

District Comprehensive Evidence-Based Reading Plan

Annually, school districts must develop a Comprehensive Evidence-Based Reading Plan (CERP) that outlines the components of the district's comprehensive system of reading instruction. In order to assist districts, the Florida Department of Education (Department) has developed the format below for district reading plans. Districts may utilize the Department's format or an alternative developed by the district. The CERP must be approved by the governing board or authority prior to being submitted to the Department by August 1 for approval. A charter school that elects to develop its own CERP must submit its CERP, approved by the governing board or authority, to the sponsoring district by July 15 and meet the requirements of sections (ss.) 1002.33(7)(a)2(a). and 1003.4201, Florida Statutes (F.S.).

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

1) Contact Information

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

Point of Contact	Name	Email	Phone
Main Reading Contact	Melissa Hoskey	Melissa.hoskey@sumter.k12.fl.us	352-693-2315 x 50269
Data Element	Bethany Skipper	Bethany.Skipper@sumter.k12.fl.us	352-793-2315 x50243
Third Grade Promotion	Nicole Goble	Nicole.Goble@sumter.k12.fl.us	352-793-2315 x50212
Multi-Tiered System of Supports	Meggen Mannino	Meggen.Mannino@sumter.k12.fl.us	352-793-2315 x50201
Other (Enter Responsibility)			

2) District Expenditures

Comprehensive System of Reading Instruction Expenditures ([Rule 6A-6.053\(9\)\(b\)3.b., F.A.C.](#))

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

Charter schools must utilize their proportionate share in accordance with ss. 1002.33(7)(a)2.a., 1003.4201 and 1008.25(3)(a), F.S. *Note: All intensive reading interventions specified by the charter must be delivered by a teacher who has a literacy micro-credential or is certified or endorsed in reading.*

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Elementary Expenses		
Literacy coaches	136,624	1.5
Intervention teachers	45,309	.5
Scientifically researched and evidence-based supplemental instructional materials		
Third grade summer reading camps	89,000	
Summer reading camps		
Secondary Expenses		
Literacy coaches	94,355	1
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction	9,840 (Literacy Solutions)	
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification		
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning		
Family engagement activities		
Other – Please Describe (Add additional rows as needed.)		
Estimated Sum of Expenditures	375,128	

3) Literacy Leadership – District and School

A. Measurable Student Achievement Goals ([Rule 6A-6.053\(9\)\(b\)3.d., F.A.C.](#))

Goals for the plan year should increase from the previous year in order to meet statewide literacy achievement goals.

For VPK, establish clear and measurable student literacy achievement goals based on percentiles from the Florida Assessment of Student Thinking (FAST).

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Urgent Intervention <10 th percentile	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	At & Above Benchmark 40 th percentile & above
VPK	1%	1%	89%	90%

1. Describe how the district will improve literacy outcomes for VPK students based on an analysis of student performance data.

The district is committed to improving literacy outcomes for Voluntary Pre-Kindergarten (VPK) students by leveraging data from PM 3 in Florida. Based on this analysis, the district's Pre-K program has developed a strategic approach to support all learners, ensuring they build a strong foundation in literacy and other essential skills.

Key Initiatives to Enhance Literacy Outcomes:

- **Curriculum Implementation:** The program will continue utilizing Frog Street Pre-K, a research-based curriculum incorporating neuroscience, math, literacy, and language acquisition principles. This curriculum is designed to support early learners in developing cognitive and linguistic skills crucial for future academic success.
- **Engaging, Child-Centered Instruction:** Teachers will deliver hands-on, developmentally appropriate activities that engage students in meaningful learning experiences. These activities will foster foundational literacy skills, preparing children to grasp more complex language concepts as they progress.
- **Alignment with FELDS Standards:** Educators will closely align their instruction with the Florida Early Learning Developmental Standards (FELDS) to help children master key competencies. By understanding the skills outlined in these standards, teachers can provide targeted instruction that supports individual student growth.
- **Progress Monitoring:** The district will implement assessments three times per year through a structured progress report system correlated with FELDS skills. This approach enables educators to track student development systematically and adjust instructional strategies accordingly.
- **Data-Driven Instruction:** VPK students will be assessed using the VPK FAST progress monitoring assessment, ensuring that instructional planning is informed by real-time data. Teachers will analyze assessment results to tailor future instruction, addressing specific areas where students need additional support.

Expected Impact:

Through these initiatives, the district aims to foster strong early literacy skills, ensuring VPK students are well-equipped to succeed in kindergarten and beyond. By combining research-based curricula, engaging instructional practices, and data-driven decision-making, the district is committed to creating a dynamic, supportive learning environment that meets the diverse needs of all Pre-K learners.

For K-10, establish clear and measurable student literacy achievement goals based on achievement levels from the FAST.

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Level 1	Level 1	Levels 3-5	Levels 3-5
K	13%	10%	61% - EL	70%
1	23%	10%	61%	70%
2	18%	10%	62%	70%
3	11%	10%	67%	70%
4	15%	10%	63%	70%
5	11%	10%	65%	70%
6	9%	7%	70%	72%
7	12%	10%	66%	70%
8	14%	10%	65%	70%
9	15%	10%	63%	70%

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Level 1	Level 1	Levels 3-5	Levels 3-5
10	14%	10%	65%	70%

*data pulled on 7/1/25

B. Plan Implementation and Monitoring ([Rule 6A-6.053\(10\), F.A.C.](#))

Districts must monitor the implementation of the District CERP at the district and school level, including charter schools sponsored by a district.

