Sumter 2018-19 K-12 Comprehensive Research-Based Reading Plan

Contact Information

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

District Contact: Jessica Christian
Contact Email: Jessica.Christian@sumter.k12.fl.us
Contact Telephone: (352) 793-2315 ext. 50269

District-Level Leadership

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

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

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

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

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

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

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

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

   In the Sumter County School District we plan to use our reading allocation to ensure that students with deficiencies are provided with appropriate interventions as soon as the deficiencies are identified (reading intervention teachers). We will also use the allocation to fund portions of evidence-based supplemental instructional tools that our district uses to identify reading deficiencies. Some of the allocation will be used to fund subs for professional development and to pay for consultants. The allocation will also be used ensure that progress is being made at each school toward the goals (progress monitoring, formatives, monitoring). In the summer, our allocation will fund the camps for third graders not making enough progress to promote.

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

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

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

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

      Sumter has recently been in the process of determining which progress monitoring tool will be used for next school year for collecting benchmark progress data. I-Ready will be used for progress monitoring for K-8. In grades 9-12, we plan to use Achieve 3000 to progress monitor our students. We plan to progress monitor our students at least twice during the school year before the FSA-ELA is administered.

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

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

We plan to progress monitor our students at least twice during the school year before the FSA-ELA is administered.

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

The K-12 Reading Specialist and Directors of Elementary and Secondary

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

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

The K-12 Reading Specialist and Directors of Elementary and Secondary, District Curriculum Department

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

Progress monitoring data, Achieve 3000 data, formative data from the schools, Literacy Walkthrough data, District Walkthrough data, and AVID Walkthrough data

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

Twice per year for the progress monitoring data, Three times per year for the other data – Once during each of the 1st three quarters.

6. **In regard to access to informational text for each content area in a variety of mediums, please address the following:**

A. **Who at the district level will be responsible for ensuring that schools have access to informational text for each content areas in a variety of mediums?**

The K-12 Reading Specialist and Directors of Elementary and Secondary, and District Curriculum Department

B. **In addition to using texts from core, supplemental and intervention programs, what will the district do to ensure that schools have access to informational text for each content area in a variety of mediums?**

The district provides a subscription to AVID Weekly, and the DBQ Project for grades 4-11. In addition, the following resources provided by the district through the media centers are available: Discovery Education Streaming, Florida Gale Databases for all, Britannica School, Image Quest, Accelerated Book Finder, and Annals of American History.

7. **In regard to Universal Design for Learning (UDL), please address the following:**

    A. **Who at the district level will ensure that the all classroom instruction is accessible to the full range of learners using UDL principles?**

       The K-12 Reading Specialist and Directors of Elementary and Secondary, and District Curriculum Department

    B. **What evidence will the district collect to demonstrate that all classroom instruction is accessible to the full range of learners using UDL principles for effective instructional design (planning) and delivery (teaching)?**

       Sample lesson plans, Literacy Walkthrough data, District Walkthrough data, and Samples of Quality Accessibility Examples from Schools using a Staff Notebook in Office 365

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

       Three times – Once during each of the 1st three quarters

8. **As a separate attachment please provide the meeting agenda which demonstrates the district contact for the K-12 Comprehensive Research-Based Reading Plan has met with the district contact for Exceptional Student Education (ESE) to discuss the alignment between the District's Special Programs and Procedures (SP&P) requirements and the district's 2018-2019 K-12 Comprehensive Research-Based Reading Plan, as well as documentation that the district contact for the K-12 Comprehensive Research-Based Reading Plan has met with the district ELL contact to discuss alignment with their district ELL plan.**

    See Appendix A.

<u>Research-Based Reading Instruction Allocation</u>

As per Section 1011.62(c), F.S., funds allocated under this subsection must be used to provide a system of comprehensive reading instruction to students enrolled in the K-12 programs, which may include the following:
- An additional hour per day of intensive reading instruction to students in the 300 lowest-performing elementary schools by teachers and reading specialists who are effective in teaching reading;
- Kindergarten through grade 5 reading intervention teachers to provide intensive intervention during the school day and in the required extra hour for students identified as having a reading deficiency;
- Highly qualified reading coaches to specifically support teachers in making instructional decisions based on student data and improve teacher delivery of effective reading instruction, intervention and reading in the content areas based on student need;

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

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

Professional Development

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

1. **Who is responsible for ensuring every professional development activity funded through the Research-Based Reading Instruction Allocation is appropriately entered into the district master inservice plan?**

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

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

   $8,000.00

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

elementary grades instructional personnel access to training sufficient to meet the requirements of Section 1012.585(3)(f), F.S..

Who is responsible for ensuring this training is entered into the master inservice plan and is subsequently provided to reading coaches, classroom teachers and school administrators?

The K-12 Reading Specialist, Directors of Elementary, Secondary and Professional Development, and the District Curriculum Department

4. **Was the training in question #3 funded through the Research-Based Reading Allocation? If not, please list the funding source for this training.**

   Yes, in part. The other funding sources include SAI, Title I, and Title VI.

