reading strategies

Chart DT1: Elementary Identification/Intervention Decision Tree, Grades K-5 (2019-2020)

District Name: Sumter (All elementary schools except the Villages Charter School)

GRADE LEVEL	ASSESSMENT(S)	IF....	THEN....	MATERIALS/ACTIVITIES
<ul style="list-style-type: none"> • K-2 	<ul style="list-style-type: none"> • <i>i-Ready</i> Progress Monitoring Assessment • STAR Early Literacy Skills Assessment • FLKRS 	<ul style="list-style-type: none"> • Student scores in the Level 2 (Yellow) Proficiency on the <i>i-Ready</i> BOY Diagnostic; or • Student scored between 438 up to 496 on the STAR Early Literacy Assessment. <p style="text-align: center;">Parents or guardians will be notified if any indicators that signify a substantial reading deficiency is present and intervention is necessary (Florida Statute 1008.25).</p> <p style="text-align: center;">FLKRS is one of the data points used to determine if K students will require reading interventions.</p>	<ul style="list-style-type: none"> • Student will be flagged with an “A” for Tier 2 Targeted Reading Intervention in the SOS if determined to be necessary; • Implement a Progress Monitoring Plan; • Implement and monitor <i>i-Ready</i> Online Instructional modules (auto- and teacher-assigned) during their flexible grouping and intervention time; • Administer skill checks through the <i>Reading Wonders</i> series to determine the level of daily differentiated intervention required for the students; • Provide instruction that follows the developmental reading continuum including scaffolding with gradual release; • Provide additional time, smaller group size, and more targeted instruction; • Focus on the skill strengths and weaknesses to in flexible group instruction. <p style="text-align: center;">Schools will follow the MTSS process for Tier 3 students established by the district for specific interventions.</p>	<p><u>Programs:</u></p> <ul style="list-style-type: none"> • Reading Wonders • Reading Wonders Leveled Readers • <i>i-Ready</i> Diagnostic Teaching Tools • <i>i-Ready</i> Teacher Toolbox Resources • Saxon Phonics (Multisensory Interventions) • Frogstreet (Multisensory Interventions) • Reading Eggs (Multisensory Interventions) • SRA Reading Mastery • Study Island • AR/STAR • Use of extended reading passages with comprehension questions • CPALMS <p><u>Instructional Strategies:</u></p> <ul style="list-style-type: none"> • Multisensory/Multimodal strategies – *see specific strategies listed at the end of this document • Kinesthetic opportunities to associate sounds to letter symbols • Frogstreet • Reading Eggs • Oral language strategies (Primarily K-2) • Explicit language instruction with modeling • Small group instruction • Literature circles • Independent reading with scaffolds/differentiated reading logs • Modeled fluency through structured Read-Alouds • Writing frameworks aligned to the standards • Writing tasks with scaffolds • Before, during, and after reading strategies

Chart DT1: Elementary Identification/Intervention Decision Tree, Grades K-5 (2019-2020)

District Name: Sumter (All elementary schools except the Villages Charter School)

GRADE LEVEL	ASSESSMENT(S)	IF....	THEN....	MATERIALS/ACTIVITIES
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<ul style="list-style-type: none"> • K-2 	<ul style="list-style-type: none"> • <i>i-Ready</i> Progress Monitoring Assessment • STAR Early Literacy Skills Assessment • FLKRS 	<ul style="list-style-type: none"> • Student scores in the Level 3 (Green) Proficiency on the <i>i-Ready</i> BOY Diagnostic; or • Student scored between 497 and 529 on the STAR Early Literacy Assessment. <p>FLKRS is one of the data points used to determine if K students will require reading interventions.</p>	<ul style="list-style-type: none"> • Implement a Progress Monitoring Plan; • Implement and monitor <i>i-Ready</i> Online Instructional modules (auto- and teacher-assigned) during their flexible grouping and intervention time; • Provide instruction that follows the developmental reading continuum including scaffolding with gradual release; and • Focus on the skill strengths and weaknesses to in flexible group instruction. 	<p><u>Programs:</u></p> <ul style="list-style-type: none"> • Reading Wonders • Reading Wonders Leveled Readers • <i>i-Ready</i> Diagnostic Teaching Tools • <i>i-Ready</i> Teacher Toolbox Resources • SRA Reading Mastery • Study Island • AR/STAR • Use of extended reading passages with comprehension questions • CPALMS <p><u>Instructional Strategies:</u></p> <ul style="list-style-type: none"> • Oral language strategies (Primarily K-2) • Explicit language instruction with modeling • Small group instruction • Literature circles • Independent reading with scaffolds/differentiated reading logs • Modeled fluency through structured Read - Alouds • Writing frameworks aligned to the standards • Writing tasks with scaffolds • Before, during, and after reading strategies
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Chart DT1: Elementary Identification/Intervention Decision Tree, Grades K-5 (2019-2020)

District Name: Sumter (All elementary schools except the Villages Charter School)

