

Sumter County 2020-2021 District K-12 Comprehensive Evidence-Based Reading Plan Template

Contact Information

The district contact(s) should be the person(s) ultimately responsible for the plan and its implementation and will be Florida Department of Education’s (FDOE) contact for the K-12 Comprehensive Evidence-Based Reading Plan. Please designate the contact(s) for your district.

	Name	Title	Email	Phone 352-793-2315
Main District Reading Contact	Jessica Christian	District Reading Specialist	jessica.christian@sumter.k12.fl.us	Ext. 50269
Responsibility	Name	Title	Email	Phone
Elementary ELA	Jessica Christian	District Reading Specialist	jessica.christian@sumter.k12.fl.us	Ext. 50269
Secondary ELA	Jessica Christian	District Reading Specialist	jessica.christian@sumter.k12.fl.us	Ext. 50269
Reading Endorsement	John Temple	Director of Professional Development	john.temple@sumter.k12.fl.us	352-748-1510
Reading Curriculum	Jessica Christian	District Reading Specialist	jessica.christian@sumter.k12.fl.us	Ext. 50269
Professional Development	John Temple	Director of Professional Development	john.temple@sumter.k12.fl.us	352-748-1510
Assessment	Jessica Christian	District Reading Specialist	jessica.christian@sumter.k12.fl.us	Ext. 50269
Data Element	Nicholas Sovercool	Coordinator of Secondary Programs	nicholas.sovercool@sumter.k12.fl.us	Ext. 50201
Summer Reading Camp	Jessica Christian	District Reading Specialist	jessica.christian@sumter.k12.fl.us	Ext. 50269
3 rd Grade Promotion	Dana Williams	Director of Elementary Education	dana.williams@sumter.k12.fl.us	352-793-2315

Plan Information

How is the district communicating the contents of its Comprehensive Evidence-Based Reading Plan to all stakeholders?

District and School-based administrators will review and approve Sumter County’s 2020 K-12 Evidence-Based Reading Plan. Our School Board will approve the Plan at a public hearing. The plan will then be distributed to schools and will be published online.

Monitoring of District K-12 Comprehensive Evidence-Based Reading Plan Implementation as required by 6A-6.053(1)(a) F.A.C.
 District-Level Leadership 6A-6.053(7) F.A.C.

K-5

Component of Reading	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
Oral language Saxon Phonics, SRA, Voyager	Evidence that students demonstrate mastery of skills.	Progress monitoring	Data Sheets/Logs	Bi-weekly
Phonological awareness Saxon Phonics, SRA, Voyager	Evidence that students demonstrate mastery of skills.	Diagnostic Progress Monitoring	Data Sheets/Logs	Bi-weekly
Phonics Saxon Phonics, SRA, Voyager	Evidence that students demonstrate mastery of skills.	Diagnostic Progress Monitoring	Data Sheets/Logs	Bi-weekly
Fluency Saxon Phonics, SRA, Voyager	Evidence that students demonstrate mastery of skills.	Diagnostic Progress Monitoring	Data Sheets/Logs	Bi-weekly
Vocabulary i-Ready, Reading Wonders, Voyager	Evidence of mastery of skills in lessons and assessment.	Diagnostic Progress Monitoring Summative assessments of standards	Program reports	Pre, Mid, Post Monthly Bi-weekly
Comprehension i-Ready, Reading Wonders, Voyager	Evidence of mastery of skills in lessons and assessment.	Diagnostic Progress Monitoring Summative assessments of standards	Program reports	Pre, Mid, post Monthly Bi-weekly

6-12

Progress Monitoring Tool	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
<i>i-Ready</i>	Evidence of mastery of skills in lessons and assessment.	Diagnostic Progress Monitoring Summative assessments of standards	Program reports	Pre, Mid, Post Monthly
Common Lit	Evidence of mastery of skills in lessons and assessment.	Diagnostic Progress Monitoring Summative assessments of standards	Program reports	Quarterly Bi-weekly

Springboard	Evidence of mastery of skills in lessons and assessment.	Progress Monitoring Summative assessments of standards	Data Sheets/Logs	Bi-weekly
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K-12 Data Analysis and Decision-making as required by 6A-6.053(1)(b) F.A.C.

Data Analysis and Decision-making				
<i>How often is the data being reviewed and by whom?</i>	<i>What problem-solving steps are in place for making decisions based on the data?</i>	<i>What steps is the district taking to see building and classroom level data and to share findings with individual schools?</i>	<i>How are concerns communicated if it is determined that the K-12 Reading Plan is not being implemented in an explicit manner, based on data to meet the needs of students?</i>	<i>Who at the district level is responsible for providing plan implementation oversight, support and follow-up?</i>
School administrators, coaches, instructional leaders, and teachers will collect data bi-weekly. The District Reading Specialist will review data with school-based leadership monthly.	School administrators, coaches, instructional leaders, and teachers will look at data to identify trends. These teams will identify effective instructional strategies and discuss next steps and implementation of strategic interventions.	The District Reading Specialist will attend school-based PLCs to participate in data chats, instructional strategy discussions, and problem solving steps. The District Reading Specialist will host meetings with the Literacy Coaches or contacts either in person or via TEAMS.	The District Reading Specialist will discuss concerns with the school administration and literacy coaches to discover the needs. The District Reading Specialist will increase meetings with Literacy Coaches or contacts to identify needs and to offer continued support for the implementation of the K-12 Reading Plan.	District Reading Specialist

School Level Leadership 6A-6.053(8) F.A.C.

Practice	Who ensures that the practice is informed by a specific purpose?	How is the purpose communicated?	How often is the data being collected?	How is the data being shared and by whom?	How often is the data being reviewed and by whom?
Weekly reading walkthroughs by administrators	The District Reading Specialist and Literacy Coaches or contacts will communicate specific purposes for walkthroughs by administrators.	These purposes will be communicated in writing through the K-12 Reading Plan, District Curriculum Documents, and through verbal	This data will be collected monthly. The District Reading Specialist will attend school-based PLCs to review data with	This data is shared through data chats with school-based administration and district administrators via walk-through reports	This data is reviewed monthly by the Directors of Elementary and Secondary Education and the District Reading Specialist

		communication with Literacy Coaches or contacts.	administrator.		
Data chats	The District Reading Specialist and school-based leadership teams ensures that the data chats follow a specific purpose.	The District Reading Specialist will communicate specific purposes for data chats with the Literacy Coaches or contacts. They will communicate the purpose to school leadership team and teachers.	School administrators, coaches, and instructional leaders will collect this data bi-weekly.	Literacy coaches or contacts will share information with school-based administration and district administrators.	School administration, school leadership, and District Reading Specialist will review this data monthly.
Reading Leadership Team per 6A-6.053(3) F.A.C.	The District Reading Specialist, school-based administration, and Literacy Coaches or contacts will ensure the Reading Leadership Team meets with specific intent and purpose.	The District Reading Specialist will communicate the purpose to principals and literacy coaches or contacts prior to the Reading Leadership Team meetings.	The Reading Leadership Team will meet monthly.	Literacy coaches or contacts will share information with administration and district administrators.	School administration, school leadership, and the District Reading Specialist will review this data monthly.
Monitoring of plan implementation	The District Reading Specialist, School-based Administrator, and Literacy Coach will monitor the implementation of this plan.	Plan implementation will be monitored with school-based PLCs and walk-throughs.	Data is collected daily with administrative walk-throughs; weekly through PLCs and leadership meetings; and monthly through administrative meetings with District Reading Specialist.	Data is shared amongst administrative teams and with school Literacy Coaches or contacts. Data is also shared with teachers to identify strengths and areas for improvement.	The District Reading Specialist will review this data monthly.
Other: (Specify)					

Implementation and Progress-monitoring		
What problem-solving steps are in place for making decisions based on data?	How are concerns communicated if it is determined that the plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students?	How will district leadership provide plan implementation oversight, support and follow-up?
Identify trends. Identify effective instructional strategies. Discuss next steps and implementation of strategic interventions.	Literacy coaches or contacts will discuss concerns with the school administration to discover the needs. Administration will discuss the needs with the District Reading Specialist.	The District Reading Specialist will meet with Literacy Coaches or contacts to review the plan and identify areas of non-implementation. The District Reading Specialist will work with the school-based leadership to further identify needs and to offer continued support for the systematic and explicit implementation of the K-12 Reading Plan.

Professional Development per 6A-6.053(4) F.A.C.