Reading/Literacy Coaches

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

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

   Qualifications for Reading/Literacy Coaches:

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

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

    South Sumter High School and Wildwood Middle High School

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

    These two schools have the highest percentage of students not reading on grade level or above. In addition, the number of students/teachers at each of these schools was considered as a factor in deciding on coach placement.

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

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

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

    Reading/Literacy Coach Effectiveness Measures:

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

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

    $117,606.00

Supports for Identification and Intervention of Students With Reading Deficiencies

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

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

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

   Wildwood Middle High School and South Sumter High School

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

   Yes, these schools have the highest percentage of students not reading proficiently. In addition, the number of students/teachers at each of these schools was considered as a factor in deciding on funding of intervention teachers.

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

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

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

   $230,086

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

   Achieve 3000, READ 180, and Sonday System from Orton-Gillingham

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

   $10,000

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

   They are in part purchased by the Reading Allocation, Title I, SAI and Exceptional Education?

Summer Reading Camps

Please complete the following questions regarding SRC.

1. **SRC Supervisor Name:** Jessica Christian

2. **Email Address:** Jessica.Christian@sumter.k12.fl.us

3. **Phone Number:** (352) 793-2315 ext. 50269

4. **Please list the schools which will host a SRC:**

   Bushnell Elementary, Webster Elementary, Wildwood Elementary, and the Villages Charter School

5. **Provide the following information regarding the length of your district SRC:**

   a. Start Date: 6/11/18
   b. Which days of the week is SRC offered: Monday-Thursday
   c. Number of instructional hours per day in reading: 5.5
   d. End Date: 7/19/18
   e. Total number of instructional hours of reading: 126.5

6. **Per the requirements of Section 1008.25(7)(b)(3), F.S., are all teachers selected to deliver SRC instruction highly effective as determined by their evaluation under Section 1012.34, F.S.?**

   Yes

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

   1:10

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

   No

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

   Students will be administered the SAT 10. If students score a 45 or higher, they will have mastered the SRC skills and will be promoted.

300 Lowest-Performing Elementary Schools

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

This may be found in Appendix C.

Budget Review

Estimated proportional share distributed to district charter schools		$172,798.00
District expenditures on reading coaches		$117,606.00
District expenditures on intervention teachers		$112,480.00
District expenditures on supplemental materials or interventions		$ 10,000.00
District expenditures on professional development		$ 8,000.00
District expenditures on summer reading camps		$ 32,667.00
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools		$ 0.00
Flexible Categorial Spending		$ 1,181.00
	Sum of Expenditures	$454,732.00
	Amount of district research-based reading intruction allocation for 2018-2019	$454,732.00

APPENDIX A

K-12 Reading Plan & MTSS/ELL Meeting – 04/20/18 – 3:00 p.m.

Agenda:
1. K-12 Reading Plan – Gina
2. SP & P and ELL Plans – Kathy
3. Discussion regarding the alignment between these plans.

Attendees:
- o Gina Merritt – K-12 Reading Supervisor
- o Kathy Dustin – MTSS & ELL Coordinator

Identification of Students with Reading Deficiencies and Intervention Supports

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

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

The charts must contain the following information:

- The grade level(s) of the student;
- Name and performance benchmark on screening, diagnostic, progress monitoring, local assessment, statewide assessment or teacher observations used to identify students with substantial deficiencies in reading and subsequent interventions provided. FSA-ELA scores must be used for appropriate grade levels;
- DT1 must clearly state the conditions the district uses to determine whether a student has a substantial reading deficiency and will subsequently notify the student's parent as required in Section 1008.25, F.S. This also includes a description of the intensive, explicit, systematic, and multisensory reading interventions which will be provided to students in grades K-3;
- DT1 must include information on how the Florida Kindergarten Readiness Screener will be used to plan intervention for students scoring in the following performance levels:
  1) Scaled score of 497-529
  2) Scaled score of 438-496
  3) Scaled score of 437 and below; and

An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided;