1. Provide an explanation of the following:

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	<ul style="list-style-type: none"> Monthly district walkthroughs with administration – data will be collected and reviewed with a walkthrough tool (individualized per schools’ vision and mission). Biweekly meetings with elementary principals to review data. 	<ul style="list-style-type: none"> Monthly literacy coach/lead meetings – agenda and sign-in sheets – Data will include that collected by the literacy walkthrough team in terms of best practices and observable elements of the literacy classroom using district walkthrough tool. In addition, the literacy lead at each school will bring the PLC data collected each month to analyze and review with the team. Weekly Professional Learning Communities (grade level/department) – agenda and sign-in sheets – Data for PLCs will range from student performance on common assessments (both teacher-made and program specific) to utilization data on iReady and other skills-based programs including AR and iXL
Actions for continuous support and improvement	<ul style="list-style-type: none"> Monthly literacy coach meetings are hosted at each school and include instructional walks at the host school, data reports from coaches, monthly professional learning topics and strategies, and valuable coaching conversations. 	<ul style="list-style-type: none"> Professional Learning Community plans are developed based on data after each progress monitoring assessment (STAR, FAST, and I Ready) Each school provides time weekly for teachers to develop their practices and collaborate with the grade level and/or department teams.

Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	<ul style="list-style-type: none"> • Monthly district walkthroughs with administration – data will be collected and reviewed with a walkthrough tool (individualized per schools’ vision and mission). • Monthly Principals’ meetings 	<ul style="list-style-type: none"> • Monthly literacy coach/lead meetings – agenda and sign-in sheets – Data will include that collected by the literacy walkthrough team in terms of best practices and observable elements of the literacy classroom using district walkthrough tool. In addition, the literacy lead at each school will bring the PLC data collected each month to analyze and review with the team. • Weekly Professional Learning Communities (grade level/department) – agenda and sign-in sheets – Data for PLCs will range from student performance on common assessments (both teacher-made and program specific) to utilization data on iReady and other skills-based programs including AR and iXL •
Actions for continuous support and improvement	<ul style="list-style-type: none"> • Monthly literacy coach meetings are hosted at each school and include instructional walks at the host school, data reports from coaches, monthly professional learning topics and strategies, and valuable coaching conversations. 	<ul style="list-style-type: none"> • Professional Learning Community plans are developed based on data after each progress monitoring assessment (FAST and I Ready) • Each school provides time weekly for teachers to develop their practices and collaborate with the grade level and/or department teams.
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	<ul style="list-style-type: none"> • Monthly district walkthroughs with administration – data will be collected and reviewed with a walkthrough tool (individualized per schools’ vision and mission). • Monthly Principals’ meetings 	<ul style="list-style-type: none"> • Monthly literacy coach/lead meetings – agenda and sign-in sheets – Data will include that collected by the literacy walkthrough team in terms of best practices and observable elements of the literacy classroom using district walkthrough tool. In addition, the literacy lead at each school will bring the PLC data collected

		<p>each month to analyze and review with the team.</p> <ul style="list-style-type: none"> • Monthly Professional Learning Communities (grade level/department) – agenda and sign-in sheets – Data for PLCs will range from student performance on common assessments (both teacher-made and program specific) to utilization data on Read 180 and other skills-based programs such as iXL.. •
Actions for continuous support and improvement	<ul style="list-style-type: none"> • Monthly literacy coach meetings are hosted at each school and include instructional walks at the host school, data reports from coaches, monthly professional learning topics and strategies, and valuable coaching conversations. 	<ul style="list-style-type: none"> • Professional Learning Community plans are developed based on data after each progress monitoring assessment (FAST) • Each school provides time weekly for teachers to develop their practices and collaborate with the grade level and/or department teams.

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

The CERP Reflection Tool process helped the Literacy Team to recognize that our greatest areas for improvement are in both our Coaching and our professional development in the science of reading. Given the amount of turn over some of our schools have as well as the number of teachers we have coming from outside of a school of education, the focus needs to adjust to our tier 1 instruction. Instructional coaches are being added to the District Curriculum Team, with one of the new TOSAs (Teacher on Special Assignment) having K-5 literacy as a primary focus. This will allow each of the District Level staff members to work more closely with the school-level staff in regard to coaching, modeling, and data analysis. We will be creating a more formalized structure for PLCs to encourage greater teacher-teacher conversation and collaboration.

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

Principals will complete weekly walkthroughs with a focus on reading instructional practices. These walkthroughs are designed to monitor the fidelity of reading plan implementation, provide timely feedback to teachers, and identify areas for instructional support and professional development. The consistent weekly schedule ensures ongoing oversight and promotes continuous improvement in reading instruction in the classroom. This walkthrough data will be combined with the walkthrough data gathered by the district Reading Specialist and other members of the curriculum team to offer a comprehensive look at both the individual classroom and school as a whole levels of reading implementation at each school site.

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

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

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

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

1. Is the district using the Just Read, Florida! literacy coach model as defined in [Rule 6A-6.053\(4\), F.A.C.](#)?

☒ Yes

☐ No

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

3. How is the district's literacy coach model communicated to principals?

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

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

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

5. How is the district supporting coaches with prioritizing high-impact activities, such as conducting data analysis with teachers to establish goals and create action plans, coaching and providing professional learning based on need?

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

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

In addition to monthly walkthroughs with the literacy coaches, the district reading specialist also conducts monthly administrative walkthroughs at each campus. These walkthroughs are done with a school-based administrator, walkthrough forms are complete, and the observations are discussed after the walkthroughs are complete. These walkthroughs help to keep the temperature of the school campus, the implementation of the reading plan, and the implementation of the coach model. Data collected at those walkthroughs is shared at the District Curriculum Team meetings held twice a month. We have reading, math, social studies, and science specialists or supervisors who conduct these

monthly walkthroughs. At our district curriculum meetings, trends are identified and discussed, and action steps to provide additional support to those campuses who may need it are developed and implemented thereafter.

7. How does the district measure the effectiveness of literacy coaches?

The district employs a multi-faceted approach to evaluate the effectiveness of literacy coaches, ensuring their impact on student achievement and instructional quality is both meaningful and measurable. Key methods include:

Student Achievement Data

Literacy coach effectiveness is partially assessed through improvements in student reading scores on standardized assessments, progress monitoring tools, and formative assessments. Trends in data help determine the impact of coaching on student literacy outcomes.