Requirement	How is it communicated to principals?	How is it monitored by principals?	How often is it reported to the district and in what format?	To whom is it reported at the district?	Who at the district level is responsible for following up if the professional development requirement isn't happening?
Training in multisensory reading intervention	Literacy Coaches or contacts will submit a working Professional Development Plan.	Agendas, sign-in sheets, or certificates of completion (when applicable) will be submitted to administration via District One Note.	Agendas, sign-in sheets, or certificates of completion (when applicable) will be reported as completed to the district via One Note; monthly at a minimum.	District Reading Specialist	District Reading Specialist
Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth	Literacy Coaches or contacts will submit a working Professional Development Plan.	Agendas, sign-in sheets, or certificates of completion (when applicable) will be submitted to administration via District One Note.	Agendas, sign-in sheets, or certificates of completion (when applicable) will be reported as completed to the district via One Note; monthly at a minimum.	District Reading Specialist	District Reading Specialist

Identification of mentor teachers	Literacy coaches will complete classroom observations and data chats with principals to match mentors and mentees.	Walk-through data	Walk-through observations with FORMS.	District Reading Specialist	District Reading Specialist
Establishing of model classrooms within the school	Coach and administration observations.	Walk-through data	Walk-through observations with FORMS.	District Reading Specialist	District Reading Specialist
Providing teachers with time weekly to meet together for professional development including lesson study and PLCs	PLCs are Bi-weekly at a minimum at each school.	Agendas, sign-in sheets, or certificates of completion (when applicable) will be submitted to administration via District One Note.	Agendas, sign-in sheets, or certificates of completion (when applicable) will be reported as completed to the district via One Note; monthly at a minimum.	District Reading Specialist	District Reading Specialist

Instruction

K-5 Uninterrupted 90 minute Daily Reading Block per 6A-6.053(9)(a) F.A.C.

Requirement	How is it communicated to principals?	How is it monitored by principals?	How is it reported to the district?	To whom is it reported at the district?	How often is it reported to the district?
Whole group instruction utilizing an evidence-based sequence of reading instruction	Teachers will submit lesson plans through One Note.	Principals will monitor lesson plans via One Note weekly.	District Reading Specialist will conduct monthly walk-throughs.	District Reading Specialist	Monthly
Small group differentiated instruction in order to meet individual student needs	Teachers will document differentiated instruction in lesson plans and will submit those plans via One Note. Student group lists	Administration will check lesson plans for small group differentiation. Administrators will look for student groupings in classrooms.	District Reading Specialist will conduct monthly walk-throughs.	District Reading Specialist	Monthly

	will be available in classrooms and observed through walk-throughs. Small group instruction will be discussed in PLCs.				
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Budget per 6A-6.053(2) F.A.C.

How is the district prioritizing K-3 students with substantial reading deficiencies in the use of its Research-Based Reading Instruction Allocation funds?

Priority has been placed on K-3 teachers, instructional programs and materials, and resources.

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	\$168,884.12
District expenditures on reading coaches assigned to elementary schools	\$98,035
District expenditures on reading coaches assigned to secondary schools	\$0
District expenditures on intervention teachers assigned to elementary schools	\$97,792.24
District expenditures on intervention teachers assigned to secondary schools	\$66,877.21
District expenditures on supplemental materials or interventions for elementary schools	\$4,000
District expenditures on supplemental materials or interventions for secondary schools	\$7826.00
District expenditures on reading coaches assigned to elementary schools	\$0
District expenditures on reading coaches assigned to secondary schools	\$0
District expenditures on professional development	\$229.43
District expenditures on helping teachers earn the reading endorsement	
District expenditures on summer reading camps	\$20,000
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	\$0
Flexible Categorical Spending	\$0
Sum of Expenditures	\$463,644.00
Amount of District Research-Based Reading Instruction Allocation	\$463,644.00

Summer Reading Camp

All Summer Reading Camp teachers are required to be highly effective and reading endorsed/certified. An addendum will be sent out the last week of August 2020 requesting specific information.

What evidence-based instructional materials are being used for Summer Reading Camp?

i-Ready, MyON, Reading Wonders

Will students in grades other than 3 be served also? Yes No

If yes, which grade levels? _____

Reading Allocation Literacy Coaches

Minimum Qualifications per 6A-6.053(6)(d) F.A.C.:

Coaches must meet the following criteria:

- reading endorsement or reading certification
- experience as successful classroom teachers
- knowledge of evidence-based reading research
- special expertise in quality reading instruction and infusing reading strategies into instruction
- data management skills
- strong knowledge base in working with adult learners
- excellent communication skills
- outstanding presentation, interpersonal, and time-management skills

An addendum will be sent out the last week of August 2020 requesting specific information.

What problem-solving method was used to determine which schools have the greatest need based on student performance data in reading per 6A-6.053 F.A.C.? (Please attach any rubrics or related artifacts)

When considering school needs, Sumter County looked at several indicators, including student performance on the most recent state assessment as well as our district progress monitoring tools from the 2019-2020 school year (i.e. *i-Ready* and *Achieve 3000*). All of the schools in Sumter County are designated as Title I schools. Based on school needs, two schools have chosen to use their resource positions in a broader capacity. These two schools have historically performed well on state assessments.

How have you communicated to principals, coaches, teachers, and district staff that coaches are not asked to perform administrative functions that will confuse their role for teachers; and that they are to spend limited time administering or coordinating assessments?

The District Reading Specialist held individual meetings with each principal to review the 2020-2021 K-12 Evidence-Based Reading Plan. The District Reading Specialist also met with the Reading Coaches from each school to help draft the 2020-2021 K-12 Evidence-Based Reading Plan. District Administrators also came together to read the plan and to provide feedback. Finally, administrators, coaches, and district staff were provided a copy of the 2020-2021 K-12 Evidence-Based Reading Plan.

Who is monitoring whether that is adhered to? Whom do coaches go to with concerns if these requirements are not followed?

The District Reading Specialist will monitor that these standards are upheld. The Reading Coaches will report to their principal if there is a concern.

Coaching Model per 6A-6.053(6)(b) F.A.C.

Is your district using the Just Read, Florida! coaching model? Yes No

If you checked no, please complete and submit the Alternative Coaching Model document.

If you checked yes, please fill out the following chart:

Requirements of the Just Read, Florida! Coaching Model per 6A-6.053(6)(c) F.A.C.
<ul style="list-style-type: none">● Provide professional development on the following:<ul style="list-style-type: none">○ the major reading components, as needed, based on an analysis of student performance data○ administration and analysis of instructional assessments○ providing differentiated instruction and intensive intervention● Model effective instructional strategies for teachers● Facilitate study groups● Train teachers in data analysis and using data to differentiate instruction● Coach and mentor colleagues● Provide daily support to classroom teachers● Work with teachers to ensure that evidence-based reading programs are implemented with fidelity● Help to increase instructional density to meet the needs of all students● Help lead and support reading leadership teams at their school(s)● Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies

<ul style="list-style-type: none"> Work frequently with students in whole and small group instruction to model and coach in other teachers' classrooms 				
<i>How are these requirements being communicated to principals?</i>	<i>How are coaches recording their time and tasks?</i>	<i>Who at the district level is monitoring this?</i>	<i>How often is the data being reviewed?</i>	<i>What problem-solving steps are in place for making decisions based on the data?</i>
District Reading Specialist will share K-12 Reading Plan with all administration.	Coaches will record their time and tasks	District Reading Specialist	Monthly	Identify trends in data. Identify effective instructional strategies. Discuss next steps and implementation of strategic interventions.

Other Considerations

Reading Intervention Data Element per 6A-6.053(7)(e)

Reporting of data elements is required by the K-12 Comprehensive Evidence-Based Reading Plan within the Automated Student and Staff Data Base System. These data elements include:

- Student Enrollment in Reading Intervention;
- Reading Endorsement competency status for teachers;
- Reading Certification progress status for teachers.

Charter schools per 6A-6.053(5)

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

Instructional Continuity Plan

Given that it is important to plan ahead for any contingency, please attach your Instructional Continuity Plan for 2020-2021 if you wish to have it reviewed by Just Read, Florida! We will offer feedback and suggest resources.

Curriculum/Instruction/Assessment Decision Trees per 6A-6.053(9)(c)

Use the following decision tree template to address ALL district students. What follows is one tree that can be copied as needed. The template can be used for grade bands or for individual grades.

The Decision Trees must contain the following information:

- The grade level(s) of students the decision tree is addressing
- 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
- A description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3
- Information on how the Florida Kindergarten Readiness Screener will be used to identify students for intervention
- Core curriculum and K-12 intervention materials that address the six (6) components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension
- The methods for providing reading instruction and intervention to students who may continue to receive instruction through distance or blended learning,

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): K-5

IF:

Student meets the following criteria at beginning of school year:

Most recent FSA data = Level 3 or higher

AND at least one of the following criteria:

i-Ready diagnostic FALL

K → ≥26th percentile

1 → ≥26th percentile

2 → ≥26th percentile

3 → ≥26th percentile

4 → ≥26th percentile

5 → ≥26th percentile

STAR Reading Assessment

K → 98-205

1 → 98-205

2 → 322-410

3 → 461-561

4 → 568-689

5 → 707-900

THEN:

1 TIER 1 Only

TIER 1

Initial instruction:

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

Core Curriculum

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

Reading Wonders

Reading Wonders shows promising evidence according to the ESSA rating. Wonders, a comprehensive PreK–6 literacy solution, is designed to meet the challenges of today’s classroom and reach all learners. A wealth of research-based print and digital resources provide unmatched support for building strong literacy foundations, accessing complex fiction and nonfiction texts, writing to sources, and building social emotional learning skills. Whether in the core classroom, an English language learner, or benefiting from intervention support, Wonders provides students equity of access to rich texts and rigorous instruction.