GRADE LEVEL	ASSESSMENT(S)	IF....	THEN....	MATERIALS/ACTIVITIES
<ul style="list-style-type: none"> • K-2 	<ul style="list-style-type: none"> • <i>i-Ready</i> Progress Monitoring Assessment • STAR Early Literacy Skills Assessment • FLKRS 	<ul style="list-style-type: none"> • Student scores in the Level 4 (Blue) Proficiency on the <i>i-Ready</i> BOY Diagnostic; or • Student scored between 497 and 529 on the STAR Early Literacy Assessment. <p style="text-align: center; margin-top: 20px;">FLKRS is one of the data points used to determine if K students will require reading interventions.</p>	<ul style="list-style-type: none"> • Implement and monitor <i>i-Ready</i> Online Instructional modules (auto- and teacher-assigned) during their flexible grouping and intervention time; • Provide instruction that follows the developmental reading continuum including scaffolding with gradual release; • Focus on the skill strengths and weaknesses to in flexible group instruction. 	<p><u>Programs:</u></p> <ul style="list-style-type: none"> • Reading Wonders • Reading Wonders Leveled Readers • <i>i-Ready</i> Diagnostic Teaching Tools • <i>i-Ready</i> Teacher Toolbox Resources • Saxon Phonics • SRA Reading Mastery • Study Island • AR/STAR • Use of extended reading passages with comprehension questions • CPALMS <p><u>Instructional Strategies:</u></p> <ul style="list-style-type: none"> • Oral language strategies (Primarily K-2) • Explicit language instruction with modeling • Small group instruction • Literature circles • Independent reading with scaffolds/differentiated reading logs • Modeled fluency through structured Read-Alouds • Writing frameworks aligned to the standards • Writing tasks with scaffolds • Before, during, and after reading strategies

Chart DT1: Elementary Identification/Intervention Decision Tree, Grades K-5 (2019-2020)

District Name: Sumter (All elementary schools except the Villages Charter School)

GRADE LEVEL	ASSESSMENT(S)	IF....	THEN....	MATERIALS/ACTIVITIES
<ul style="list-style-type: none"> • 3-5 	<ul style="list-style-type: none"> • ELA FSA or FAA • <i>i-Ready</i> Progress Monitoring Assessment • SAT 10 (3rd Grade Summer Reading Camp Only) 	<ul style="list-style-type: none"> • Student scores Level 1 on ELA FSA or FAA; or • Student scores in the Level 1 (Red) proficiency on the <i>i-Ready</i> BOY Diagnostic. <p style="text-align: center; margin-top: 20px;">Parents or guardians will be notified if any indicators that signify a substantial reading deficiency is present and intervention is necessary (Florida Statute 1008.25).</p>	<ul style="list-style-type: none"> • Student will be flagged with a “B” for Tier 3 Intensive Reading Intervention in the SOS; • Implement a Progress Monitoring Plan; • Provide instruction that follows the developmental reading continuum including scaffolding with gradual release; • Implement and monitor <i>i-Ready</i> Online Instructional modules (auto- and teacher-assigned) during their flexible grouping and intervention time; • Provide additional time, smaller group size, and more targeted instruction; and • Focus on the skill strengths and weaknesses to in flexible group instruction. • Teacher follows prescribed program of instruction by Sumter Curriculum Maps focusing on student’s skill weaknesses and strengths. <p style="text-align: center; margin-top: 20px;">Schools will follow the MTSS process for Tier 2 or Tier 3 students established by the district for specific interventions.</p>	<p>Programs:</p> <ul style="list-style-type: none"> • Reading Wonders • Reading Wonders Leveled Readers • <i>i-Ready</i> Diagnostic Teaching Tools • <i>i-Ready</i> Teacher Toolbox Resources • Study Island • AR/STAR • Use of extended reading passages with comprehension questions • CPALMS • Achieve 3000 (grades 4 and 5 only) <p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Multisensory/Multimodal strategies – *see specific strategies listed at the end of this document • Kinesthetic opportunities to associate sounds to letter symbols • Oral language strategies (Primarily K-2) • Explicit language instruction with modeling • Small group instruction • Literature circles • Independent reading with scaffolds/differentiated reading logs • Modeled fluency through structured Read-Alouds • Writing frameworks aligned to the standards • Writing tasks with scaffolds • Before, during, and after reading strategies

Chart DT1: Elementary Identification/Intervention Decision Tree, Grades K-5 (2019-2020)

District Name: Sumter (All elementary schools except the Villages Charter School)