Chart DT1: Elementary Identification/Curriculum Decision Tree, Grades K-5 (2018-19)				
District Name: Sumter (All elementary schools except the Villages Charter School)				
Note: Immediate Intensive Intervention (iii) will be provided according to need for at least 75 minutes a week beyond the 90-minute block. The daily amount of time used for iii will be no less than 15 minutes per day for five days a week. The intervention will be provided in a small group setting with 4-7 students or through one-on-one tutoring.				
Grade Level	ASSESSMENT(S)	IF	THEN	MATERIALS/ACTIVITIES
• K-2	• STAR Early Literacy Skills Assessment • I-Station's Indicators of Progress (ISIP) • I-Ready Progress Monitoring Assessment	• Scared score of 437 and below on the STAR Early Literacy Assessment. • Student scores in tier 3 or below the 20th percentile on I-Station's Indicators of Progress (ISIP). • Student scores in the lowest (Red) Level 1 Proficiency on Progress Monitoring Assessment (I-Ready) • **If any of these indicators are present, intervention is necessary, and parent will be notified of such**.	• Write a PMP • Use the subskills data from I-Station's Indicators of Progress and/or administer the Phonemic Awareness Inventory Tasks, Fluency, Vocabulary and Comprehension scores from the Reading Wonders Series to determine the level of daily differentiated intervention required for the students. • *Use I-Ready* to determine if students have a substantial reading deficiency and/or multi-sensory issue. • Use the recommendations from I-Ready to allow the instructional piece of the program to provide instruction to the students in this category during their flexible grouping and intervention time. • Provide instruction that follows the developmental reading continuum including scaffolding with gradual release instruction for higher level comprehension,	• Reading Wonders • I-Station • Reading Wonders Leveled Readers • Saxon Phonics • SRA Reading Mastery • I-Ready • Study Island • AR/STAR • Use of extended reading passages with comprehension questions • Students in this tier will get an extended time in iii with much smaller groups. The instruction for these groups will be very targeted on the deficits of the students. • *Student gets iii time. (Daily small group or individualized differentiated intervention in addition to or an extension of the 90 -minute reading block and targeted to meet students' instructional needs. Students will get a multisensory intervention using the Sonday System from Orton-Gillingham.)*

Chart DT1: Elementary Identification/Curriculum Decision Tree, Grades K-5 (2018-19)				
District Name: Sumter (All elementary schools except the Villages Charter School)				
Note: Immediate Intensive Intervention (iii) will be provided according to need for at least 75 minutes a week beyond the 90-minute block. The daily amount of time used for iii will be no less than 15 minutes per day for five days a week. The intervention will be provided in a small group setting with 4-7 students or through one-on-one tutoring.				
Grade Level	**ASSESSMENT(S)**	**IF**	**THEN**	**MATERIALS/ACTIVITIES**
			vocabulary, phonics and fluency at the word and/or connected text level. • Provide more intensity through additional time, smaller group size and more targeted instruction. • Focus on the skill strengths and weaknesses and use in flexible group instruction.	
• K-2	• STAR Early Literacy Skills Assessment • I-Station's Indicators of Progress (ISIP) • I-Ready Progress Monitoring Assessment	• Scaled score of 438 up to 496 on the STAR Early Literacy Assessment. • Student scores above the 20th percentile, but below the 40th percentile (Tier 2) on I-Station's Indicators of Progress (ISIP). • Student scores Level 2 (Yellow) Proficiency on Progress Monitoring Assessment (I-Ready) • **If any of these indicators are present, interventions are necessary and**	• Write a PMP. • Use the subskills data from I-Station's Indicators of Progress and/or Phonemic Awareness Inventory Tasks, Fluency, Vocabulary and Comprehension scores from the Reading Wonders Series to determine the level of daily differentiated intervention required for the students. • Teacher uses the course of action indicated by the student scores and skill indicators in I-Ready to allow the instructional piece of the program to provide instruction during flexible grouping and intervention time.	• Reading Wonders • Reading Wonders Leveled Readers • Saxon Phonics • SRA Reading Mastery • I-Station and/or I-Ready • Study Island • AR/STAR • Use of extended reading passages with comprehension questions • *Student gets iii time. (Daily small group or individualized differentiated intervention in addition to or an extension of the 90 -minute reading block and targeted to meet students' instructional needs.)*

Chart DT1: Elementary Identification/Curriculum Decision Tree, Grades K-5 (2018-19)				
District Name: Sumter (All elementary schools except the Villages Charter School)				
Note: Immediate Intensive Intervention (iii) will be provided according to need for at least 75 minutes a week beyond the 90-minute block. The daily amount of time used for iii will be no less than 15 minutes per day for five days a week. The intervention will be provided in a small group setting with 4-7 students or through one-on-one tutoring.				
Grade Level	**ASSESSMENT(S)**	**IF**	**THEN**	**MATERIALS/ACTIVITIES**
		parent(s) will be notified of such.	• Provide more intensity through additional time, smaller group size and more targeted instruction. • Provide instruction that follows the developmental reading continuum including scaffolding with gradual release instruction for higher level comprehension, vocabulary, phonics and fluency at the word and/or connected text level. • Focus on the skill strengths and weaknesses and use in flexible group instruction.	
• K-2	• STAR Early Literacy Skills Assessment • I-Station's Indicators of Progress (ISIP) • I-Ready Progress Monitoring Assessment	• Scaled score of 497 to 529 on the STAR Early Literacy Assessment. • Student scores above the 40th percentile (Tier 1) on I-Station's Indicators of Progress (ISIP). • Student scores in the Level 3 (Green) Proficiency on Progress Monitoring	• Provide instruction that follows the developmental reading continuum including instruction with higher level comprehension, vocabulary, phonics and fluency at the word and/or connected text level. • Teacher uses the course of action indicated by the student scores and skill indicators in I-Ready to allow the instructional piece of the program to provide	• Reading Wonders. • Reading Wonders Leveled Readers • Saxon Phonics • SRA Reading Mastery • I-Station and/or I-Ready • Study Island • AR/STAR • Use of small group differentiated instruction focused on skill strengths and weaknesses. • Use of extended reading passages with comprehension questions.