Instructional Practice Observations

Administrators and instructional leaders conduct classroom observations to assess changes in teaching practices that align with the district's literacy framework. These observations help determine whether coaching is translating into improved instruction.

Coaching Logs and Goal Tracking

Literacy coaches maintain detailed logs of their activities, including co-planning, modeling, and professional development sessions. These logs are reviewed to ensure alignment with district goals and to monitor progress toward specific coaching objectives.

Collaborative Reflection and Growth Plans

Coaches participate in regular reflection meetings with district leaders to review data, set goals, and identify areas for growth. This continuous improvement cycle ensures that coaching remains responsive and impactful.

4) Assessment, Curriculum and Reading Instruction

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

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

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.
- **Four types of classroom assessments:** screening, progress monitoring, diagnostic and summative assessment.
- **Three tiers of instruction that are standards-aligned;** include accommodations for students with a disability, students with an Individual Educational Plan (IEP) and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in [34 Code of Federal Regulations 200.2\(b\)\(2\)\(ii\)](#).
 - **Core Instruction (Tier 1):** provides print-rich explicit and systematic, scaffolded, differentiated instruction and corrective feedback; builds background and content knowledge; incorporates writing in response to reading.
 - **Supplemental Instruction/Interventions (Tier 2):** provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; occurs in addition to core instruction.

- **Intensive, Individualized Instruction/Interventions (Tier 3):** provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback and frequent progress monitoring; occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial deficiency in reading. All intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading or possess a literacy micro-credential as provided in [s. 1003.485, F.S.](#)

1. How does the district's strategic plan align with Florida's Formula for Reading Success for all students, including students with disabilities and students who are English language learners?

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

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

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

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

2. Describe your public school PreK (VPK, Exceptional Student Education (ESE) and other PreK) program's plan for assessment, standards, instruction and support to meet the needs of all learners.

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

- To continue the implementation of a curriculum based on research in the areas of neuroscience, math, and literacy and language acquisition. (Frog Street Pre-K)
- For teachers to provide instruction of engaging, hand-on, child-centered activities that are developmentally appropriate – children will have the opportunity to build foundational skills to support the acquisition of higher-level skills.
- For teachers to understand skills and abilities noted in the Florida Early Learning Developmental Standards (FELDS) and provide instruction that assists children in mastery of the standards and benchmarks.
- To assess students quarterly using a progress report that is correlated to skills noted in FELDS.
- To assess VPK students with the VPK FAST progress monitoring assessment and use data to plan future instruction.

2a. Describe the instructional materials your public school PreK (VPK, ESE and other PreK) program utilizes.

The Frog Street VPK curriculum is a comprehensive, research-based early childhood program designed to support Voluntary Pre-Kindergarten (VPK) students in developing essential skills for school readiness. It integrates early brain development research to create engaging, intentional instruction that balances structured learning with child-directed play.

Key Features:

- **Dual-Language Support:** Designed to meet the needs of diverse learners.
- **Alignment with Standards:** Meets both state and federal early learning standards.
- **Developmental Domains:** Covers 10 learning domains, including literacy, math, science, and social-emotional development.
- **Hands-On Learning:** Encourages interactive, thematic activities that foster curiosity and foundational skill-building.
- **Family Engagement:** Provides strategies and materials to strengthen family partnerships in early education.

3. Describe the interventions provided to public school VPK students identified as having a substantial deficiency in early literacy skills as defined in [Rule 6A-6.053\(5\), F.A.C.](#)

Upon identification of a substantial deficiency in early literacy skills, as outlined in Rule 6A-6.053(5), F.A.C., parents are promptly notified, and an individualized at-risk plan is initiated. Targeted interventions are implemented daily and are carefully documented, specifying the literacy skill(s) addressed during each session.

These interventions focus on foundational early literacy domains, including:

- **Phonemic awareness**
- **Alphabet knowledge**
- **Alphabetic sequencing**
- **Letter-sound correspondence**
- **Concept of word**

Instruction is explicit, systematic, and tailored to the student's specific needs, ensuring alignment with Florida's evidence-based reading framework. Progress is monitored regularly to inform instruction and adjust strategies as needed to support student growth.

B. Assessment/Curriculum Decision Trees ([Rule 6A-6.053\(9\)\(b\)4., F.A.C.](#))

Districts are required to develop Assessment/Curriculum Decision Trees to demonstrate how data will be used to determine specific reading instructional needs and interventions for all students in grades K-12. Use Assessment/Curriculum Decision Trees to address ALL students. The template can be used for grade bands or for individual grades.

The Decision Trees must contain the following information:

- Name of each assessment, targeted audience, component(s) of reading assessed, type of assessment, the frequency of data collection and the method and timeframes by which assessment data will be provided to teachers and parents. For students in VPK through grade 10, the FAST must be administered pursuant to [s. 1008.25\(9\)\(b\), F.S.](#), and included as a component of the Assessment/Curriculum Decision Trees.
- Performance criteria used for decision-making for each assessment at each grade level.
- Evidence-based instructional materials and strategies.
- Specific criteria for when a student is identified to receive intensive reading interventions (Tier 3), what intensive reading interventions will be used, how the intensive reading interventions are provided and assurance that intensive reading interventions are delivered by a teacher who is certified or endorsed in reading or instructional personnel who possess a literacy micro-credential.
- Identification of the multisensory interventions provided to students in grades K-3 who have a substantial deficiency in reading or characteristics of dyslexia, including a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

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

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

Grades VPK-5

1. Grades VPK-5 Assessments

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST Star Early Literacy	<input checked="" type="checkbox"/> VPK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> 3 x Year

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
		<input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension		
FAST Star Reading	<input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2	<input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> 3 x Year
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> 3 x Year