GRADE LEVEL	ASSESSMENT(S)	IF....	THEN....	MATERIALS/ACTIVITIES
<ul style="list-style-type: none"> • 3-5 	<ul style="list-style-type: none"> • ELA FSA or FAA • <i>i-Ready</i> Progress Monitoring Assessment • SAT 10 (3rd Grade Summer Reading Camp Only) 	<ul style="list-style-type: none"> • Student scores Level 2 on ELA FSA; or • Student scores in the Level 2 (Yellow) proficiency on the <i>i-Ready</i> BOY Diagnostic. <p>Parents or guardians will be notified if any indicators that signify a substantial reading deficiency is present and intervention is necessary (Florida Statute 1008.25).</p>	<ul style="list-style-type: none"> • Student will be flagged with an “A” for Tier 2 Targeted Reading Intervention in the SOS if determined to be necessary; • Implement a Progress Monitoring Plan; • Provide instruction that follows the developmental reading continuum including scaffolding with gradual release; • Implement and monitor <i>i-Ready</i> Online Instructional modules (auto- and teacher-assigned) during their flexible grouping and intervention time; • Provide additional time, smaller group size, and more targeted instruction; and • Focus on the skill strengths and weaknesses to in flexible group instruction. • Teacher follows prescribed program of instruction by Sumter Curriculum Maps focusing on student's skill weaknesses and strengths. <p>Schools will follow the MTSS process for Tier 2 or Tier 3 students established by the district for specific interventions.</p>	<p><u>Programs:</u></p> <ul style="list-style-type: none"> • Reading Wonders • Reading Wonders Leveled Readers • <i>i-Ready</i> Diagnostic Teaching Tools • <i>i-Ready</i> Teacher Toolbox Resources • Study Island • AR/STAR • Use of extended reading passages with comprehension questions • CPALMS • Achieve 3000 (grades 4 and 5 only) <p><u>Instructional Strategies:</u></p> <ul style="list-style-type: none"> • Multisensory/Multimodal strategies – *see specific strategies listed at the end of this document • Kinesthetic opportunities to associate sounds to letter symbols • Oral language strategies (Primarily K-2) • Explicit language instruction with modeling • Small group instruction • Literature circles • Independent reading with scaffolds/differentiated reading logs • Modeled fluency through structured Read-Alouds • Writing frameworks aligned to the standards • Writing tasks with scaffolds <p>Before, during, and after reading strategies</p>

Chart DT1: Elementary Identification/Intervention Decision Tree, Grades K-5 (2019-2020)

District Name: Sumter (All elementary schools except the Villages Charter School)

GRADE LEVEL	ASSESSMENT(S)	IF....	THEN....	MATERIALS/ACTIVITIES
<ul style="list-style-type: none"> • 3-5 	<ul style="list-style-type: none"> • ELA FSA • <i>i-Ready</i> Progress Monitoring Assessment • SAT 10 (3rd Grade Summer Reading Camp Only) 	<ul style="list-style-type: none"> • Student scores Level 3 on ELA FSA; or • Student scores in the Level 3 (Green) proficiency on the <i>i-Ready</i> BOY Diagnostic. 	<ul style="list-style-type: none"> • Implement and monitor <i>i-Ready</i> Online Instructional modules (auto- and teacher-assigned) during their flexible grouping and intervention time; • Provide instruction that follows the developmental reading continuum including scaffolding with gradual release; • Focus on the skill strengths and weaknesses to in flexible group instruction. • Teacher follows prescribed program of instruction by Sumter Curriculum Maps focusing on student's skill weaknesses and strengths. 	<p><u>Programs:</u></p> <ul style="list-style-type: none"> • Reading Wonders • Reading Wonders Leveled Readers • <i>i-Ready</i> Diagnostic Teaching Tools • <i>i-Ready</i> Teacher Toolbox Resources • Study Island • AR/STAR • Use of extended reading passages with comprehension questions • CPALMS • Achieve 3000 (grades 4 and 5 only) <p><u>Instructional Strategies:</u></p> <ul style="list-style-type: none"> • Oral language strategies (Primarily K-2) • Explicit language instruction with modeling • Small group instruction • Literature circles • Independent reading with scaffolds/differentiated reading logs • Modeled fluency through structured Read-Alouds • Writing frameworks aligned to the standards • Writing tasks with scaffolds • Before, during, and after reading strategies

Chart DT1: Elementary Identification/Intervention Decision Tree, Grades K-5 (2019-2020)

District Name: Sumter (All elementary schools except the Villages Charter School)