<i>i-Ready</i>		
<p><i>i-Ready</i> demonstrates moderate evidence according to the ESSA rating. <i>i-Ready</i> provides tools to pinpoint strengths and areas of need and to measure proficiency of on-grade level standards. <i>i-Ready</i> provides online, personalized instruction and practice to promote productive struggle to help all learners achieve proficiency. The Teacher Toolbox provides educators with access to thousands of digital K-8 resources to differentiate instruction to fit each student’s needs. <i>i-Ready</i> integrates powerful assessments and rich insights with effective and engaging instruction and practice resources.</p>		
<i>Progress Monitoring</i>		
<i>Assessment & Frequency</i>	<i>Performance Criteria that indicates Tier 1 is sufficient</i>	<i>Performance Criteria to that would prompt addition of Tier 2 interventions</i>
<p>Reading Wonders includes weekly progress monitoring assessments. <i>i-Ready</i> has a pre, mid, and post Diagnostic Assessment. <i>i-Ready</i> has quizzes associated with each students’ individual online instructional path. Grads 2-5 will also take bi-weekly Standards Mastery through <i>i-Ready</i> to demonstrate mastery of standards-based skills (these assessments are not available for grades K-1).</p>	<p>Students are able to regularly demonstrate mastery of skills at a 60% or higher on all assessment. Students also demonstrate proficiency of 60% with <i>i-Ready</i> individual online content.</p>	<p>If student shows decline of performance on assessments, lessons, and teacher observation of student.</p>
<p><i>How is the effectiveness of Tier 1 instruction being monitored?</i></p> <p>Data is collected and reviewed to determine effectiveness of instruction.</p>	<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</i></p> <p style="text-align: center;">Identify trends in data. Identify effective instructional strategies. Discuss next steps and implementation of strategic interventions.</p>	
<p><i>How is the effectiveness of Tier 1 curriculum being monitored?</i></p> <p>School leaders and administration will facilitate data-driven discussions in PLCs to evaluate the effectiveness of curriculum.</p>	<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</i></p> <p style="text-align: center;">Review data. Identify trends in data as related to curriculum. Share best practices from teachers and leaders. Explore options for additional resources.</p>	
<p><i>How is instruction modified for students who receive instruction through distance learning?</i></p> <p>All Sumter County students are assigned a digital device for their personal use from the district. All teachers will implement the use of One Note and Teams at the beginning of the school year. Teachers</p>		

will continue to use One Note and Teams through distance learning. The continuity of these practices will make the transition to distance learning seamless.

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 6-8

IF:	<p>Student meets the following criteria at beginning of school year:</p> <p><u>Most recent FSA data = Level 3 or higher</u></p> <p>AND at least one of the following criteria:</p> <p><u>i-Ready diagnostic FALL</u> 6 → ≥ 26th percentile 7 → ≥ 26th percentile 8 → ≥ 26th percentile</p> <p><u>Common Lit Interim Assessment</u> 6 → 60%-100% 7 → 60%-100% 8 → 60%-100%</p>
THEN:	1TIER 1 Only
TIER 1	<p><i>Initial instruction:</i></p> <ul style="list-style-type: none"> • <i>is standards-aligned</i> • <i>builds background and content knowledge, motivation</i> • <i>provides print rich, systematic, scaffolded, and differentiated instruction</i> • <i>incorporates writing in response to reading</i> • <i>includes accommodations (IEP, ESOL or 504)</i> • <i>incorporates the principles of Universal Design for Learning</i> • <i>includes specially designed instruction for students with disabilities</i>
	Core Curriculum
	<i>Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.</i>
	<p style="text-align: center;"><u>i-Ready</u></p> <p><i>i-Ready</i> demonstrates moderate evidence according to the ESSA rating. <i>i-Ready</i> provides tools to pinpoint strengths and areas of need and to measure proficiency of on-grade level standards. <i>i-Ready</i> provides online, personalized instruction and practice to promote productive struggle to help all learners achieve proficiency. The Teacher Toolbox provides educators with access to thousands of digital K-8 resources to differentiate instruction to fit each student’s needs. <i>i-Ready</i> integrates powerful assessments and rich insights with effective and engaging instruction and practice resources.</p>

SpringBoard

SpringBoard demonstrates promising evidence according to the ESSA rating. SpringBoard is a different kind of instructional program for grades 6-12. Developed by teachers for teachers, SpringBoard offers core instructional materials in print and digital that are fully aligned to state standards, Advanced Placement (AP) coursework, and the SAT Suite of Assessments. SpringBoard puts students in charge of what they learn, preparing them with the skills and knowledge that matter most for college and career readiness. Classroom activities are structured to engage all students in active learning through discussion, collaborating, and group work, helping them take ownership of the learning. The digital platform offers powerful tools to engage students beyond the classroom.

CommonLit

Common Lit demonstrates moderate evidence according to the ESSA ratings and has a direct relation to proficiency on FSA. CommonLit is a nonprofit education technology organization dedicated to ensuring that all students, especially students in Title I schools, graduate with the reading, writing, communication, and problem-solving skills they need to be successful in college and beyond. CommonLit believes in providing teachers with all the resources they need to set their students up for success, while also encouraging best practices in the classroom. That’s why the CommonLit Literacy Model is built on a foundation of over 2,000 high-quality free reading passages for grades 3-12, complemented by aligned interim assessments, growth-oriented data, and expert-led teacher development. CommonLit’s resources are: flexible, research-based, effective, as proven by third-party review, and aligned to the State Standards.

Core Connections

We specialize in providing schools K-12 with guidance and instructional strategies for establishing a holistic, vertically integrated reading and writing curriculum. Our consultants work closely at the school site throughout the year with administration, teachers, and students to achieve high-level student learning that exceeds expectations of state standardized tests. We have always approached reading and writing instruction as exercises in critical thinking and have consistently emphasized the connections and thinking skills common to both. Thus, Core Connections is well positioned to help schools meet the increased rigor and expected reading-writing integration of the Florida Standards. Our interdisciplinary approach to literacy recognizes that what is being read is writing, and what is being written will be read. As students learn to read, write, and think critically in response to a variety of texts across the curriculum, relationships are discovered and connections become clear.

Progress Monitoring

<i>Assessment & Frequency</i>	<i>Performance Criteria that indicates Tier 1 is sufficient</i>	<i>Performance Criteria to that would prompt addition of Tier 2 interventions</i>
<p><i>i-Ready</i> has a pre, mid, and post Diagnostic Assessment. <i>I-Ready</i> has quizzes associated with each students’ individual online instructional path. Grades 6-8 will also take bi-weekly Standards Mastery through <i>i-Ready</i> to demonstrate mastery of standards-based skills.</p> <p>CommonLit has weekly assessment and Interim Assessments that will</p>	<p>Students are able to regularly demonstrate mastery of skills at a 60% or higher on all assessment. Students also demonstrate proficiency with <i>i-Ready</i> individual online content.</p>	<p>If a student shows a decline of performance on assessments, lessons, and teacher observation of student below a 60%, the student needs to begin receiving Tier 2 interventions.</p>

	be give each quarter.	A passing score of at least 60% indicates that Tier I is sufficient.	
	<p><i>How is the effectiveness of Tier 1 instruction being monitored?</i></p> <p>Data is collected and reviewed to determine effectiveness of instruction.</p>	<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</i></p> <p>Identify trends in data. Identify effective instructional strategies. Discuss next steps and implementation of strategic interventions.</p>	
	<p><i>How is the effectiveness of Tier 1 curriculum being monitored?</i></p> <p>School leaders and administration will facilitate data-driven discussions in PLCs to evaluate the effectiveness of curriculum.</p>	<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</i></p> <p>Review data. Identify trends in data as related to curriculum. Share best practices from teachers and leaders. Explore options for additional resources.</p>	
	<p><i>How is instruction modified for students who receive instruction through distance learning?</i></p> <p>All Sumter County students are assigned a digital device for their personal use from the district. All teachers will implement the use of One Note and Teams at the beginning of the school year. Teachers will continue to use One Note and Teams through distance learning. The continuity of these practices will make the transition to distance learning seamless.</p>		