Note: Immediate Intensive Intervention (iii) will be provided according to need for at least 75 minutes a week beyond the 90-minute block. The daily amount of time used for iii will be no less than 15 minutes per day for five days a week. The intervention will be provided in a small group setting with 4-7 students or through one-on-one tutoring.

Grade Level	ASSESSMENT(S)	IF	THEN	MATERIALS/ACTIVITIES
		Assessment tool (I-Ready)	instruction during flexible grouping and intervention time. • Focus on the skill strengths and weaknesses and use in flexible group instruction.	
• K-2	• STAR Early Literacy Skills Assessment • I-Station's Indicators of Progress (ISIP) • I-Ready Progress Monitoring Assessment	• Scaled score of 497 to 529 on the STAR Early Literacy Assessment. • Student scores above the 40th percentile (Tier 1) on I-Station's Indicators of Progress (ISIP). • Students score in the Level 4 (Blue) Proficiency on Progress Monitoring Assessment tool (I-Ready)	• Provide enhanced instruction that follows the developmental reading continuum including instruction with higher level comprehension, vocabulary, phonics and fluency at the word and/or connected text level. • Focus on the skill strengths and weaknesses and use in flexible group instruction.	• Reading Wonders • Use of small group differentiated instruction focused on skill strengths and weaknesses. • Reading Wonders Leveled Readers • Saxon Phonics • SRA Reading Mastery • I-Station and/or I-Ready • Study Island • AR/STAR • Use of extended reading passages with comprehension questions
• 3-5	• SAT 10 (3rd Grade Summer Reading Camp Only) • ELA Florida Standards Assessment (FSA) or Florida Alternative Assessment (FAA) • I-Ready Progress	• Student scores level 1 on Florida Standards Assessment or Florida Alternative Assessment • Or, Student scores in the lowest (Red) Level 1 Proficiency on Progress Monitoring	• Write a PMP. • Provide scaffolded instruction with gradual release in high-level reasoning skills, vocabulary and reading comprehension strategies required to meet grade level standards. • Determine strategies & timelines, and administer diagnostic	• Reading Wonders and associated Assessments • Reading Wonders Leveled Readers • I-Station and/or I-Ready • Achieve 3000 • Study Island • Unify Formative Assessments • AR/STAR • SRA Reading Mastery • Use of flexible grouping based on student skill weaknesses and strengths.

Chart DT1: Elementary Identification/Curriculum Decision Tree, Grades K-5 (2018-19)				
District Name: Sumter (All elementary schools except the Villages Charter School)				
Note: Immediate Intensive Intervention (iii) will be provided according to need for at least 75 minutes a week beyond the 90-minute block. The daily amount of time used for iii will be no less than 15 minutes per day for five days a week. The intervention will be provided in a small group setting with 4-7 students or through one-on-one tutoring.				
Grade Level	ASSESSMENT(S)	IF	THEN	MATERIALS/ACTIVITIES
	Monitoring Assessment	Assessment tool (I-Ready) • **If indicator above is present, interventions are necessary and parent(s) notified of such.**	assessments to determine area(s) of deficiency to guide instruction and placement. • *Use I-Ready* to determine if students have a substantial reading deficiency and/or multi-sensory issue. • Teacher follows prescribed program of instruction by Sumter Curriculum Maps focusing on student's skill weaknesses and strengths. • Teacher uses the course of action indicated by the student scores and skill indicators in I-Ready to allow the instructional piece of the program to provide instruction during flexible grouping and intervention time. • Provide more intensity through additional time, smaller group size and more targeted instruction. • Focus on the skill strengths and weaknesses and use in flexible group instruction.	• Students in this tier will get an extended time in iii with much smaller groups. The instruction for these groups will be very targeted on the deficits of the students. • *Student gets iii time.* (*Daily small group or individualized differentiated intervention in addition to or an extension of the 90-minute reading block and targeted to meet students' instructional needs. Students will get a multisensory intervention using the Sonday System from Orton-Gillingham.*)

Chart DT1: Elementary Identification/Curriculum Decision Tree, Grades K-5 (2018-19)
District Name: Sumter (All elementary schools except the Villages Charter School)

Note: Immediate Intensive Intervention (iii) will be provided according to need for at least 75 minutes a week beyond the 90-minute block. The daily amount of time used for iii will be no less than 15 minutes per day for five days a week. The intervention will be provided in a small group setting with 4-7 students or through one-on-one tutoring.