GRADE LEVEL	ASSESSMENT(S)	IF....	THEN....	MATERIALS/ACTIVITIES
<ul style="list-style-type: none"> • 3-5 	<ul style="list-style-type: none"> • ELA FSA • <i>i-Ready</i> Progress Monitoring Assessment • SAT 10 (3rd Grade Summer Reading Camp Only) 	<ul style="list-style-type: none"> • Student scores Level 4 or 5 on ELA FSA; or • Student scores in the Level 4 (Blue) proficiency on the <i>i-Ready</i> BOY Diagnostic. 	<ul style="list-style-type: none"> • Implement and monitor <i>i-Ready</i> Online Instructional modules (auto- and teacher-assigned) during their flexible grouping and intervention time; • Provide instruction that follows the developmental reading continuum including scaffolding with gradual release; • Focus on the skill strengths and weaknesses to in flexible group instruction. • Teacher follows prescribed program of instruction by Sumter Curriculum Maps focusing on student's skill weaknesses and strengths. 	<p><u>Programs:</u></p> <ul style="list-style-type: none"> • Reading Wonders • Reading Wonders Leveled Readers • <i>i-Ready</i> Diagnostic Teaching Tools • <i>i-Ready</i> Teacher Toolbox Resources • Study Island • AR/STAR • Use of extended reading passages with comprehension questions • CPALMS • Achieve 3000 (grades 4 and 5 only) <p><u>Instructional Strategies:</u></p> <ul style="list-style-type: none"> • Oral language strategies (Primarily K-2) • Explicit language instruction with modeling • Small group instruction • Literature circles • Independent reading with scaffolds/differentiated reading logs • Modeled fluency through structured Read-Alouds • Writing frameworks aligned to the standards • Writing tasks with scaffolds • Before, during, and after reading strategies
<p>For students who have been identified as Tier 2 or Tier 3 in the MTSS system, reading intervention instruction and/or materials will be changed based on regularly monitored student data. Students may be recommended for after school programs or to use a combination of different supplemental reading programs.</p> <ul style="list-style-type: none"> • All student progress will be reviewed based on <i>i-Ready</i> Diagnostics and other progress monitoring data for possible placement for Multi-tiered System of Support (MTSS) interventions. • Tier 1 instruction will be through McGraw Hill Reading Wonders Core Program and Tier 2 and Tier 3 instruction will be through the Wonderworks supplemental intervention materials. 				

Chart DT1: Elementary Identification/Intervention Decision Tree, Grades K-5 (2019-2020)

District Name: Sumter (All elementary schools except the Villages Charter School)

GRADE LEVEL	ASSESSMENT(S)	IF....	THEN....	MATERIALS/ACTIVITIES
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- Daily small group differentiated intervention targeted to meet student’s instructional needs (Students will need intervention in addition to or an extension of the 90-minute reading block).
- Use of profile scores to determine areas of strength and weaknesses to target interventions with phonological awareness, letter-sound correspondence, vocabulary, and oral language.

Specific Strategies

Multisensory Strategies:

Sand or shaving cream writing; air writing; sandpaper letters; word building; Read it, Build it, Write it; tapping out sounds; story sticks; shared reading; different answering options (e.g. writing, drawing a picture, verbal responses, etc); choral reading; recording and listening to themselves; line readers

Phonological Awareness:

Oral segmenting and blending activities; Rhyming activities; alliteration; phonemic manipulation tasks; visual discrimination of picture cards

Phonics:

Songs and Chants; Words Walls; Word Sorts; Simple Phonemic Poems; Sounds Symbol Relationship activities; Picture cards for vowel sound discrimination; activities in alphabetic principles; word attack skills (affixes, base/root words); Letter to sound flash cards; and word families

Fluency:

Sight Words (Dolch or Fry); Decodable texts; Audio stories, poetry, songs, and chants; Echo Reading; Reader’s Theater; Short plays and skits; choral reading; recording and listening to themselves

Vocabulary:

Word categorization activities; Personal storytelling; Structured Read-Alouds; Matching concrete objects to words; word to picture matching; compound word activities; word sorts; oral language development activities; use of sound effects for discrimination and identification (picture and word levels)

Comprehension:

Chart DT1: Elementary Identification/Intervention Decision Tree, Grades K-5 (2019-2020)

District Name: Sumter (All elementary schools except the Villages Charter School)

GRADE LEVEL	ASSESSMENT(S)	IF....	THEN....	MATERIALS/ACTIVITIES
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Structured Read-Aloud,, paraphrasing and retelling after a listening activity; sequencing activities; charades based stories or listening activities; teacher guided character maps and graphic organizers

Chart DT2: Secondary Identification/Intervention Decision Tree, Grades 6-8 (2019-2020)

District Name: Sumter (All middle schools except the Villages Charter School)

***If student is a Level 2 not in need of decoding or text reading efficiency, he/she may be placed in a content area class with a teacher who has the CAR-PD, NGCAR-PD or a reading endorsement. These students must be served by teachers with evidence of success as determined by the district.**