Indicate in the chart below any additional assessment(s) used to guide instructional decision-making for grades PreK-5 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Other District Assessment (Enter name of assessment. Then, select all that apply.) iReady Diagnostic	<input type="checkbox"/> VPK <input type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> All Students <input type="checkbox"/> Select Students	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input checked="" type="checkbox"/> Other – Diagnostic given twice annually with a final administration given to grade 3 students who require it as an alternate assessment
Other District Assessment (Enter name of assessment. Then, select all that apply.)	<input type="checkbox"/> VPK <input type="checkbox"/> PreK <input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	<input type="checkbox"/> All Students <input type="checkbox"/> Select Students			

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

Students identified with a substantial deficiency in reading must have an individualized progress monitoring plan that is designed to address the student's specific reading deficiency and that meets the minimum requirements set forth in [s. 1008.25\(4\)\(c\), F.S.](#) The individualized progress monitoring plan must be developed within forty-five (45) days after the results of the coordinated screening and progress monitoring system become available, and parents must be consulted in the development of the plan.

Students with qualifying disabilities covered by an IEP or a 504 Plan are exempt from the requirement to have a progress monitoring plan, if the IEP or 504 Plan addresses the student's reading deficiency. Nothing in [Rule 6A-6.053, F.A.C.](#), should be construed to require or prohibit an IEP or 504 Plan or the contents of the CERP.

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

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

Tier 3 interventions must be provided to students identified as having a substantial reading deficiency.

2a. Describe the district's process (e.g., Multi-Tiered System of Supports (MTSS)) for identifying grades K-3 students in need of Tier 2/Tier 3 interventions.

The MTSS team meets to discuss data from STAR Early Literacy, STAR, FAST, and iReady in order to determine individual student need in terms of level of service.

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

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

2b. Describe the district's process (e.g., MTSS) for identifying grades 4-5 students in need of Tier 2/Tier 3 interventions.

The MTSS team meets to discuss data from STAR Early Literacy, STAR, FAST, and iReady in order to determine individual student need in terms of level of service.

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

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

3. Students with Characteristics of Dyslexia ([Rule 6A-6.053\(7\), F.A.C.](#))

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

3a. If not included within the Decision Tree, describe the district's process (i.e., actionable steps) for identifying grades K-3 students with characteristics of dyslexia. Tier 3 interventions must be provided to students identified as having characteristics of dyslexia.

The MTSS team will analyze student data to identify K-3 students who exhibit characteristics of dyslexia. The district uses the iReady Diagnostic assessment as an initial screener to identify K-3 students who exhibit characteristics of dyslexia. Students flagged through this assessment for significant reading difficulties undergo additional oral reading fluency checks to further clarify specific characteristics related to dyslexia. Based on the results of these checks, appropriate Tier 3 interventions – explicit, systemic, and multisensory in nature – are assigned to support the student's individual needs.

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

Students flagged for potential dyslexia characteristics are assigned additional screening tasks, including oral reading fluency checks and literacy tasks embedded within the iReady platform.

4. Explain how the effectiveness of Tier 1 instruction is monitored.

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

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

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

Additionally,

- PLC meetings and data chats
- iReady placement tool

- iReady progress monitoring (School-based)
- iReady online instructional path (School-based)
- Formal and informal classroom walkthroughs
- Monthly literacy coach walkthroughs and meetings

5. Explain how the effectiveness of Tier 2 interventions is monitored.

The district monitors the effectiveness of Tier 2 interventions through a combination of student performance data, teacher-assigned lessons, and classroom observations.

Teacher assigned lessons based on interventions delivered/received

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

Administrators and instructional coaches conduct regular classroom walkthroughs to observe the delivery of Tier 2 interventions. These walkthroughs ensure fidelity of implementation and offer opportunities for coaching and support.

6. Explain how the effectiveness of Tier 3 interventions is monitored.

The district monitors the effectiveness of Tier 3 interventions through a more intensive and individualized process than Tier 2, using teacher-assigned lessons and frequent data reviews.

Teacher assigned lessons based on interventions delivered/received

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

Tier 3 decisions involve more comprehensive data reviews, often including input from specialists including reading coaches and ESE staff. This may lead to referrals for further evaluation if progress remains limited.

Grades K-5 Decision Tree

Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.

Tier 1 (Core) Only

Beginning of Year Data

Students must meet the following criteria at the beginning of the school year:

Level 3 or higher on STAR Early Literacy, STAR Reading, FAST, and/or iReady BOY diagnostic for the current year.

K-5 Tier 1						
Tool	Kinder	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
STAR Early Literacy	≥134	≥153	≥183			
STAR	≥134	≥153	≥183			
FAST				Level 3 or above	Level 3 or above	Level 3 or above
iReady	396 – 800	434-800	489 – 800	511-800	557-800	581 - 800

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

HMH Into Reading is a comprehensive English Language Arts solution grounded in science-based reading methods that have proven how students acquire reading skills. HMH INTO Reading provides comprehensive, explicit, and systematic instruction in foundational literacy skills, aligned with a sequence that provides student with a foundation to become confident, independent readers and writers. HMH Into Reading provides explicit instructional foundations in the following categories:

- Phonemic and Phonological Awareness
- Phonics and Word Analysis
- Fluency
- Language Comprehension
- Vocabulary
- Reading Comprehension
- Writing

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

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

HMH Into Reading:

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

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

Performance Criteria that indicates Tier 1 is sufficient

PreK FAST Early Literacy

Scale score or 497-529

FAST Reading PM2 – Level 3

And/or

i-Ready

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

What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? <ul style="list-style-type: none"> • Teacher evaluation at the school level • Formative assessments and PLC data analysis • District and school-based administrative walkthroughs • Monthly literacy coach walkthroughs and meetings • Administrative feedback 	
Core Instruction Indicate the core curriculum utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
HMH Into Reading (K-5)	2021
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:	
Performance criteria that prompts the addition of Tier 2 interventions	
<u>PreK FAST Early Literacy</u> Scale Score or 438-496 FAST Reading PM2 – Level 2 and/or <u>i-Ready</u> Student scores are below the 50 th percentile based on i-Ready Placement Tables.	
Data will be reviewed at least twice quarterly. Upon identification of an area of weakness, Tier 2 interventions are implemented. <ol style="list-style-type: none"> 1. Academic Performance Data: <ul style="list-style-type: none"> • Grade: Students scoring significantly below the benchmark or falling in the lower percentiles (see chart below). 2. Progress Monitoring Data: <ul style="list-style-type: none"> • Benchmark Assessments: Regular Assessments that show students are not making adequate progress toward grade-level standards. • Curriculum-Based Measurements: Data indicating that students are consistently performing below expected levels in specific skills or subjects. 3. Diagnostic Data: <ul style="list-style-type: none"> • Screening Tools: results from academic screening tools that identify students at risk. • Specific Skill Assessments: Diagnostic assessments revealing specific areas of need that are not being addressed by Tier 1 instruction. 4. Response to Intervention Data: <ul style="list-style-type: none"> • Lack of response to Tier 1: Data showing that despite receiving high-quality, differentiated instruction at Tier 1, students are not making adequate progress (consistent growth between multiple data points, performing at or above benchmark on progress monitoring, meeting grade level standards in reading fluency, comprehension, and foundational skills). When these data points consistently show that students are not making expected progress or are struggling significantly ($\leq 70\%$ accuracy), it may be time to implement Tier 2 interventions, which are more targeted and intensive than Tier 1 supports, but not as individualized as Tier 3 interventions. 	
Tier 1 Instruction + Tier 2 Interventions	
Beginning of Year Data	

Students who meet the following criteria at the beginning of the school year:

Level 1 or 2 on current year's PM1 for STAR Early Literacy, Star Reading, FAST ELA Reading, and/or two or more grade levels below on iReady BOY diagnostic. PM3 scores from the previous year will be considered as an additional data point as needed.

K-5 Tier 2

Tool	Kinder	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
STAR Early Literacy	114-133	135-152	166-182			
STAR	114-133	135-152	166-182			
FAST				186-200	199-212	206-221
iReady	362-395	347-433	419-488	474-510	496-556	542-580

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

Number of minutes per intervention session: 15-20 minutes

Supplemental Instruction/Interventions

Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	ESSA Evidence Level	Verbiage (as needed)
iReady Personalized Instruction	moderate	
iReady Magnetic Reading Foundations	moderate	
Amira (K-2)	Promising	
iReady Teacher Toolbox		iReady Teacher ToolBox does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: <u>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</u> Recommendation(s) Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.(minimal), Develop awareness of the segments of sounds in speech and how they link to letters(strong). Teach students to decode words, analyze word parts, and write and recognize words.(strong), Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.(moderate). These recommendations were built into the program by providing teaching staff with actionable instructional resources to align with the demonstrated needs of individual students on their iReady diagnostic assessment. The Toolbox directly links to assessed areas of weakness. The district will support and monitor implementation of this program by compiling benchmark data on both state and iReady assessments for analysis of growth

		opportunities including continuous professional learning opportunities with both Curriculum Associates trainers and our local Reading Coaches/Literacy leads for professional learning.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided. i-Ready Foundational Reading: <ul style="list-style-type: none"> • <i>Magnetic Reading Foundations</i> is used as an intervention for Tier 2 students. Used as a component to complement any reading program, <i>Magnetic Reading Foundations, Florida B.E.S.T. Standards Edition for Grades K-2</i> provides the foundation needed for students to learn to read. <i>Magnetic Reading Foundations, Florida B.E.S.T. Standards Edition</i> is a foundational skills reading program providing explicit, systematic instruction that moves students from foundational skills to reading fluency. • I-Ready Tools for Instruction are actionable, in-the-moment lesson plans for addressing skills gaps identified by the i-Ready Diagnostic. These lessons are perfect for: <ul style="list-style-type: none"> ○ Delivering differentiated small groups and one-on-one instruction, informed by data, ○ Reteaching challenging skills and standards using new strategies and activities, ○ Offering flexible usage by a lead teacher or interventionist, ○ Providing clearly structured lessons plans, targeted instruction, and they are available at point-of-use. • Key Multisensory Interventions in iReady Foundational Reading: <ul style="list-style-type: none"> ○ Phonological and Phonemic Awareness Activities – Students engage in listening and speaking tasks that help them recognize and manipulate sounds in spoken words – critical for decoding and spelling. ○ Phonics and Word Study – Instruction includes systematic and explicit teaching of letter-sound relationships often using manipulative like letter tiles or sound cards to reinforce learning through touch and movement. ○ High-Frequency Word Practice – Students learn to recognize common words by sight, often using repetition, visual cues, and kinesthetic activities like tracing or air-writing. ○ Spelling and Encoding – Multisensory spelling instruction helps students connect sounds to letters and patterns, often involving writing, saying, and building words with physical materials. ○ Handwriting and Letter Formation - Kinesthetic and tactile strategies are used to teacher handwriting, such as tracing letters in sand or using finger movements to reinforce letter shapes. ○ Fluency Practice – Repeated reading, choral reading, and echo reading are used to build automaticity and expression, often supported by visual and auditory feedback. 		