Curriculum, Instruction, and Assessment Decision Tree	
Grade Level(s): 9-12	
IF:	<p>Student meets the following criteria at beginning of school year:</p> <p><u>Most Recent FSA:</u> 9 → Level 3 or higher 10 → Level 3 or higher 11 → Level 3 or higher 12 → Level 3 or higher</p> <p>OR</p> <p><u>Common Lit Interim Assessments</u> 9 → 60%-100% 10 → 60%-100% 11 → 60%-100% 12 → 60%-100%</p>

THEN:	1TIER 1 Only
TIER 1	<p><i>Initial instruction:</i></p> <ul style="list-style-type: none"> • <i>is standards-aligned</i> • <i>builds background and content knowledge, motivation</i> • <i>provides print rich, systematic, scaffolded, and differentiated instruction</i> • <i>incorporates writing in response to reading</i> • <i>includes accommodations (IEP, ESOL or 504)</i> • <i>incorporates the principles of Universal Design for Learning</i> • <i>includes specially designed instruction for students with disabilities</i>
	Core Curriculum
	Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.
	<p style="text-align: center;"><u>PATHS</u></p> <p>Paths to College and Career demonstrates moderate evidence according to the ESSA rating. PCG's Paths to College and Career curriculum, also known as the EngageNY curriculum, provides educators with lesson-by-lesson guidance to implement the Common Core State Standards (CCSS) for grades 6–12 English Language Arts. The curriculum is designed to flex in response to the realities of each classroom and school. Adaptation is an expectation. The curriculum empowers educators and school leaders to use and adapt the instructional resources to best support their students. It includes options for teachers to adjust pacing and adapt content to address student needs.</p> <p style="text-align: center;"><u>SpringBoard</u></p> <p>SpringBoard demonstrates promising evidence according to the ESSA rating. SpringBoard is a different kind of instructional program for grades 6-12. Developed by teachers for teachers, SpringBoard offers core instructional materials in print and digital that are fully aligned to state standards, Advanced Placement (AP) coursework, and the SAT Suite of Assessments. SpringBoard puts students in charge of what they learn, preparing them with the skills and knowledge that matter most for college and career readiness. Classroom activities are structured to engage all students in active learning through discussion, collaborating, and group work, helping them take ownership of the learning. The digital platform offers powerful tools to engage students beyond the classroom.</p> <p style="text-align: center;"><u>CommonLit</u></p> <p>Common Lit demonstrates moderate evidence according to the ESSA rating and has a direct relation to proficiency on FSA. CommonLit is a nonprofit education technology organization dedicated to ensuring that all students, especially students in Title I schools, graduate with the reading, writing, communication, and problem-solving skills they need to be successful in college and beyond. CommonLit believes in providing teachers with all the resources they need to set their students up for success, while also encouraging best practices in the classroom. That's why the CommonLit Literacy Model is built on a foundation of over 2,000 high-quality free reading passages for grades 3-12, complemented by aligned interim assessments, growth-oriented data, and expert-led teacher development. CommonLit's resources are: flexible, research-based, effective, as proven by third-party review, and aligned to the State Standards.</p> <p style="text-align: center;"><u>Core Connections</u></p> <p>We specialize in providing schools K-12 with guidance and instructional strategies for establishing a holistic, vertically integrated reading and writing curriculum. Our consultants work closely at the school site throughout the year with administration, teachers, and students to achieve high-level student learning that exceeds expectations of state standardized tests. We have always approached reading and writing instruction as exercises in critical thinking and have consistently emphasized the connections and thinking skills common to both. Thus, Core Connections is well positioned to help schools meet the</p>

<p>increased rigor and expected reading-writing integration of the Florida Standards. Our interdisciplinary approach to literacy recognizes that what is being read is writing, and what is being written will be read. As students learn to read, write, and think critically in response to a variety of texts across the curriculum, relationships are discovered and connections become clear.</p>		
<p>Progress Monitoring</p>		
<p>Assessment & Frequency</p>	<p>Performance Criteria that indicates Tier 1 is sufficient</p>	<p>Performance Criteria to that would prompt addition of Tier 2 interventions</p>
<p>Paths is the Intensive Reading curriculum in Sumter County. The instruction and comprehension checks are standards-based. Assessments are placed throughout the modules.</p> <p>SpringBoard provides daily comprehension checks and Embedded Assessments to assess student mastery of standards-based skills. Embedded Assessments are facilitated twice per unit.</p> <p>CommonLit has weekly assessments and quarterly interim assessments.</p>	<p>Tier 1 is sufficient as long as students are able to regularly demonstrate mastery of skills at a 60% or higher on all assessment and assignments.</p>	<p>The addition of Tier 2 interventions will be necessary is students show decline of performance on assessments, lessons, and teacher observation of student.</p>
<p>How is the effectiveness of Tier 1 instruction being monitored?</p> <p>Data is collected and reviewed to determine effectiveness of instruction.</p>	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</p> <p>Identify trends in data. Identify effective instructional strategies. Discuss next steps and implementation of strategic interventions.</p>	
<p>How is the effectiveness of Tier 1 curriculum being monitored?</p> <p>School leaders and administration will facilitate data-driven discussions in PLCs to evaluate the effectiveness of curriculum.</p>	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</p> <p>Review data. Identify trends in data as related to curriculum. Share best practices from teachers and leaders. Explore options for additional resources.</p>	
<p>How is instruction modified for students who receive instruction through distance learning?</p> <p>Sumter County students are each assigned a digital device for their personal use from the district. All teachers will implement the use of One Note and Teams at the beginning of the school year. Teachers will continue to use One Note and Teams through distance learning. The continuity of these practices will make the transition to distance learning seamless.</p>		

K-5 IF:	Student meets the following criteria at beginning of school year:				
	<p><u>Most recent FSA data = Level 2</u></p> <p>AND the following criteria:</p> <p><u>i-Ready diagnostic FALL</u> K → 5th – 25th percentile 1 → 5th – 25th percentile 2 → 5th – 25th percentile 3 → 5th – 25th percentile 4 → 5th – 25th percentile 5 → 5th – 25th percentile</p> <p><u>STAR Assessment</u> K → 73-76 1 → 73-76 2 → 189-224 3 → 319-357 4 → 415-458 5 → 514-560</p>				
THEN:	TIER 1 instruction and TIER 2 interventions				
TIER 1 instruction and TIER 2 interventions	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> • <i>are standards-aligned</i> • <i>address gaps and reduce barriers to students’ ability to meet Tier 1 expectations</i> • <i>provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</i> • <i>are matched to the needs of the students</i> • <i>provide multiple opportunities to practice the targeted skill(s) and receive feedback</i> • <i>occurs during time allotted in addition to core instruction</i> • <i>includes accommodations (IEP, ESOL or 504)</i> 				
	TIER 2 Programs/Materials/Strategies & Duration	TIER 2 Progress Monitoring			
		Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions
	i-Ready online instructional program	Daily/ Weekly Progress Monitoring	If students are responding positively to their individualized interventions with 60% or more accuracy, Tier 2	If students do not show an increase in performance, or if they show a decrease in performance, Tier 2 interventions will continue.	If students continue to decline in performance, ranging from 0-59% on assessments and assignments,

		interventions will be removed.		Tier 3 interventions will be added.
i-Ready Toolbox Moderate Evidence	Daily/ Weekly Progress Monitoring	If students are responding positively to their individualized interventions with 60% or more accuracy, Tier 2 interventions will be removed.	If students do not show an increase in performance, or if they show a decrease in performance, Tier 2 interventions will continue.	If students continue to decline in performance, ranging from 0-59% on assessments and assignments, Tier 3 interventions will be added.
Saxon Phonics Strong Evidence	Daily/ Weekly Progress Monitoring	If students are responding positively to their individualized interventions with 60% or more accuracy, Tier 2 interventions will be removed.	If students do not show an increase in performance, or if they show a decrease in performance, Tier 2 interventions will continue.	If students continue to decline in performance, ranging from 0-59% on assessments and assignments, Tier 3 interventions will be added.
Flexible group instruction	Daily formative assessments	If students are responding positively to their individualized interventions with 60% or more accuracy, Tier 2 interventions will be removed.	If students do not show an increase in performance, or if they show a decrease in performance, Tier 2 interventions will continue.	If students continue to decline in performance, ranging from 0-59% on assessments and assignments, Tier 3 interventions will be added.
<i>Number of times a week intervention provided</i>	2	<i>Number of minutes per intervention session</i>	20	

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?

Teachers will conduct regular data chats with students and report trends to Literacy Coach and administration. The administration, literacy coach, and district reading specialist will conduct regular walk-throughs to ensure that the curriculum and intervention is being implemented with fidelity. School leaders and administration will facilitate data-driven discussions in PLCs to evaluate the effectiveness of curriculum.