GRADE LEVEL	ASSESSMENT(S)	IF....	THEN....	MATERIALS/ACTIVITIES
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<ul style="list-style-type: none"> • 6-8 	<ul style="list-style-type: none"> • ELA FSA or FAA • <i>i-Ready</i> Progress Monitoring Assessment • Achieve 3000 Level Set (August, January, and April/May) 	<ul style="list-style-type: none"> • Student scores Level 1 on ELA FSA; • Student scores in the Level 1 (Red) proficiency on the <i>i-Ready</i> BOY Diagnostic; or • Student scores below BR 700 on Achieve 3000 Level Set. <p style="margin-top: 10px;">Parents or guardians will be notified if any indicators that signify a substantial reading deficiency is present and intervention is necessary (Florida Statute 1008.25).</p>	<ul style="list-style-type: none"> • Student will be flagged with a “B” for Tier 3 Intensive Reading Intervention in the SOS; • Students are enrolled in a 45-minute Intensive Reading course <ul style="list-style-type: none"> • Course Coded B for Tier 3 intensive intervention <ul style="list-style-type: none"> • 6th – 8th – 1000010 • Students are also enrolled in a 90-minute ELA course <ul style="list-style-type: none"> • Course Coded A for Tier 2 targeted interventions: <ul style="list-style-type: none"> • 6th grade – 1001020 • 7th grade – 1001040 • 8th grade – 1001060 • Implement and monitor student progress and Lexile improvement with Achieve 3000 (Tier 2 and Tier 3 students are monitored weekly); and • Teacher follows prescribed program of instruction by Sumter Curriculum Maps focusing on student's skill weaknesses and strengths. 	<p>Programs:</p> <ul style="list-style-type: none"> • SRA Corrective Reading (6th and 7th graders with decoding issues) • READ 180 (6th-8th graders without decoding issues) • <i>i-Ready</i> Teacher Toolbox Resources • IXL (SSMS) • District Writing Prompts • Achieve 3000 • Core Connections writing curriculum • Springboard in ELA • Structured Flexible Grouping using data on skill strengths and weaknesses • CPALMS <p>Instructional Strategies:</p> <ul style="list-style-type: none"> • SRA Corrective Reading Program (decoding) • Read 180 computer-based corrective reading instruction • Explicit language instruction with modeling • Small group instruction • Literature circles • Independent reading with scaffolds/differentiated reading logs • Modeled fluency through structured Read-Alouds • Writing frameworks aligned to the standards • Writing tasks with scaffolds • Before, during, and after reading strategies
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Chart DT2: Secondary Identification/Intervention Decision Tree, Grades 6-8 (2019-2020)

District Name: Sumter (All middle schools except the Villages Charter School)

*If student is a Level 2 not in need of decoding or text reading efficiency, he/she may be placed in a content area class with a teacher who has the CAR-PD, NGCAR-PD or a reading endorsement. These students must be served by teachers with evidence of success as determined by the district.

GRADE LEVEL	ASSESSMENT(S)	IF....	THEN....	MATERIALS/ACTIVITIES
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			Schools will follow the MTSS process for Tier 3 students established by the district for specific interventions.	
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Chart DT2: Secondary Identification/Intervention Decision Tree, Grades 6-8 (2019-2020)

District Name: Sumter (All middle schools except the Villages Charter School)

***If student is a Level 2 not in need of decoding or text reading efficiency, he/she may be placed in a content area class with a teacher who has the CAR-PD, NGCAR-PD or a reading endorsement. These students must be served by teachers with evidence of success as determined by the district.**

GRADE LEVEL	ASSESSMENT(S)	IF....	THEN....	MATERIALS/ACTIVITIES
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<ul style="list-style-type: none"> • 6-8 	<ul style="list-style-type: none"> • ELA FSA or FAA • <i>i-Ready</i> Progress Monitoring Assessment • Achieve 3000 Level Set (August, January, and April/May) 	<ul style="list-style-type: none"> • Student has FSA/FAA scores & is Level 2; • Student scores in the Level 2 (Yellow) proficiency on the <i>i-Ready</i> BOY Diagnostic; or • Student scores >700 on Achieve 3000 Level Set. <p>Parents or guardians will be notified if any indicators that signify a substantial reading deficiency is present and intervention is necessary (Florida Statute 1008.25).</p>	<ul style="list-style-type: none"> • Student will be flagged with an “A” for Tier 2 Targeted Reading Intervention in the SOS; • Students are enrolled in a 90-minute ELA course: <ul style="list-style-type: none"> • Course Coded A for Tier 2 targeted interventions: <ul style="list-style-type: none"> • 6th grade – 1001020 • 7th grade – 1001040 • 8th grade – 1001060 • Implement and monitor <i>i-Ready</i> (WMHS) and IXL (SSMS) Online Instructional modules (auto- and teacher-assigned) during their flexible groups; • Implement and monitor student progress and Lexile improvement with Achieve 3000 (Tier 2 and Tier 3 students are monitored weekly); and • Teacher follows prescribed program of instruction by Sumter Curriculum Maps focusing on student's skill weaknesses and strengths. 	<p>Programs:</p> <ul style="list-style-type: none"> • SRA Corrective Reading (6th and 7th graders with decoding issues) • READ 180 (6th-8th graders without decoding issues) • <i>i-Ready</i> Teacher Toolbox Resources • IXL (SSMS) • District Writing Prompts • Achieve 3000 • Core Connections writing curriculum • Springboard in ELA • Structured Flexible Grouping using data on skill strengths and weaknesses • CPALMS <p>Instructional Strategies:</p> <ul style="list-style-type: none"> • SRA Corrective Reading Program (decoding) • Read 180 computer-based corrective reading instruction • Explicit language instruction with modeling • Small group instruction • Literature circles • Independent reading with scaffolds/differentiated reading logs • Modeled fluency through structured Read-Alouds • Writing frameworks aligned to the standards • Writing tasks with scaffolds • Before, during, and after reading strategies
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Chart DT2: Secondary Identification/Intervention Decision Tree, Grades 6-8 (2019-2020)

District Name: Sumter (All middle schools except the Villages Charter School)

*If student is a Level 2 not in need of decoding or text reading efficiency, he/she may be placed in a content area class with a teacher who has the CAR-PD, NGCAR-PD or a reading endorsement. These students must be served by teachers with evidence of success as determined by the district.