- Integrated Comprehension Support – While foundational skills are the focus, comprehension is supported through scaffolded texts and guided oral reading that reinforce decoding and understanding.

i-Ready Reading Comprehension:

- *Magnetic Reading, Florida B.E.S.T. Standards (Moderate ESSA Evidence) Edition for grades 3-5* is a reading comprehension program that connects the art of teaching with the Science of Reading to develop successful, proficient, and confident readers. Magnetic Reading, Florida B.E.S.T. Standards engages readers with grade-level texts, provides scaffolding comprehension with grade-level texts tailored support, and helps to build background knowledge tailored support.
 - *i-Ready Personalized Instruction (strategically assigned lessons)*
 - *Teacher Toolbox for i-Ready*
- *Key Multisensory Interventions in iReady Magnetic Reading*
 - Embedded Oral Language and Listening Activities - Students engage in structured discussions and read-alouds that support auditory processing and oral language development—key areas for students with dyslexia.
 - Visual Supports and Graphic Organizers - Lessons include visual scaffolds like anchor charts, concept maps, and vocabulary visuals to reinforce comprehension and word learning.
 - Kinesthetic and Tactile Engagement - Magnetic Reading encourages movement and interaction through partner work, pointing to text, and using gestures to reinforce meaning.
 - Explicit Vocabulary Instruction - Words are introduced in context, revisited across multiple texts, and reinforced through speaking, writing, and visual activities—engaging multiple senses.
 - Phonological and Word Study Components - Especially in the Foundational Skills portion of the K–2 Magnetic Reading program, students receive instruction in phonics and phonemic awareness using routines that include saying, hearing, and manipulating sounds.
 - Scaffolded Reading Routines - Structured routines like choral reading, echo reading, and shared reading help students build fluency and confidence while engaging auditory and visual pathways.
 - Integrated Writing Tasks - Writing about reading helps reinforce comprehension and vocabulary through kinesthetic (writing), visual (seeing), and auditory (discussing) channels.

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

- iReady Online Instruction – standards-based assessment/grading – mastery of grade level standards less than 50%.
- iReady Magnetic Reading - standards-based assessment/grading – mastery of grade level standards less than 50%.
- HMH Amira (K-2) – Student fails to show progress on Check Up assessments (69% or below).

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:

Level 1 or 2 on the current year's FAST PM1 for FAST STAR Early Literacy, Star Reading, FAST ELA Reading, and/or BOY i-Ready diagnostic. PM3 scores from the previous year will be considered as an additional data point as needed.

Pursuant to Rule 6A-6.053, F.A.C., any student in grades K-3 who scores Level 1 at the end of the year test administration of the coordinated screening and progress monitoring system (FAST) is identified with a substantial reading deficiency and must receive Tier 3 intervention in addition to Tier 2 interventions.

Due to recent rule language updates to 6A-6.053, F.A.C., students in grades K-3 are identified with a substantial deficiency in reading and in need of Tier 3 interventions when they have been previously retained.

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

Number of times per week interventions are provided:

At least 3 times per week

Number of minutes per intervention session:

20 – 30 minutes

Intensive, Individualized Instruction/Interventions

Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	ESSA Evidence Level	Verbiage (as needed)
iReady Magnetic Reading	Moderate	

Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)

For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided.

- *Magnetic Reading, Florida B.E.S.T. Standards (Moderate ESSA Evidence)* is used as an intervention for Tier3 students. Used as a component to complement any reading program, *Magnetic Reading Foundations, Florida B.E.S.T. Standards Edition for Grades K-2* provides the foundation needed for students to learn to read. *Magnetic Reading Foundations, Florida B.E.S.T. Standards Edition* is a foundational skill reading program providing explicit, systematic instruction that moves students from foundational skills to reading fluency.
- *Key Multisensory Interventions in iReady Magnetic Reading*
 - Embedded Oral Language and Listening Activities - Students engage in structured discussions and read-alouds that support auditory processing and oral language development—key areas for students with dyslexia.

- Visual Supports and Graphic Organizers - Lessons include visual scaffolds like anchor charts, concept maps, and vocabulary visuals to reinforce comprehension and word learning.
- Kinesthetic and Tactile Engagement - Magnetic Reading encourages movement and interaction through partner work, pointing to text, and using gestures to reinforce meaning.
- Explicit Vocabulary Instruction - Words are introduced in context, revisited across multiple texts, and reinforced through speaking, writing, and visual activities—engaging multiple senses.
- Phonological and Word Study Components - Especially in the Foundational Skills portion of the K–2 Magnetic Reading program, students receive instruction in phonics and phonemic awareness using routines that include saying, hearing, and manipulating sounds.
- Scaffolded Reading Routines - Structured routines like choral reading, echo reading, and shared reading help students build fluency and confidence while engaging auditory and visual pathways.
- Integrated Writing Tasks - Writing about reading helps reinforce comprehension and vocabulary through kinesthetic (writing), visual (seeing), and auditory (discussing) channels.

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

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

7. Summer Reading Camps ([Rule 6A-6.053\(8\), F.A.C.](#))

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

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

7a. Provide a description of the district's plan to meet each requirement for Summer Reading Camps required by [s. 1008.25\(8\), F.S.](#) As a reminder, instructional personnel providing services to retained third grade students, including those attending Summer Reading Camp, must be certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under [s. 1012.34, F.S.](#)

Summer Reading Camps for Retained Grade 3 Students

Schedule: The summer reading camp is anticipated to be a 5-week program, typically running from the second week after the school year ends to 2-3 weeks before the next school year begins. At the end of the 4th week, students will take the Summer Administration FAST ELA Reading Grade 3. Those students who score a Level 2 will not need to return for the final week of the camp. Those who do not, will return for the last week of instruction and will take the SAT 10 on the last day of the summer reading camp.

Evidence-Based Instructional Materials to be used, as defined in [20 U.S.C. s. 7801\(21\)\(A\)\(i\)](#):

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

- I-Ready individualized pathway and scope and sequence base on specific comprehension and foundation benchmarks. I-Ready Online instruction – Moderate ESSA Evidence
- FCRR reading activities – Supplemental Resources
- CPALMS reading activities – Supplemental Resources

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

Alternative Assessment Used: SAT 10

Additional Information (optional):

7b. Districts have the option of providing Summer Reading Camps to students in grades K-5 with a reading deficiency.