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

i-Ready

i-Ready demonstrates moderate evidence according to the ESSA rating. *i-Ready* provides tools to pinpoint strengths and areas of need and to measure proficiency of on-grade level standards. *i-Ready* provides online, personalized instruction and practice to promote productive struggle to help all learners achieve proficiency. The Teacher Toolbox provides educators with access to thousands of digital K-8 resources to differentiate instruction to fit each student's needs. *i-Ready* integrates powerful assessments and rich insights with effective and engaging instruction and practice resources. Additionally, the Teacher Toolbox is a virtual file cabinet of all K-8 instructional resources that provides immediate access to detailed lesson plans and digital tutorials for students performing above, below, and on grade-level.

Saxon

Saxon Phonics combines systematic, explicit instruction with daily practice opportunities and ongoing assessment to ensure prior knowledge sticks and new knowledge accumulates. Saxon engages the whole student by offering a comprehensive, multisensory approach to mastering critical foundational skills. Continual, incremental review throughout the year ensures long-term success. Daily practice and review deepens understanding and strengthens students' ability to apply concepts consistently. Explicit instruction in critical foundational skills such as high-frequency words, phonics and phonemic awareness, spelling, and more combine with interactive classroom materials to create an environment where students want to learn.

Flexible Grouping

Based on many years of experience, Sumter County uses flexible groups to reach every student within their needs. Flexible grouping includes ongoing formative assessments to constantly monitor student achievement and identify areas that need additional support or intervention. Flexible grouping provides targeted intervention so that teachers can purposefully target their instruction to the specific needs of the group. Flexible grouping also allows teachers to focus on specific learning objectives for each group.

How are Tier 2 interventions modified for students who receive interventions through distance learning?

Sumter County students are each assigned a digital device for their personal use from the district. All teachers will implement the use of One Note and Teams at the beginning of the school year. Teachers will continue to use One Note and Teams through distance learning. The continuity of these practices will make the transition to distance learning seamless.

Tier 2 students will benefit from recorded teaching sessions and small group instructional sessions via Teams.

IF:	<p>Student meets the following criteria at beginning of school year:</p> <p><u>Most recent FSA data = Level 2</u></p> <p>AND the following criteria:</p> <p><u>i-Ready diagnostic FALL</u> 6 → 5th – 25th percentile 7 → 5th – 25th percentile 8 → 5th – 25th percentile</p> <p><u>Common Lit Assessment</u> 6 → 26%-59% 7 → 26%-59% 8 → 26%-59%</p>
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THEN:	TIER 1 instruction and TIER 2 interventions
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TIER 1 instruction and TIER 2 interventions	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> • are standards-aligned • address gaps and reduce barriers to students’ ability to meet Tier 1 expectations • provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills • are matched to the needs of the students • provide multiple opportunities to practice the targeted skill(s) and receive feedback • occurs during time allotted in addition to core instruction • includes accommodations (IEP, ESOL or 504) 					
	TIER 2 Programs/Materials/Strategies & Duration		TIER 2 Progress Monitoring			
			Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions
	i-Ready Moderate Evidence		Daily formative assessments	If students are responding positively to their individual interventions with 60% or more accuracy, Tier 2 interventions will be removed.	If students do not show an increase in performance, or if they show a decrease in performance, Tier 2 interventions will continue.	If students continue to decline in performance, ranging from 0%-25% on assessments and assignments, Tier 3 interventions will be added.
i-Ready Toolbox Moderate Evidence		Daily formative assessments	If students are responding positively to their individual interventions	If students do not show an increase in performance, or if they show a decrease in	If students continue to decline in performance, ranging from	

			with 60% or more accuracy, Tier 2 interventions will be removed.	performance, Tier 2 interventions will continue.	0%-25% on assessments and assignments, Tier 3 interventions will be added.
Common Lit Moderate Evidence	Daily formative assessments		If students are responding positively to their individual interventions with 60% or more accuracy, Tier 2 interventions will be removed.	If students do not show an increase in performance, or if they show a decrease in performance, Tier 2 interventions will continue.	If students continue to decline in performance, ranging from 0%-25% on assessments and assignments, Tier 3 interventions will be added.
Core Connections Writing Program	Weekly formative assessments; Monthly progress monitoring		If students are responding positively to their individual interventions with 60% or more accuracy, Tier 2 interventions will be removed.	If students do not show an increase in performance, or if they show a decrease in performance, Tier 2 interventions will continue.	If students continue to decline in performance, ranging from 0%-25% on assessments and assignments, Tier 3 interventions will be added.
Flexible Small group instruction	Daily formative assessments		If students are responding positively to their individual interventions with 60% or more accuracy, Tier 2 interventions will be removed.	If students do not show an increase in performance, or if they show a decrease in performance, Tier 2 interventions will continue.	If students continue to decline in performance, ranging from 0%-25% on assessments and assignments, Tier 3 interventions will be added.
<i>Number of times a week intervention provided</i>		2	<i>Number of minutes per intervention session</i>		20

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?

Teachers will conduct regular data chats with students and report trends to Literacy Coach and administration. The administration, literacy coach, and district reading specialist will conduct regular walk-throughs to ensure that the curriculum and intervention is being implemented with fidelity. School leaders and administration will facilitate data-driven discussions in PLCs to evaluate the effectiveness of curriculum.

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

i-Ready

i-Ready demonstrates moderate evidence according to the ESSA rating. *i-Ready* provides tools to pinpoint strengths and areas of need and to measure proficiency of on-grade level standards. *i-Ready* provides online, personalized instruction and practice to promote productive struggle to help all learners achieve proficiency. The Teacher Toolbox provides educators with access to thousands of digital K-8 resources to differentiate instruction to fit each student's needs. *i-Ready* integrates powerful assessments and rich insights with effective and engaging instruction and practice resources. Additionally, the Teacher Toolbox is a virtual file cabinet of all K-8 instructional resources that provides immediate access to detailed lesson plans and digital tutorials for students performing above, below, and on grade-level.

CommonLit

Common Lit demonstrates moderate evidence according to the ESSA ratings and has a direct relation to proficiency on FSA. CommonLit is a nonprofit education technology organization dedicated to ensuring that all students, especially students in Title I schools, graduate with the reading, writing, communication, and problem-solving skills they need to be successful in college and beyond. CommonLit believes in providing teachers with all the resources they need to set their students up for success, while also encouraging best practices in the classroom. That's why the CommonLit Literacy Model is built on a foundation of over 2,000 high-quality free reading passages for grades 3-12, complemented by aligned interim assessments, growth-oriented data, and expert-led teacher development. CommonLit's resources are: flexible, research-based, effective, as proven by third-party review, and aligned to the State Standards. Our teachers provide students with Before Reading, During Reading, and After Reading activities while exposing them to grade-level appropriate content. Intervention students are given the opportunity to maintain advanced organizers for their texts to help them develop their own thoughts and ideas regarding specific texts. This program also offers text sets which allows our intervention students the ability to synthesize ideas across texts and genres.

CommonLit helps our reading intervention students by exposing them to grade-level text and material as opposed to lower-level texts. We provide the steps they need to access the grade-level text as opposed to the giving them text which is easily accessible, but perhaps less appropriate.

Core Connections

We specialize in providing schools K-12 with guidance and instructional strategies for establishing a holistic, vertically integrated reading and writing curriculum. Our consultants work closely at the school site throughout the year with administration, teachers, and students to achieve high-level student learning that exceeds expectations of state standardized tests. We have always approached reading and writing instruction as exercises in critical thinking and have consistently emphasized the connections and thinking skills common to both. Thus, Core Connections is well positioned to help schools meet the increased rigor and expected reading-writing integration of the Florida Standards. Our interdisciplinary approach to literacy recognizes that what is being read is writing, and what is being written will be read.

As students learn to read, write, and think critically in response to a variety of texts across the curriculum, relationships are discovered and connections become clear.