GRADE LEVEL	ASSESSMENT(S)	IF....	THEN....	MATERIALS/ACTIVITIES
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			<p>Schools will follow the MTSS process for Tier 2 students established by the district for specific interventions.</p>	
<ul style="list-style-type: none"> • 6-8 	<ul style="list-style-type: none"> • ELA FSA or FAA • <i>i-Ready</i> Progress Monitoring Assessment • Achieve 3000 Level Set (August, January, and April/May) 	<ul style="list-style-type: none"> • Student has FSA/FAA scores & is Level 3 or higher; • Student scores in the Level 3 or higher proficiency on the <i>i-Ready</i> BOY Diagnostic; or a. Student scores >800 on Achieve 3000 Level Set. 	<ul style="list-style-type: none"> • Student is placed in a regular 90-minute ELA block; • Implement and monitor <i>i-Ready</i> (WMHS) and IXL (SSMS) Online Instructional modules (auto- and teacher-assigned) during their flexible groups; • Implement and monitor student progress and Lexile improvement with Achieve 3000 (Tier 1 students are monitored monthly); and • Teacher follows prescribed program of instruction by Sumter Curriculum Maps focusing on student's skill weaknesses and strengths. 	<p><u>Programs:</u></p> <ul style="list-style-type: none"> • <i>i-Ready</i> Teacher Toolbox Resources • IXL (SSMS) • District Writing Prompts • Achieve 3000 • Core Connections writing curriculum • Springboard in ELA • Structured Flexible Grouping using data on skill strengths and weaknesses • CPALMS <p><u>Instructional Strategies:</u></p> <ul style="list-style-type: none"> • Explicit language instruction with modeling • Small group instruction • Literature circles • Independent reading with scaffolds/differentiated reading logs • Modeled fluency through structured Read-Alouds • Writing frameworks aligned to the standards • Writing tasks with scaffolds • Before, during, and after reading strategies

For students who have been identified as Tier 2 or Tier 3 in the MTSS system, reading intervention instruction and/or materials will be changed based on regularly monitored student data. Students may be recommended for after school programs or to use a combination of different supplemental reading programs.

Chart DT2: Secondary Identification/Intervention Decision Tree, Grades 6-8 (2019-2020)

District Name: Sumter (All middle schools except the Villages Charter School)

***If student is a Level 2 not in need of decoding or text reading efficiency, he/she may be placed in a content area class with a teacher who has the CAR-PD, NGCAR-PD or a reading endorsement. These students must be served by teachers with evidence of success as determined by the district.**

GRADE LEVEL	ASSESSMENT(S)	IF....	THEN....	MATERIALS/ACTIVITIES
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- All student progress will be reviewed based on *i-Ready* Diagnostics and other progress monitoring data for possible placement for Multi-tiered System of Support (MTSS) interventions.
- Tier 1 instruction will be through McGraw Hill Reading Wonders Core Program and Tier 2 and Tier 3 instruction will be through the Wonderworks supplemental intervention materials.
- Daily small group differentiated intervention targeted to meet student’s instructional needs (Students will need intervention in addition to or an extension of the 90-minute reading block).
- Use of profile scores to determine areas of strength and weaknesses to target interventions with phonological awareness, letter-sound correspondence, vocabulary, and oral language.

Phonemic Awareness:

Phoneme manipulation; segmenting, blending, identifying, categorizing phonemes; UDL – provide multiple means of engagement, representation, action, and expression

Phonics/Word Analysis:

Phoneme manipulation; segmenting, blending, identifying, categorizing phonemes; UDL – provide multiple means of engagement, representation, action, and expression

Comprehension:

Reciprocal teaching; Teacher modeling metacognition while reading; Literature Circles; Cornell Notes; Socratic Seminars; Close reading and text annotation; Text-based writing; Summarization; Structured collaboration; UDL – provide multiple means of engagement, representation, action, and expression

Oral Language:

Authentic, accountable student talk; Strong discussion prompts; Independent reading; Audiobooks; Modeled speaking skills; Think-(Ink)-Pair-Share; Exposure to grade level language and content; Precise language usage

Fluency:

Chart DT2: Secondary Identification/Intervention Decision Tree, Grades 6-8 (2019-2020)

District Name: Sumter (All middle schools except the Villages Charter School)

***If student is a Level 2 not in need of decoding or text reading efficiency, he/she may be placed in a content area class with a teacher who has the CAR-PD, NGCAR-PD or a reading endorsement. These students must be served by teachers with evidence of success as determined by the district.**