Grade Level	ASSESSMENT(S)	IF	THEN	MATERIALS/ACTIVITIES
• 3-5	• ELA Florida Standards Assessment (FSA) • I-Ready Progress Monitoring Assessment	• Student scores level 2 on Florida Standards Assessment • Or, Student scores Level 2 (yellow) Proficiency Level on Progress Monitoring Assessment tool (I-Ready) • **If indicator above is present, interventions are necessary and parent(s) will be notified of such.**	• Write a PMP. • Provide scaffolded instruction with gradual release in high-level reasoning skills, vocabulary and reading comprehension strategies required to meet grade level standards. • Determine strategies and timelines. • Administer diagnostic testing to determine area(s) of deficiency to guide instruction and placement. • Teacher follows prescribed program of instruction by Sumter Curriculum Maps focusing on student's skill weaknesses and strengths. • Teacher uses the course of action indicated by the student scores and skill indicators in I-Ready to allow the instructional piece of the program to provide instruction during flexible grouping and intervention time. • Provide more intensity through additional time,	• Reading Wonders and associated Assessments • Reading Wonders Leveled Readers • I-Station and/or I-Ready • Achieve 3000 • Study Island • AR/STAR • SRA Reading Mastery • Use of flexible grouping based on student skill weaknesses and strengths. • *Student gets iii time. (Daily small group or individualized differentiated intervention in addition to or an extension of the 90 -minute reading block and targeted to meet students' instructional needs.)*

Chart DT1: Elementary Identification/Curriculum Decision Tree, Grades K-5 (2018-19)				
District Name: Sumter (All elementary schools except the Villages Charter School)				
Note: Immediate Intensive Intervention (iii) will be provided according to need for at least 75 minutes a week beyond the 90-minute block. The daily amount of time used for iii will be no less than 15 minutes per day for five days a week. The intervention will be provided in a small group setting with 4-7 students or through one-on-one tutoring.				
Grade Level	**ASSESSMENT(S)**	**IF**	**THEN**	**MATERIALS/ACTIVITIES**
			smaller group size and more targeted instruction. • Focus on the skill strengths and weaknesses and use in flexible group instruction.	
• 3-5	• ELA Florida Standards Assessment (FSA) • I-Ready Progress Monitoring Assessment	• Student scores level 3 on Florida Standards Assessment • Or, Student scores Level 3 (green) Proficiency Level on Progress Monitoring Assessment tool (I-Ready)	• Provide current levels of instruction in high-level reasoning skills, vocabulary and reading comprehension strategies required to meet grade level standards. • Teacher follows prescribed program of instruction by Sumter Curriculum Maps focusing on student's skill weaknesses and strengths. • Teacher uses the course of action indicated by the student scores and skill indicators in I-Ready to allow the instructional piece of the program to provide instruction during flexible grouping and intervention time. • Focus on the skill strengths and weaknesses and use in	• Reading Wonders and associated Assessments • Reading Wonders Leveled Readers • I-Station and/or I-Ready • Achieve 3000 • Study Island • Formative Assessments • AR/STAR • SRA Reading Mastery • Use of flexible grouping based on student skill weaknesses and strengths.

Chart DT1: Elementary Identification/Curriculum Decision Tree, Grades K-5 (2018-19)				
District Name: Sumter (All elementary schools except the Villages Charter School)				
Note: Immediate Intensive Intervention (iii) will be provided according to need for at least 75 minutes a week beyond the 90-minute block. The daily amount of time used for iii will be no less than 15 minutes per day for five days a week. The intervention will be provided in a small group setting with 4-7 students or through one-on-one tutoring.				
Grade Level	**ASSESSMENT(S)**	**IF**	**THEN**	**MATERIALS/ACTIVITIES**
			flexible group instruction.	
• 3-5	• ELA Florida Standards Assessment (FSA) • I-Ready Progress Monitoring Assessment	• Student scores level 4-5 on Florida Standards Assessment • Or, Student scores Level 4 (blue) Proficiency Level on Progress Monitoring Assessment tool (I-Ready)	• Provide *enhanced* instruction in the high-level reasoning skills, vocabulary and reading comprehension strategies required to meet grade level standards. • Teacher follows prescribed program of instruction by Sumter Curriculum Maps focusing on student's skill weaknesses and strengths. • Teacher uses the course of action indicated by the student scores and skill indicators in I-Ready to allow the instructional piece of the program to provide instruction during flexible grouping and intervention time. • Focus on the skill strengths and weaknesses and use in flexible group instruction.	• Reading Wonders and associated Assessments • Reading Wonders Leveled Readers • I-Station and/or I-Ready • Achieve 3000 • Study Island • Formative Assessments • AR/STAR • Use of flexible grouping based on student skill weaknesses and strengths.

Chart DT1: Elementary Identification/Curriculum Decision Tree, Grades K-5 (2018-19)
District Name: Sumter (All elementary schools except the Villages Charter School)

Note: Immediate Intensive Intervention (iii) will be provided according to need for at least 75 minutes a week beyond the 90-minute block. The daily amount of time used for iii will be no less than 15 minutes per day for five days a week. The intervention will be provided in a small group setting with 4-7 students or through one-on-one tutoring.

Grade Level	ASSESSMENT(S)	IF	THEN	MATERIALS/ACTIVITIES

For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data. Students may be recommended for after school programs or to use a combination of different supplemental reading programs. After review of student progress, if student is still having difficulty with mastery, it may become necessary to refer the student to the school's Multi-tier Support System (MTSS) to determine more individualized interventions, and perhaps eligibility as a student with a disability.