Flexible Grouping

Based on many years of experience, Sumter County uses flexible groups to reach every student within their needs. Flexible grouping includes ongoing formative assessments to constantly monitor student achievement and identify

	<p>areas that need additional support or intervention. Flexible grouping provides targeted intervention so that teachers can purposefully target their instruction to the specific needs of the group. Flexible grouping also allows teachers to focus on specific learning objectives for each group.</p>
	<p>How are Tier 2 interventions modified for students who receive interventions through distance learning?</p> <p>Sumter County students are each assigned a digital device for their personal use from the district. All teachers will implement the use of One Note and Teams at the beginning of the school year. Teachers will continue to use One Note and Teams through distance learning. The continuity of these practices will make the transition to distance learning seamless.</p> <p>Tier 2 students will benefit from recorded teaching sessions and small group instructional sessions via Teams.</p>

IF:	<p>Student meets the following criteria at beginning of school year:</p> <p><u>Most recent FSA</u> 9 → Level 2 10 → Level 2 11 → Level 2 12 → Level 2</p> <p>AND</p> <p><u>Common Lit Assessment</u> 9 → 26%-59% 10 → 26%-59% 11 → 26%-59% 12 → 26%-59%</p>			
THEN:	TIER 1 instruction and TIER 2 interventions			
TIER 1 instruction and TIER 2 interventions	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> • <i>are standards-aligned</i> • <i>address gaps and reduce barriers to students' ability to meet Tier 1 expectations</i> • <i>provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</i> • <i>are matched to the needs of the students</i> • <i>provide multiple opportunities to practice the targeted skill(s) and receive feedback</i> • <i>occurs during time allotted in addition to core instruction</i> • <i>includes accommodations (IEP, ESOL or 504)</i> 			
	TIER 2 Programs/Materials/Strategies & Duration	TIER 2 Progress Monitoring		
	Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions

	PATHS	Daily formative assessments	If students are responding positively to their individual interventions with 60% or more accuracy, Tier 2 interventions will be removed.	If students do not show an increase in performance, or if they show a decrease in performance, Tier 2 interventions will continue.	If students continue to decline in performance, ranging from 0%-25% on assessments and assignments, Tier 3 interventions will be added.
	Common Lit Moderate Evidence	Daily formative assessments	If students are responding positively to their individual interventions with 60% or more accuracy, Tier 2 interventions will be removed.	If students do not show an increase in performance, or if they show a decrease in performance, Tier 2 interventions will continue.	If students continue to decline in performance, ranging from 0%-25% on assessments and assignments, Tier 3 interventions will be added.
	Core Connections Writing Program	Weekly formative assessments; Monthly progress monitoring	If students are responding positively to their individual interventions with 60% or more accuracy, Tier 2 interventions will be removed.	If students do not show an increase in performance, or if they show a decrease in performance, Tier 2 interventions will continue.	If students continue to decline in performance, ranging from 0%-25% on assessments and assignments, Tier 3 interventions will be added.
	Flexible Small group instruction	Daily formative assessments	If students are responding positively to their individual interventions with 60% or more accuracy, Tier 2 interventions will be removed.	If students do not show an increase in performance, or if they show a decrease in performance, Tier 2 interventions will continue.	If students continue to decline in performance, ranging from 0%-25% on assessments and assignments, Tier 3 interventions will be added.

Number of times a week intervention provided

2

Number of minutes per intervention session

20

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?

Teachers will conduct regular data chats with students and report trends to Literacy Coach and administration. The administration, literacy coach, and district reading specialist will conduct regular walk-throughs to ensure that the curriculum and intervention is being implemented with fidelity. School leaders and administration will facilitate data-driven discussions in PLCs to evaluate the effectiveness of curriculum.

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

PATHS

Paths to College and Career demonstrates moderate evidence according to the ESSA rating. PCG's Paths to College and Career curriculum, also known as the EngageNY curriculum, provides educators with lesson-by-lesson guidance to implement the Common Core State Standards (CCSS) for grades 6–12 English Language Arts. The curriculum is designed to flex in response to the realities of each classroom and school. Adaptation is an expectation. The curriculum empowers educators and school leaders to use and adapt the instructional resources to best support their students. It includes options for teachers to adjust pacing and adapt content to address student needs. This curriculum focuses on developing our struggling students to become independent close readers. Our intervention students experience tangible texts in which they can mark the text and annotate their thoughts and ideas. Our intervention students are given the opportunity to read text several times so that they become familiar with the text and confident enough to engage in thoughtful and critical discussions with their peers. Advanced organizers give our intervention students the chance to record their interpretations and thoughts regarding their texts. Using the advanced organizer to reflect on the text allows these students to make cognitive connections to the text. Paths also allows our intervention students to synthesize data across texts. Intervention students are given the opportunity to write about what they have read through the curriculum as well. Paths also allows teachers to focus on specific academic vocabulary to help build our intervention students' vocabulary capacity. There are opportunities for group discussions, group projects, and group accountability,

CommonLit

Common Lit demonstrates moderate evidence according to the ESSA ratings and has a direct relation to proficiency on FSA. CommonLit is a nonprofit education technology organization dedicated to ensuring that all students, especially students in Title I schools, graduate with the reading, writing, communication, and problem-solving skills they need to be successful in college and beyond. CommonLit believes in providing teachers with all the resources they need to set their students up for success, while also encouraging best practices in the classroom. That's why the CommonLit Literacy Model is built on a foundation of over 2,000 high-quality free reading passages for grades 3-12, complemented by aligned interim assessments, growth-oriented data, and expert-led teacher development. CommonLit's resources are: flexible, research-based, effective, as proven by third-party review, and aligned to the State Standards. Our teachers provide students with Before Reading, During Reading, and After Reading activities while exposing them to grade-level appropriate content. Intervention students are given the opportunity to maintain advanced organizers for their texts to help them develop their own thoughts and ideas regarding specific texts. This program also offers text sets which allows our intervention students the ability to synthesize ideas across texts and genres.

Both Paths and CommonLit help our reading intervention students by exposing them to grade-level text and material as opposed to lower-level texts. We provide the steps they need to access the grade-level text as opposed to the giving them text which is easily accessible, but perhaps less appropriate.

Core Connections

We specialize in providing schools K-12 with guidance and instructional strategies for establishing a holistic, vertically integrated reading and writing curriculum. Our consultants work closely at the school site throughout the year with administration, teachers, and students to achieve high-level student learning that exceeds expectations of state standardized tests. We have always approached reading and writing instruction as exercises in critical thinking and have consistently emphasized the connections and thinking skills common to both. Thus, Core Connections is well positioned to help schools meet the increased rigor and expected reading-writing integration of the Florida Standards. Our interdisciplinary approach to literacy recognizes that what is being read is writing, and what is being written will be read.

As students learn to read, write, and think critically in response to a variety of texts across the curriculum, relationships are discovered and connections become clear.

Flexible Grouping

Based on many years of experience, Sumter County uses flexible groups to reach every student within their needs. Flexible grouping includes ongoing formative assessments to constantly monitor student achievement and identify areas that need additional support or intervention. Flexible grouping provides targeted intervention so that teachers can purposefully target their instruction to the specific needs of the group. Flexible grouping also allows teachers to focus on specific learning objectives for each group.

How are Tier 2 interventions modified for students who receive interventions through distance learning?

Sumter County students are each assigned a digital device for their personal use from the district. All teachers will implement the use of One Note and Teams at the beginning of the school year. Teachers will continue to use One Note and Teams through distance learning. The continuity of these practices will make the transition to distance learning seamless.

Tier 2 students will benefit from recorded teaching sessions and small group instructional sessions via Teams.

IF:

Student meets the following criteria at beginning of school year:

Most recent FSA data = Level 1

AND the following criteria:

i-Ready diagnostic FALL

- K → < 5th percentile
- 1 → < 5th percentile
- 2 → < 5th percentile
- 3 → < 5th percentile
- 4 → < 5th percentile
- 5 → < 5th percentile

STAR Assessment

- K → 64-69
- 1 → 64-69
- 2 → 87-126
- 3 → 177-259
- 4 → 265-350
- 5 → 337-444

THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions			
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	Immediate, intensive intervention: <ul style="list-style-type: none"> extended time targeted instruction based on student need small group or one-on-one instruction accommodations (IEP, ESOL, or 504) more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions <i>additional time allotted is in addition to core instruction and tier 2 interventions</i> 			
	TIER 3 Programs/Materials/Strategies & Duration	TIER 3 Progress Monitoring		
		Assessment & Frequency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt changes to Tier 3 interventions
	i-Ready Moderate Evidence	Daily formative assessments	If students are able to regularly demonstrate mastery of skills at a 59% or higher on assessments and assignments, the teacher can remove Tier 3 interventions.	If students continue to decline in performance, ranging from 0%-59% on assessments and assignments, Tier 3 interventions will be evaluated and adjusted.
	i-Ready Toolbox Moderate Evidence	Daily formative assessments	If students are able to regularly demonstrate mastery of skills at a 59% or higher on assessments and assignments, the teacher can remove Tier 3 interventions.	If students continue to decline in performance, ranging from 0%-59% on assessments and assignments, Tier 3 interventions will be evaluated and adjusted.
SRA	Weekly Progress Monitoring	If students are able to regularly demonstrate mastery of skills at a 59% or higher on assessments and assignments, the teacher can remove Tier 3 interventions.	If students continue to decline in performance, ranging from 0%-59% on assessments and assignments, Tier 3 interventions will be	

			evaluated and adjusted.
Voyager Passport Progress Monitoring	Daily and Weekly Progress Monitoring	If students are able to regularly demonstrate mastery of skills at a 59% or higher on assessments and assignments, the teacher can remove Tier 3 interventions.	If students continue to decline in performance, ranging from 0%-59% on assessments and assignments, Tier 3 interventions will be evaluated and adjusted.
Small group, targeted interventions	Daily and Weekly Progress Monitoring	If students are able to regularly demonstrate mastery of skills at a 59% or higher on assessments and assignments, the teacher can remove Tier 3 interventions.	If students continue to decline in performance, ranging from 0%-59% on assessments and assignments, Tier 3 interventions will be evaluated and adjusted.
One-on-one targeted interventions	Daily and Weekly Progress Monitoring	If students are able to regularly demonstrate mastery of skills at a 59% or higher on assessments and assignments, the teacher can remove Tier 3 interventions.	If students continue to decline in performance, ranging from 0%-59% on assessments and assignments, Tier 3 interventions will be evaluated and adjusted.
<i>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</i>			
<i>Number of times a week intervention provided</i>	<i>3</i>	<i>Number of minutes per intervention session</i>	<i>30</i>
<p style="text-align: center;"><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</i></p> <p>Teachers will conduct regular data chats with students and report trends to Literacy Coach and administration. The administration, literacy coach, and district reading specialist will conduct regular walk-throughs to ensure that the curriculum and intervention is being implemented with fidelity. School leaders and administration will facilitate data-driven discussions in PLCs to evaluate the effectiveness of curriculum.</p>			