GRADE LEVEL	ASSESSMENT(S)	IF....	THEN....	MATERIALS/ACTIVITIES
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Achieve 3000 individualized informational text; Close Reads; Sight word practice; Echo Reading; Modeled fluent reading; Reader’s Theater; Independent Reading; Audiobooks); Targeted fluency-based small group and individual instruction; UDL – provide multiple means of engagement, representation, action, and expression

Vocabulary:

Authentic Word Walls; Word Sorts; Word Splashes; Word attack skills; Explicit instruction of word parts; Modeled Fluency; Cloze Passages; Targeted fluency-based small group individual instruction; Direct instruction of words important to the text; Accessing and activating prior knowledge; UDL – provide multiple means of engagement, representation, action, and expression

Chart DT3: Secondary Identification/Intervention Decision Tree, Grades 9-12 (2019-2020)

District Name: Sumter (All high schools except the Villages Charter School)

*If student is a Level 2 not in need of decoding or text reading efficiency, he/she may be placed in a content area class with a teacher who has the CAR-PD, NGCAR-PD or a reading endorsement. These students must be served by teachers with evidence of success as determined by the district.

GRADE LEVEL	ASSESSMENT(S)	IF....	THEN....	MATERIALS/ACTIVITIES
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9-12	<ul style="list-style-type: none"> • ELA FSA • Achieve 3000 Level Set (August, January, and April/May) 	<ul style="list-style-type: none"> • Student scores Level 1 on ELA FSA; • Student scores in the Level 1 (Red) proficiency on the <i>i-Ready</i> BOY Diagnostic; or • Student scores below BR 775 on Achieve 3000 Level Set. • Student is in 11th or 12th grade and scored a Level 1 on ELA FSA <p style="text-align: center;">Parents or guardians will be notified if any indicators that signify a substantial reading deficiency is present and intervention is necessary (Florida Statute 1008.25).</p>	<ul style="list-style-type: none"> • Student will be flagged with a “B” for Tier 3 Intensive Reading Intervention in the SOS; • Tier 3 students will be placed in a 90-minute Intensive Reading course <ul style="list-style-type: none"> • Courses Coded B for Tier 3 intensive interventions <ul style="list-style-type: none"> • 9th – 12th – 1000410 • Students are also enrolled in a 45-minute ELA course: <ul style="list-style-type: none"> • Courses coded A for Tier 2 targeted interventions: <ul style="list-style-type: none"> • 9th grade – 1001310 • 10th grade – 1001340 • 11th grade – 1001370 • 12th grade – 1001405; and • Continue to monitor student progress with Achieve 3000 monthly reports and the FSA Goal Tracker. Tier 3 and Tier 2 students will be monitored weekly. <p style="text-align: center;">Schools will follow the MTSS process for Tier 3 students established by the district for specific interventions.</p>	<p>Programs:</p> <ul style="list-style-type: none"> • Supplemental Reading program PATHS to College and Career Readiness • Springboard in ELA • Structured Flexible Grouping using data on skill strengths and weaknesses • Teengagement using Lexiles to level • DBQs for Literature using scaffolding with gradual release method • Formative Assessments with Mini-Lessons • Achieve 3000 – Leveled Informational Text with HOT • Core Connections Mini-Lessons • Common Lit • Close Reading Lessons • Novel Sets/Classroom Libraries • Study Island <p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Intensive Reading strategies through district reading curriculum • Explicit language instruction with modeling • Small group instruction • Literature circles • Independent reading with scaffolds/differentiated reading logs • Modeled fluency through structured read alouds • Writing frameworks aligned to the standards • Writing tasks with scaffolds • Before, during, and after reading strategies
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Chart DT3: Secondary Identification/Intervention Decision Tree, Grades 9-12 (2019-2020)

District Name: Sumter (All high schools except the Villages Charter School)

*If student is a Level 2 not in need of decoding or text reading efficiency, he/she may be placed in a content area class with a teacher who has the CAR-PD, NGCAR-PD or a reading endorsement. These students must be served by teachers with evidence of success as determined by the district.

GRADE LEVEL	ASSESSMENT(S)	IF....	THEN....	MATERIALS/ACTIVITIES
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9-12	<ul style="list-style-type: none"> FSA/FAA-ELA Achieve 3000 Level Set (August, January, and April/May) 	<ul style="list-style-type: none"> Student scores Level 2 on ELA FSA; Student scores below > 775 on Achieve 3000 Level Set. Student is in 11th or 12th grade and scored a Level 2 on ELA FSA <p>Parents or guardians will be notified if any indicators that signify a substantial reading deficiency is present and intervention is necessary (Florida Statute 1008.25).</p>	<ul style="list-style-type: none"> Student will be flagged with an “A” for Tier 2 Targeted Reading Intervention in the SOS; Tier 2 students will be placed in a 45-minute Intensive Reading course <ul style="list-style-type: none"> Courses Coded A for Tier 2 Targeted Interventions <ul style="list-style-type: none"> 9th – 12th – 1000410 Continue to monitor student progress with Achieve 3000 monthly reports and the FSA Goal Tracker. Tier 3 and Tier 2 students will be monitored weekly. <p>Schools will follow the MTSS process for Tier 2 students established by the district for specific interventions.</p>	<p>Programs:</p> <ul style="list-style-type: none"> Supplemental Reading program PATHS to College and Career Readiness Springboard in ELA Structured Flexible Grouping using data on skill strengths and weaknesses Teengagement using Lexiles to level DBQs for Literature using scaffolding with gradual release method Formative Assessments with Mini-Lessons Achieve 3000 – Leveled Informational Text with HOT Core Connections Mini-Lessons Common Lit Close Reading Lessons Novel Sets/Classroom Libraries Study Island <p>Instructional Strategies:</p> <ul style="list-style-type: none"> Intensive Reading strategies through district reading curriculum Explicit language instruction with modeling Small group instruction Literature circles Independent reading with scaffolds/differentiated reading logs Modeled fluency through structured read alouds Writing frameworks aligned to the standards Writing tasks with scaffolds Before, during, and after reading strategies
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Chart DT3: Secondary Identification/Intervention Decision Tree, Grades 9-12 (2019-2020)