Summer Reading Camps for Students in Grades K-5
Will the district implement this option? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If yes, please describe the grade level(s) that will be invited to participate. If the funding is available, the district will opt to offer summer reading camp to all students in grades K-5 with an identified deficiency in reading. If partial funding is available, the district will opt to target specific areas of greatest need based on the PM3 data. If funding is not available, the district will need to restrict summer reading camp to grade 3 only.

Grades 6-8

8. Grades 6-8 Assessments

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> 3 x Year

Indicate in the chart below the assessment(s) used to guide instructional decision-making for grades 6-8 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Other District Assessment iReady diagnostic	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> All Students	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	<input type="checkbox"/> Select Students	<input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Summative	<input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input checked="" type="checkbox"/> Other
iReady Oral Reading Fluency Tasks	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input type="checkbox"/> All Students <input checked="" type="checkbox"/> Select Student	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other

9. Describe the district's process (e.g., MTSS) for identifying grades 6-8 students in need of Tier 2/Tier 3 interventions.

The MTSS team meets to discuss data from FAST and iReady in order to determine individual student need in terms of level of service.

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

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

10. Explain how the effectiveness of Tier 1 instruction is monitored.

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

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

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

Additionally,

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

11. Explain how the effectiveness of Tier 2 interventions is monitored.

Teacher assigned lessons based on interventions delivered/received

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

Administrators and instructional coaches conduct regular classroom walkthroughs to observe the delivery of Tier 2 interventions. These walkthroughs ensure fidelity of implementation and offer opportunities for coaching and support.

12. Explain how the effectiveness of Tier 3 interventions is monitored.

The district monitors the effectiveness of Tier 3 interventions through a more intensive and individualized process than Tier 2, using teacher-assigned lessons and frequent data reviews.

Teacher assigned lessons based on interventions delivered/received

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

Tier 3 decisions involve more comprehensive data reviews, often including input from specialists including reading coaches and ESE staff. This may lead to referrals for further evaluation if progress remains limited.

Grades 6-8 Decision Tree			
Tier 1 (Core) Only			
Beginning of Year Data			
Students must meet the following criteria at the beginning of the school year: Level 3 or higher on FAST ELA Reading from the previous school year And/or IReady EOY diagnostic			
6-8 Tier 1			
Tool	Sixth Grade	Seventh Grade	Eighth Grade
FAST	≥225	≥231	≥238
i-Ready	598-800	609-800	620-800
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. HMH Into Literature is a comprehensive English language arts solution that provides engaging and rigorous texts to build intellectual stamina and tenacity while developing analytical readers, independent thinkers, and proficient writers, Into Literature provides a flexible design that allows teachers to differentiate and adapt instruction to meet all students at their appropriate level and develop equitable lessons for their classrooms. HMH Into Literature:			

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

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

Performance Criteria that indicates Tier 1 is sufficient

FAST
Level 3 or above
And/or
i-Ready
Grade 6: 598-800
Grade 7: 609- 800
Grade 8: 620 - 800

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

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

Core Instruction

Indicate the core curriculum utilized. Add additional rows as needed.

Name of Program	Year of Program Adoption
HMH Into Literature	2021

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

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

Performance Criteria that prompts the addition of Tier 2 interventions

FAST
Level 1 or 2

i-Ready
Grade 6: ≤597
Grade 7: ≤608
Grade 8: ≤619

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:
 Level 2 on FAST ELA Reading PM3 from previous year and/or score two years below grade level on i-Ready.

6-8 Tier 2

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

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

Number of minutes per intervention session: 15-20 minutes

Course(s) where interventions take place:

- Extended ELA block
- Intensive Reading

Supplemental Instruction/Interventions

Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	ESSA Evidence Level	Verbiage (as needed)
i-Ready Teacher Toolbox		<p>iReady Teacher Toolbox does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: <u>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</u>, Recommendation(s) Provide explicit vocabulary instruction (strong), Provide direct and explicit comprehension strategy instruction. (strong), Provide opportunities for extended discussion of text meaning and interpretation. (moderate), Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.(strong) These recommendations were built into the program by providing teaching staff with actionable instructional resources to align with the demonstrated needs of individual students on their iReady diagnostic assessment. The Toolbox directly links to assessed areas of weakness. The district will support and monitor implementation of this program by compiling benchmark data on both state and iReady assessments for analysis of growth opportunities including continuous professional learning opportunities with both Curriculum Associates trainers and our local Reading Coaches/Literacy leads for professional learning.</p>

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

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)

English Language Learners			
Name of Program	ESSA Evidence Level	Verbiage (as needed)	
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: If a student fails to show progress on teacher-assigned lessons after receiving targeted interventions (69% or below) per 9-weeks, that student will be transitioned to a Tier 3 intervention level.			
Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions			
Beginning of Year Data			
Students who meet the following criteria at the beginning of the school year: Level 1 on FAST ELA Reading PM3 from the previous school year and/or score three or more years below grade level on i-Ready.			
6-8 Tier 3			
Tool	Sixth Grade	Seventh Grade	Eighth Grade
FAST	≤208	≤214	≤219
i-Ready	100-565	100-582	100-593
Number of times per week interventions are provided: 1-3 times per week Number of minutes per intervention session: 20-30 minutes Course(s) where interventions take place: <ul style="list-style-type: none"> Intensive Reading 			
Intensive, Individualized Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.			
Name of Program	ESSA Evidence Level	Verbiage (as needed)	
i-Ready Phonics for Reading		IReady Teacher Toolbox does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: <u>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</u> , Recommendation(s) Provide explicit vocabulary instruction (strong), Provide direct and explicit comprehension strategy instruction. (strong), Provide opportunities for extended discussion of text meaning and interpretation. (moderate), Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists(strong). <u>Providing Reading Interventions for Students in Grades 4–9</u> , Recommendation(s) Build students' decoding skills so they can read complex multisyllabic words (strong), Provide purposeful fluency-building activities to help students read effortlessly	