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

i-Ready

i-Ready demonstrates moderate evidence according to the ESSA rating. *i-Ready* provides tools to pinpoint strengths and areas of need and to measure proficiency of on-grade level standards. *i-Ready* provides online, personalized instruction and practice to promote productive struggle to help all learners achieve proficiency. The Teacher Toolbox provides educators with access to thousands of digital K-8 resources to differentiate instruction to fit each student's needs. *i-Ready* integrates powerful assessments and rich insights with effective and engaging instruction and practice resources. Additionally, the Teacher Toolbox is a virtual file cabinet of all K-8 instructional resources that provides immediate access to detailed lesson plans and digital tutorials for students performing above, below, and on grade-level.

SRA

SRA has proven successful in our district. SRA promotes students investing in their own learning. Self-progress monitoring is integral to the decision of whether to advance to the next color level or not. Students and teachers review progress together and conference about whether students are ready to advance. As students begin to directly relate effort to results, they become invested in their outcomes and truly own their own learning path.

SRA also has students build confidence in their ability to learn. Due to the leveled nature of the program, students are set up for success through accessible content with the appropriate amount of challenge to stretch their learning forward. As students progress through the program, their confidence in their ability to learn through reading continually strengthens and grows. Ultimately, SRA has created confident, lifelong readers. SRA motivates every student through self-guided, cross-curricular selections that connect their efforts to success.

Voyager Passport

Voyager Passport is a comprehensive K-5 supplemental reading intervention program that provides struggling readers with explicit instruction, corrective feedback, and more time on task to master critical reading skills. Voyager Passport also meets the highest level of ESSA criteria: Strong. Voyager Passport is intended for students who have not made adequate progress in core reading instruction and for students who need instruction beyond the core and need explicit, systematic intervention to accelerate growth.

Flexible Grouping

Based on many years of experience, Sumter County uses flexible groups to reach every student within their needs. Flexible grouping includes ongoing formative assessments to constantly monitor student achievement and identify areas that need additional support or intervention. Flexible grouping provides targeted intervention so that teachers can purposefully target their instruction to the specific needs of the group. Flexible grouping also allows teachers to focus on specific learning objectives for each group.

One-on-one Intervention

In many cases, we know struggling students may require some one-on-one interventions that are specific to that student's needs. Teachers can use a variety of data points to determine those needs and they have access to many resources to help them provide that specific intervention.

How are Tier 3 interventions modified for students who receive interventions through distance learning?

Sumter County students are each assigned a digital device for their personal use from the district. All teachers will implement the use of One Note and Teams at the beginning of the school year. Teachers will continue to use One Note and Teams through distance learning. The continuity of these practices will make the transition to distance learning seamless.

Tier 3 students will benefit from recorded teaching sessions and small group instructional sessions via Teams. Tier 3 students will also benefit from small-group sessions via Teams with their teachers at least three times a week, for 30 minutes each, to provide individualized instruction.

IF:	<p>Student meets the following criteria at beginning of school year:</p> <p><u>Most recent FSA data = Level 1</u></p> <p>AND the following criteria:</p> <p><u>i-Ready Diagnostic FALL</u> 6 → < 5th percentile 7 → < 5th percentile 8 → < 5th percentile</p> <p><u>Common Lit</u> 6 → 0%-25% 7 → 0%-25% 8 → 0%-25%</p>
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THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions
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TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	<p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> extended time targeted instruction based on student need small group or one-on-one instruction accommodations (IEP, ESOL, or 504) more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions <i>additional time allotted is in addition to core instruction and tier 2 interventions</i> 				
	TIER 3 Programs/Materials/Strategies & Duration		TIER 3 Progress Monitoring		
			Assessment & Frequency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt changes to Tier 3 interventions
	i-Ready Toolbox Moderate Evidence		Daily formative assessments	If students are responding positively to their individual interventions with 26% or more accuracy, Tier 3 interventions will be removed.	If students continue to decline in performance, ranging from 0%-59% on assessments and assignments, Tier 3 interventions will be evaluated and adjusted.
Common Lit Individualized leveled reading		Weekly formative assessment and progress monitoring	If students are responding positively to their individual interventions with 26% or more accuracy, Tier 3 interventions will be removed.	If students continue to decline in performance, ranging from 0%-59% on assessments and assignments, Tier 3 interventions will be evaluated and adjusted.	

	IXL	Weekly formative assessments	If students are responding positively to their individual interventions with 26% or more accuracy, Tier 3 interventions will be removed.	If students continue to decline in performance, ranging from 0%-59% on assessments and assignments, Tier 3 interventions will be evaluated and adjusted.	
	Study Island	Weekly formative assessments	If students are responding positively to their individual interventions with 26% or more accuracy, Tier 3 interventions will be removed.	If students continue to decline in performance, ranging from 0%-59% on assessments and assignments, Tier 3 interventions will be evaluated and adjusted.	
	Flexible Groups	Daily/weekly formative assessments	If students are responding positively to their individual interventions with 26% or more accuracy, Tier 3 interventions will be removed.	If students continue to decline in performance, ranging from 0%-59% on assessments and assignments, Tier 3 interventions will be evaluated and adjusted.	
	One-on-one targeted interventions	Daily and Weekly Progress Monitoring	If students are able to regularly demonstrate mastery of skills at a 59% or higher on assessments and assignments, the teacher can remove Tier 3 interventions.	If students continue to decline in performance, ranging from 0%-59% on assessments and assignments, Tier 3 interventions will be evaluated and adjusted.	
	<i>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</i>				
<i>Number of times a week intervention provided</i>		<i>3</i>	<i>Number of minutes per intervention session</i>		<i>30</i>
<p style="text-align: center;"><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</i></p> <p>Teachers will conduct regular data chats with students and report trends to Literacy Coach and administration. The administration, literacy coach, and district reading specialist will conduct regular walk-throughs to ensure</p>					

that the curriculum and intervention is being implemented with fidelity. School leaders and administration will facilitate data-driven discussions in PLCs to evaluate the effectiveness of curriculum.

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

i-Ready

i-Ready demonstrates moderate evidence according to the ESSA rating. *i-Ready* provides tools to pinpoint strengths and areas of need and to measure proficiency of on-grade level standards. *i-Ready* provides online, personalized instruction and practice to promote productive struggle to help all learners achieve proficiency. The Teacher Toolbox provides educators with access to thousands of digital K-8 resources to differentiate instruction to fit each student's needs. *i-Ready* integrates powerful assessments and rich insights with effective and engaging instruction and practice resources. Additionally, the Teacher Toolbox is a virtual file cabinet of all K-8 instructional resources that provides immediate access to detailed lesson plans and digital tutorials for students performing above, below, and on grade-level.

CommonLit

Common Lit demonstrates moderate evidence according to the ESSA ratings and has a direct relation to proficiency on FSA. CommonLit is a nonprofit education technology organization dedicated to ensuring that all students, especially students in Title I schools, graduate with the reading, writing, communication, and problem-solving skills they need to be successful in college and beyond. CommonLit believes in providing teachers with all the resources they need to set their students up for success, while also encouraging best practices in the classroom. That's why the CommonLit Literacy Model is built on a foundation of over 2,000 high-quality free reading passages for grades 3-12, complemented by aligned interim assessments, growth-oriented data, and expert-led teacher development. CommonLit's resources are: flexible, research-based, effective, as proven by third-party review, and aligned to the State Standards. Our teachers provide students with Before Reading, During Reading, and After Reading activities while exposing them to grade-level appropriate content.

Intervention students are given the opportunity to maintain advanced organizers for their texts to help them develop their own thoughts and ideas regarding specific texts. This program also offers text sets which allows our intervention students the ability to synthesize ideas across texts and genres.

CommonLit helps our reading intervention students by exposing them to grade-level text and material as opposed to lower-level texts. We provide the steps they need to access the grade-level text as opposed to the giving them text which is easily accessible, but perhaps less appropriate.