District Name: Sumter (All high schools except the Villages Charter School)

*If student is a Level 2 not in need of decoding or text reading efficiency, he/she may be placed in a content area class with a teacher who has the CAR-PD, NGCAR-PD or a reading endorsement. These students must be served by teachers with evidence of success as determined by the district.

GRADE LEVEL	ASSESSMENT(S)	IF....	THEN....	MATERIALS/ACTIVITIES
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9-12	<ul style="list-style-type: none"> • FSA/FAA-ELA • Achieve 3000 Level Set (August, January, and April/May) 	<ul style="list-style-type: none"> • Student scores Level 3 or higher on ELA FSA; • Student scores below > 775 on Achieve 3000 Level Set. 	<ul style="list-style-type: none"> • Students will be serviced in a content area course or an AP course at SSHS or a Cambridge course at WMHS; and • Continue to monitor student progress with Achieve 3000 monthly reports and the FSA Goal Tracker. Tier 1 students are monitored monthly. 	<p>Programs:</p> <ul style="list-style-type: none"> • Supplemental Reading program PATHS to College and Career Readiness • Springboard in ELA • Structured Flexible Grouping using data on skill strengths and weaknesses • Teengagement using Lexiles to level • DBQs for Literature using scaffolding with gradual release method • Formative Assessments with Mini-Lessons • Achieve 3000 – Leveled Informational Text with HOT • Core Connections Mini-Lessons • Common Lit • Close Reading Lessons • Novel Sets/Classroom Libraries • Study Island <p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Explicit language instruction with modeling • Small group instruction • Literature circles • Independent reading with scaffolds/differentiated reading logs • Modeled fluency through structured read alouds • Writing frameworks aligned to the standards • Writing tasks with scaffolds • Before, during, and after reading strategies
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Chart DT3: Secondary Identification/Intervention Decision Tree, Grades 9-12 (2019-2020)

District Name: Sumter (All high schools except the Villages Charter School)

*If student is a Level 2 not in need of decoding or text reading efficiency, he/she may be placed in a content area class with a teacher who has the CAR-PD, NGCAR-PD or a reading endorsement. These students must be served by teachers with evidence of success as determined by the district.

GRADE LEVEL	ASSESSMENT(S)	IF....	THEN....	MATERIALS/ACTIVITIES
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For students who have been identified as Tier 2 or Tier 3 in the MTSS system, reading intervention instruction and/or materials will be changed based on regularly monitored student data. Students may be recommended for after school programs or to use a combination of different supplemental reading programs.

Phonemic Awareness:

Phoneme manipulation; segmenting, blending, identifying, categorizing phonemes; UDL – provide multiple means of engagement, representation, action, and expression

Phonics/Word Analysis:

Phoneme manipulation; segmenting, blending, identifying, categorizing phonemes; UDL – provide multiple means of engagement, representation, action, and expression

Comprehension:

Reciprocal teaching; Teacher modeling metacognition while reading; Literature Circles; Cornell Notes; Socratic Seminars; Close reading and text annotation; Text-based writing; Summarization; Structured collaboration; UDL – provide multiple means of engagement, representation, action, and expression

Oral Language:

Authentic, accountable student talk; Strong discussion prompts; Independent reading; Audiobooks; Modeled speaking skills; Think-(Ink)-Pair-Share; Exposure to grade level language and content; Precise language usage

Fluency:

Achieve 3000 individualized informational text; Close Reads; Sight word practice; Echo Reading; Modeled fluent reading; Reader’s Theater; Independent Reading; Audiobooks); Targeted fluency-based small group and individual instruction; UDL – provide multiple means of engagement, representation, action, and expression

Vocabulary:

Authentic Word Walls; Word Sorts; Word Splashes; Word attack skills; Explicit instruction of word parts; Modeled Fluency; Cloze Passages; Targeted fluency-based small group individual instruction; Direct instruction of words important to the text; Accessing and activating prior knowledge; UDL – provide multiple means of engagement, representation, action, and expression