Chart DT2: Secondary Identification/Intervention Decision Tree, Grades 6-8 (2018-19)				
District Name: Sumter (All middle schools except the Villages Charter School)				
GRADE LEVEL	**ASSESSMENT(S)**	**IF….**	**THEN….**	**MATERIALS/ACTIVITIES**
If student is a Level 2 not in need of decoding or text reading efficiency, he/she may be placed in a content area class with a teacher who has the CAR-PD, NGCAR-PD or a reading endorsement. These students must be served by teachers with evidence of success as determined by the district.				
• 6-8	• FSA/FAA-ELA • Achieve 3000	**a.** Student has FSA/FAA scores and is a Level 3 or higher. -------------------------- **b.** Student scores in the low moderate (Yellow) Level 2, average (Green) Level 3, or above average (Blue) Level 4/5 Proficiency on Progress Toward Proficiency Report in Achieve 3000 **Lexile Scores** – 800 & up	**a.** Student is registered without placement into Intensive Reading class – (ELA double block). ---------------------------------- **b.** Continue to monitor student progress using the standards reports and progress toward proficiency reports Achieve 3000) and Study Island reports on skills proficiency to guide flexible grouping placement and skill focus.	• **Springboard using scaffolding with gradual release method** • **Structured Flexible Grouping using data on skill strengths and weaknesses** • District Writing Prompts • Classroom Formative Assessments/Scores on classroom skills tasks • Achieve 3000 – Leveled Informational Text with HOT • Core Connections Mini-Lessons • Common Lit • Close Reading Lessons • Novel Sets/Classroom Libraries
• 6-8	• FSA/FAA-ELA • MAZE • NAEP Fluency • Progress Monitoring Assessments (I-Ready) • Achieve 3000	**a.** Student has FSA/FAA scores & is Level 1 or *2** with records indicating reading placement from the current or previous year. -------------------------- **b.** Student has FSA/FAA scores & is Level 1 or *2** with <u>no records</u>	**a.** Confer with reading coach about appropriate reading placement based on district benchmark criteria (see next page). ---------------------------------- **b.** **MAZE** scores from latest administration evaluated by or **MAZE** testing administered	• **SRA Corrective Reading (Decoding) – SSMS** • **NG READ 180 –WMHS** • **Structured Flexible Grouping using data on skill strengths and weaknesses** • **Springboard using scaffolding with gradual release method** • Achieve 3000 – Leveled Informational Text with HOT • District Writing Prompts

GRADE LEVEL	ASSESSMENT(S)	IF….	THEN….	MATERIALS/ACTIVITIES

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

| | | on reading placement, or student has <u>no FSA scores or records</u> indicating previous reading placement.

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c. **MAZE** risk level from Spring administration is High (Red) or Medium (Yellow).

Lexile Scores – BR - 700

• **If any or all of the above indicators are present, interventions are necessary and parent(s) will be notified of such.** | by trained personnel (literacy coach).

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c. Use a passage that has been Lexiled at the grade level Lexile band with the NAEP fluency rubric to assess student needs in text reading efficiency.

If student scores at Level 1 or 2 on NAEP, trained personnel administer SRA Decoding Tests (SSMS). Student should be placed in SRA level in which he/she scored. WMHS will place the middle schools students scoring the lowest in READ 180. If student scores Level 3 or 4 on NAEP or tests out of SRA, student will not be placed in Intensive Reading, but instead will be served in a **Level B - 90 minute ELA block** with | • Classroom Formative Assessments/Scores on classroom skills tasks
• Core Connections Mini-Lessons
• Close Reading Lessons
• Common Lit
• Novel Sets/Classroom Libraries |

Chart DT2: Secondary Identification/Intervention Decision Tree, Grades 6-8 (2018-19)				
District Name: Sumter (All middle schools except the Villages Charter School)				
GRADE LEVEL	**ASSESSMENT(S)**	**IF….**	**THEN….**	**MATERIALS/ACTIVITIES**
If student is a Level 2 not in need of decoding or text reading efficiency, he/she may be placed in a content area class with a teacher who has the CAR-PD, NGCAR-PD or a reading endorsement. These students must be served by teachers with evidence of success as determined by the district.				
			a NGCAR-PD trained teacher. Administer I-Ready diagnostic assessment to determine specific instructional needs. ------------------------------ d. Continue to monitor student progress I-Ready diagnostic skills proficiency reports to guide flexible grouping placement and skill focus.	
		------------------------------ d. Student scores in the lowest (Red) Level 1 or the low moderate (Yellow) Level 2 Proficiency on Progress Toward Proficiency Report in Achieve 3000		
• 6-8	• FSA/FAA-ELA • MAZE • NAEP Fluency • Progress Monitoring Assessments (I-Ready) • Achieve 3000	a. Student has FSA/FAA scores & is Level 1 or *2** with records indicating reading placement from the current or previous year. ------------------------------ b. Student has FSA/FAA scores & is Level 1 or *2** with <u>no records</u> on reading placement, or student has <u>no FSA scores or records</u>	a. Confer with reading coach about appropriate reading placement based on district benchmark criteria (see below**). ------------------------------ b. **MAZE** scores from latest administration evaluated by or **MAZE** testing administered by trained personnel (literacy coach).	• **Springboard using scaffolding with gradual release method** • **Structured Flexible Grouping using data on skill strengths and weaknesses** • Formative Assessments with Mini-Lessons • Achieve 3000 – Leveled Informational Text with HOT • District Writing Prompts • Classroom Formative Assessments/Scores on classroom skills tasks • Core Connections Mini-Lessons • Common Lit