IXL

IXL demonstrates moderate evidence according to the ESSA rating. IXL is designed to support students toward authentic skill mastery, and research shows this approach works. When students consistently reach proficiency and mastery of IXL skills, their improved performance on state assessments improve.

Study Island

Study Island received a rating of moderate evidence according to the ESSA rating. Study Island is aligned to state standards, has customizable assessments and flexible practice and has real-time progress monitoring to easily track student outcomes. Our district uses this mainly as a standards-based formative to gauge where our tiered reading intervention students are compared to the Tier 1 reading intervention students. Sumter has been able to find relevant data from these formatives to drive individualized instruction for specific standards and concepts.

Flexible Grouping

Based on many years of experience, Sumter County uses flexible groups to reach every student within their needs. Flexible grouping includes ongoing formative assessments to constantly monitor student achievement and identify areas that need additional support or intervention. Flexible grouping provides targeted intervention

	<p>so that teachers can purposefully target their instruction to the specific needs of the group. Flexible grouping also allows teachers to focus on specific learning objectives for each group.</p> <p style="text-align: center;"><u>One-on-one Intervention</u></p> <p>In many cases, we know struggling students may require some one-on-one interventions that are specific to that student’s needs. Teachers can use a variety of data points to determine those needs and they have access to many resources to help them provide that specific intervention.</p>
	<p style="text-align: center;"><i>How are Tier 3 interventions modified for students who receive interventions through distance learning?</i></p> <p>Sumter County students are each assigned a digital device for their personal use from the district. All teachers will implement the use of One Note and Teams at the beginning of the school year. Teachers will continue to use One Note and Teams through distance learning. The continuity of these practices will make the transition to distance learning seamless.</p> <p>Tier 3 students will benefit from recorded teaching sessions and small group instructional sessions via Teams. Tier 3 students will also benefit from small-group sessions via Teams with their teachers at least three times a week, for 30 minutes each, to provide individualized instruction.</p>

IF:	<p>Student meets the following criteria at beginning of school year:</p> <p><u>Most Recent FSA</u> 9 → Level 1 10 → Level 1 11 → Level 1 12 → Level 1</p> <p>AND</p> <p><u>Common Lit</u> 9 → 0%-25% 10 → 0%-25% 11 → 0%-25% 12 → 0%-25%</p>			
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions			
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	<p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> • extended time • targeted instruction based on student need • small group or one-on-one instruction • accommodations (IEP, ESOL, or 504) • more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions • <i>additional time allotted is in addition to core instruction and tier 2 interventions</i> 			
	<i>TIER 3 Programs/Materials/Strategies & Duration</i>	<i>TIER 3 Progress Monitoring</i>		
		<i>Assessment & Frequency</i>	<i>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</i>	<i>Performance Criteria that would prompt changes to Tier 3 interventions</i>
	PATHS	Daily formative assessments	If students are responding positively to their	If students continue to decline in

		individual interventions with 26% or more accuracy, Tier 3 interventions will be removed.	performance, ranging from 0%-59% on assessments and assignments, Tier 3 interventions will be evaluated and adjusted.
Common Lit Individualized leveled reading	Weekly formative assessment and progress monitoring	If students are responding positively to their individual interventions with 26% or more accuracy, Tier 3 interventions will be removed.	If students continue to decline in performance, ranging from 0%-59% on assessments and assignments, Tier 3 interventions will be evaluated and adjusted.
Study Island	Weekly formative assessments	If students are responding positively to their individual interventions with 26% or more accuracy, Tier 3 interventions will be removed.	If students continue to decline in performance, ranging from 0%-59% on assessments and assignments, Tier 3 interventions will be evaluated and adjusted.
Flexible Group instruction	Daily formative assessments	If students are responding positively to their individual interventions with 26% or more accuracy, Tier 3 interventions will be removed.	If students continue to decline in performance, ranging from 0%-59% on assessments and assignments, Tier 3 interventions will be evaluated and adjusted.
One-on-one targeted interventions	Daily and Weekly Progress Monitoring	If students are able to regularly demonstrate mastery of skills at a 59% or higher on assessments and assignments, the teacher can remove Tier 3 interventions.	If students continue to decline in performance, ranging from 0%-59% on assessments and assignments, Tier 3 interventions will be evaluated and adjusted.
<i>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</i>			

<i>Number of times a week intervention provided</i>	3	<i>Number of minutes per intervention session</i>	30
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What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?

Teachers will conduct regular data chats with students and report trends to Literacy Coach and administration. The administration, literacy coach, and district reading specialist will conduct regular walk-throughs to ensure that the curriculum and intervention is being implemented with fidelity. School leaders and administration will facilitate data-driven discussions in PLCs to evaluate the effectiveness of curriculum.

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

In addition to the regular instructional materials listed below:

PATHS

Paths to College and Career demonstrates moderate evidence according to the ESSA rating. PCG's Paths to College and Career curriculum, also known as the EngageNY curriculum, provides educators with lesson-by-lesson guidance to implement the Common Core State Standards (CCSS) for grades 6–12 English Language Arts. The curriculum is designed to flex in response to the realities of each classroom and school. Adaptation is an expectation. The curriculum empowers educators and school leaders to use and adapt the instructional resources to best support their students. It includes options for teachers to adjust pacing and adapt content to address student needs. This curriculum focuses on developing our struggling students to become independent close readers. Our intervention students experience tangible texts in which they can mark the text and annotate their thoughts and ideas. Our intervention students are given the opportunity to read text several times so that they become familiar with the text and confident enough to engage in thoughtful and critical discussions with their peers. Advanced organizers give our intervention students the chance to record their interpretations and thoughts regarding their texts. Using the advanced organizer to reflect on the text allows these students to make cognitive connections to the text. Paths also allows our intervention students to synthesize data across texts. Intervention students are given the opportunity to write about what they have read through the curriculum as well. Paths also allows teachers to focus on specific academic vocabulary to help build our intervention students' vocabulary capacity. There are opportunities for group discussions, group projects, and group accountability,

CommonLit

Common Lit demonstrates moderate evidence according to the ESSA ratings and has a direct relation to proficiency on FSA. CommonLit is a nonprofit education technology organization dedicated to ensuring that all students, especially students in Title I schools, graduate with the reading, writing, communication, and problem-solving skills they need to be successful in college and beyond. CommonLit believes in providing teachers with all the resources they need to set their students up for success, while also encouraging best practices in the classroom. That's why the CommonLit Literacy Model is built on a foundation of over 2,000 high-quality free reading passages for grades 3-12, complemented by aligned interim assessments, growth-oriented data, and expert-led teacher development. CommonLit's resources are: flexible, research-based, effective, as proven by third-party review, and aligned to the State Standards. Our teachers provide students with Before Reading, During Reading, and After Reading activities while exposing them to grade-level appropriate content. Intervention students are given the opportunity to maintain advanced organizers for their texts to help them develop their own thoughts and ideas regarding specific texts. This program also offers text sets which allows our intervention students the ability to synthesize ideas across texts and genres.

Both Paths and CommonLit help our reading intervention students by exposing them to grade-level text and material as opposed to lower-level texts. We provide the steps they need to access the grade-level text as opposed to the giving them text which is easily accessible, but perhaps less appropriate.

We will also use the following programs and strategies as interventions:

Khan Academy

Khan Academy allows students to practice at their own pace, first by filling in the gaps in their understanding and then accelerating their learning. Khan Academy offers standards-based practice and lessons. Teachers are able to use the program to identify gaps in their students' understanding, tailor instruction, and meet the needs of every student. This program has proven successful as a reading intervention program in our district. We will continue to utilize the individualized reading lessons as a starting point for interventions.

Study Island

Study Island received a rating of moderate evidence according to the ESSA rating. Study Island is aligned to state standards, has customizable assessments and flexible practice and has real-time progress monitoring to easily track student outcomes. Our district uses this mainly as a standards-based formative to gauge where our tiered reading intervention students are compared to the Tier 1 reading intervention students. Sumter has been able to find relevant data from these formatives to drive individualized instruction for specific standards and concepts.

Flexible Grouping

Based on many years of experience, Sumter County uses flexible groups to reach every student within their needs. Flexible grouping includes ongoing formative assessments to constantly monitor student achievement and identify areas that need additional support or intervention. Flexible grouping provides targeted intervention so that teachers can purposefully target their instruction to the specific needs of the group. Flexible grouping also allows teachers to focus on specific learning objectives for each group.

One-on-one Intervention

In many cases, we know struggling students may require some one-on-one interventions that are specific to that student's needs. Teachers can use a variety of data points to determine those needs and they have access to many resources to help them provide that specific intervention.

How are Tier 3 interventions modified for students who receive interventions through distance learning?

Sumter County students are each assigned a digital device for their personal use from the district. All teachers will implement the use of One Note and Teams at the beginning of the school year. Teachers will continue to use One Note and Teams through distance learning. The continuity of these practices will make the transition to distance learning seamless.

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