GRADE LEVEL	ASSESSMENT(S)	IF….	THEN….	MATERIALS/ACTIVITIES
If student is a Level 2 not in need of decoding or text reading efficiency, he/she may be placed in a content area class with a teacher who has the CAR-PD, NGCAR-PD or a reading endorsement. These students must be served by teachers with evidence of success as determined by the district.				
		indicating previous reading placement. --------------------------- c. **MAZE** risk level from Spring administration is Low (Green). **Lexile Scores –** 700 & up • **If any or all of the above indicators are present, interventions may be necessary and parent(s) will be notified of such.** d. Student scores in the low moderate (Yellow) Level 2 or average (Green) Level 3 Proficiency on Progress Toward Proficiency Report in Achieve 3000	 ----------------------------------- c. Administer I-Ready diagnostic assessment to determine instructional needs for comprehension and vocabulary. (Student placed in 90 ELA Block with a NGCAR-PD trained teacher.) d. Continue to monitor student progress using the standards reports and progress toward proficiency reports Achieve 3000) and Study Island reports on skills proficiency to guide flexible grouping placement and skill focus.	• Close Reading Lessons • Novel Sets/Classroom Libraries

Chart DT2: Secondary Identification/Intervention Decision Tree, Grades 6-8 (2018-19) District Name: Sumter (All middle schools except the Villages Charter School)				
GRADE LEVEL	ASSESSMENT(S)	IF….	THEN….	MATERIALS/ACTIVITIES
*If student is a Level 2 not in need of decoding or text reading efficiency, he/she may be placed in a content area class with a teacher who has the CAR-PD, NGCAR-PD or a reading endorsement. These students must be served by teachers with evidence of success as determined by the district.				

For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data. Students may be recommended for after school programs or to use a combination of different supplemental reading programs. After review of student progress, if student is still having difficulty with mastery, it may become necessary to refer the student to the school's Multi-tier Support System (MTSS) to determine more individualized interventions, and perhaps eligibility as a student with a disability.

Chart DT3: Secondary Identification/Intervention Decision Tree, Grades 9-12 (2018-19)				
District Name: Sumter (All high schools except the Villages Charter School)				
GRADE LEVEL	**ASSESSMENT(S)**	**IF….**	**THEN….**	**MATERIALS/ACTIVITIES**
If student is a Level 2 not in need of decoding or text reading efficiency, he/she may be placed in a content area class with a teacher who has the CAR-PD, NGCAR-PD or a reading endorsement. These students must be served by teachers with evidence of success as determined by the district.				
• 9-12	• FSA/FAA-ELA • Achieve 3000	**a.** Student is a 9th or 10th grader and has FSA/FAA scores and is a Level 3 or higher. **Lexile Scores** – 900 & up ------------------------------ **b.** Student scores in the low moderate (Yellow) Level 2, average (Green) Level 3, or above average (Blue) Level 4/5 Proficiency on Progress Monitoring Assessment tool (Unsure of product at this time.) ------------------------------ **c.** Student is an 11th or 12th grader and has passed FSA/FAA ELA.	**a.** Student is registered with placement into Regular Reading class unless student is Level 5 at WMHS and/or is scheduled into an AP class. ------------------------------ **b.** Continue to monitor student progress using the diagnostics from the progress monitoring and/or formative assessments to guide flexible grouping placement and skill focus. ------------------------------ **c.** Student is registered without placement into reading classes.	• **Structured Flexible Grouping using data on skill strengths and weaknesses** • **Teengagement using Lexiles to level** • **DBQs for Literature using scaffolding with gradual release method** • Formative Assessments with Mini-Lessons • Achieve 3000 – Leveled Informational Text with HOT • Core Connections Mini-Lessons • Common Lit • Close Reading Lessons • Novel Sets/Classroom Libraries • Study Island
• 9-12	• FSA/FAA-ELA • MAZE • NAEP Fluency • Progress Monitoring Assessments	**a.** Student is a 9th or 10th grader and has FSA/FAA scores & is Level 1 or *2** with records indicating reading placement from the current or previous year.	**a.** Confer with reading coach about appropriate reading placement.	• **NG READ 180** • **Teengagement using Lexiles to level** • **Structured Flexible Grouping using data on skill strengths and weaknesses** • **DBQs for Literature using scaffolding**

GRADE LEVEL	ASSESSMENT(S)	IF….	THEN….	MATERIALS/ACTIVITIES
	If student is a Level 2 not in need of decoding or text reading efficiency, he/she may be placed in a content area class with a teacher who has the CAR-PD, NGCAR-PD or a reading endorsement. These students must be served by teachers with evidence of success as determined by the district.			

GRADE LEVEL	ASSESSMENT(S)	IF….	THEN….	MATERIALS/ACTIVITIES
	(Achieve 3000)	**Lexile Scores** – BR - 700 ----------------------------- **b.** Student is a 9th or 10th grader and has FSA/FAA scores & is Level 1 or *2** with <u>no records</u> on reading placement, or has <u>no FSA scores or records</u> indicating previous reading placement. **Lexile Scores** – BR - 700 ----------------------------- **c.** **MAZE** risk level from Spring administration is High (Red) or Medium (Yellow). ----------------------------- **d.** Student is an 11th or 12th grader and	----------------------------- **b.** **MAZE** scores from latest administration evaluated by or **MAZE** testing administered by trained personnel (literacy coach). ----------------------------- **c.** Use a passage that has been Lexiled at the grade level Lexile band with the NAEP fluency rubric to assess student needs in text reading efficiency. If student scores at Level 1 or 2 on NAEP, student should be placed in Intensive Reading class. If student scores Level 3 or 4 on NAEP, student will be placed in Regular Reading. ----------------------------- **d.** Student is registered with placement into an Intensive Reading class.	**with gradual release method** • **ACT/SAT Practice and Preparation Materials** • Achieve 3000 – Leveled Informational Text with HOT • Formative Assessments with Mini-Lessons • Core Connections Mini-Lessons • Close Reading Lessons • Common Lit • Novel Sets/Classroom Libraries

GRADE LEVEL	ASSESSMENT(S)	IF….	THEN….	MATERIALS/ACTIVITIES
*If student is a Level 2 not in need of decoding or text reading efficiency, he/she may be placed in a content area class with a teacher who has the CAR-PD, NGCAR-PD or a reading endorsement. These students must be served by teachers with evidence of success as determined by the district.				
		has **not** passed FSA/FAA ELA. • **If any or all of the above indicators are present, interventions are necessary and parent(s) will be notified of such.** ---------------------------- e. Student scores in the lowest (Red) Level 1 or the low moderate (Yellow) Level 2 Proficiency on Progress Monitoring Assessment tool (Achieve 3000)	 -------------------------------------- e. Continue to monitor student progress closely using the diagnostics from the progress monitoring and formative assessments to guide flexible grouping placement and skill focus.	
• 9-12	• FSA/FAA-ELA • MAZE • NAEP Fluency • Progress Monitoring Assessments (Achieve 3000)	a. Student is a 9th or 10th grader and has FSA/FAA scores & is Level 1 or *2** with records indicating reading placement from the current or previous year. ---------------------------- b. Student is a 9th or 10th grader and has FSA/FAA scores & is Level 1 or *2** with <u>no records</u> on reading placement, or student has <u>no FSA scores or records</u> indicating	a. Confer with reading coach about appropriate reading placement. -------------------------------------- b. **MAZE** scores from latest administration evaluated by or **MAZE** testing administered by trained personnel (literacy coach).	• **Teengagement using Lexiles to level** • **Structured Flexible Grouping using data on skill strengths and weaknesses** • **DBQs for Literature using scaffolding with gradual release method** • Formative Assessments with Mini-Lessons • Achieve 3000 – Leveled Informational Text with HOT

GRADE LEVEL	ASSESSMENT(S)	IF….	THEN….	MATERIALS/ACTIVITIES
Chart DT3: Secondary Identification/Intervention Decision Tree, Grades 9-12 (2018-19) **District Name:** Sumter (All high schools except the Villages Charter School)				
		*If student is a Level 2 not in need of decoding or text reading efficiency, he/she may be placed in a content area class with a teacher who has the CAR-PD, NGCAR-PD or a reading endorsement. These students must be served by teachers with evidence of success as determined by the district.		
		previous reading placement. ------------------------------- **c.** **MAZE** risk level from Spring administration is Low (Green). **Lexile Scores** – 700 & up • **If any or all of the above indicators are present, interventions are necessary and parent(s) will be notified of such.** ------------------------------- **d.** Student scores in the low moderate (Yellow) Level 2 or average (Green) Level 3 Proficiency on Progress Monitoring Assessment tool (Unsure of product at this time.)	**c.** Administer Progress Monitoring Assessment (product undetermined at this time) if assessment window is available or use formative assessments to determine student's instructional needs for comprehension and vocabulary. (Student placed in Regular Reading class.) ------------------------------- **d.** Continue to monitor student progress closely using the diagnostics from the progress monitoring and formative assessments to guide flexible grouping placement and skill focus.	• Core Connections Mini-Lessons • Common Lit • Close Reading Lessons • Novel Sets/Classroom Libraries
		For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data. Students may be recommended for after school programs or to use a combination of different supplemental reading programs. After review of student progress, if student is still having difficulty with mastery, it may become necessary to refer the student to the school's Multi-tier Support System (MTSS) to determine more individualized interventions, and perhaps eligibility as a student with a disability.		

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