		<p>(strong), Routinely use a set of comprehension-building practices to help students make sense of the text (strong), Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information (moderate).</p> <p>These recommendations were built into the Phonics for Reading program which is designed to support older students who struggle with basic foundational skills which hinder their ability to read complex texts. The district will provide support and monitor implementation of this program by providing professional learning and support throughout the implementation for both teachers and administrators, supporting with in-class modeling as appropriate, tracking student progress through the iReady program.</p>
IReady Personalized Instruction Reading	moderate	
i-Ready Teacher Toolbox		<p>iReady Teacher Toolbox does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: <u>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</u>, Recommendation(s) Provide explicit vocabulary instruction (strong), Provide direct and explicit comprehension strategy instruction. (strong), Provide opportunities for extended discussion of text meaning and interpretation. (moderate), Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.(strong) These recommendations were built into the program by providing teaching staff with actionable instructional resources to align with the demonstrated needs of individual students on their iReady diagnostic assessment. The Toolbox directly links to assessed areas of weakness. The district will support and monitor implementation of this program by compiling benchmark data on both state and iReady assessments for analysis of growth opportunities including continuous professional learning opportunities with both Curriculum Associates trainers and our local Reading Coaches/Literacy leads for professional learning.</p>
Pilot program (at SSMS only) Read 180 Flex		<p>Read 180 (Flex) or Personalized Path does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: <u>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</u>, Recommendation(s) Provide explicit vocabulary instruction (strong), Provide direct and explicit comprehension strategy instruction. (strong), Provide opportunities for extended discussion of text meaning and interpretation. (moderate), Make available intensive and</p>

		<p>individualized interventions for struggling readers that can be provided by trained specialists(strong). <u>Providing Reading Interventions for Students in Grades 4–9</u>, Recommendation(s) Build students' decoding skills so they can read complex multisyllabic words (strong), Provide purposeful fluency-building activities to help students read effortlessly (strong), Routinely use a set of comprehension-building practices to help students make sense of the text (strong), Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information (moderate).</p> <p>These recommendations were built into the Read 180 (Flex) program which is designed to support older students who struggle with basic foundational skills as well as generalized comprehension skills which hinder their ability to read complex texts. The district will provide support and monitor implementation of this program by providing professional learning and support throughout the implementation for both teachers and administrators, supporting with in-class modeling as appropriate, and tracking student progress through the Read 180 platform. The MAP Growth assessment, given three times a year, will also be used to assess areas of focus.</p>
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? <ul style="list-style-type: none"> ○ Monthly Administrative Data Chats with intentional and actionable feedback ○ District and school-based walkthroughs ○ MTSS Core Team Meetings and MTSS student-specific meetings ○ Instructional Literacy Coach monitoring, modeling, and walkthroughs ○ Bi-weekly Professional Learning Community meetings using data to inform and modify curriculum and instruction. 		

Grades 9-12

13. Grades 9-12 Assessments

FAST				
Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10	<input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> 3 x Year

Indicate in the chart below the assessment(s) used to guide instructional decision-making for grades 9-12 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 9-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Other District Assessment Read 180 Diagnostic	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12 <input type="checkbox"/> All Students <input checked="" type="checkbox"/> Select Students	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Other District Assessment- HMH Selection Test	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12 <input type="checkbox"/> All Students <input checked="" type="checkbox"/> Select Students – students starting in grade 10 that are in accelerated courses will not take this assessment.	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input checked="" type="checkbox"/> Other – once per module

14. Describe the district's process (e.g., MTSS) for identifying grades 9-12 students in need of Tier 2/Tier 3 interventions.

The MTSS team meets to discuss data from FAST ELA Reading and Read 180 in order to determine individual student need in terms of level of service.

Students who score a Level 2 on FAST or score 206-211 (grade 9) or 212-218 (grade 10) will be assigned to Tier 2 Interventions.

Students who score a Level 1 on FAST or who score a RIT score below the 30% will be assigned to Tier 3 level interventions.

15. Explain how the effectiveness of Tier 1 instruction is monitored.

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

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

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

Additionally,

- PLC meetings and data chats
- Formal and informal classroom walkthroughs
- Monthly literacy coach walkthroughs and meetings

16. Explain how the effectiveness of Tier 2 interventions is monitored.

Teacher assigned lessons based on interventions delivered/received

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

17. Explain how the effectiveness of Tier 3 interventions is monitored.

- Monthly administrative data chats with intentional and actionable feedback
- District and school-based administrative walkthroughs
- MTSS Core Team Meetings and MTSS student-specific meetings
- Instructional Literacy Coach monitoring, modeling, and walkthroughs
- Bi-weekly Professional Learning Community meetings using data to inform and modify curriculum and instruction. PM3

Grades 9-12 Decision Tree				
Tier 1 (Core) Only				
Beginning of Year Data				
Students must meet the following criteria at the beginning of the school year: Level 3 or higher on FAST ELA Reading PM3 from previous school year.				
9-12 Tier 1				
Tool	Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
FAST	≥ 242	≥ 247	≥ 247	≥ 247
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.				

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

HMH Into Literature:

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

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

Performance Criteria that indicates Tier 1 is sufficient

FAST
Level 3 or above

What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction and/or curriculum provided to students?

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

Core Instruction

Indicate the core curriculum utilized. Add additional rows as needed.

Name of Program	Year of Program Adoption
HMH Into Literature	2021

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

Performance Criteria that prompts the addition of Tier 2 interventions

FAST
Level 1 or 2
and/or
Average of at least 2 HMH Selection Tests - <70% accuracy

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:

FAST ELA Reading PM 3 from the previous school year – Level 2
and/or

HMH Map Growth Score

- Grade 9 – RIT Score of 206-211
- Grade 10 - RIT Score of 212-218

9-12 Tier 2				
Tool	Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
FAST	224-241	230-246	230-246	230-246
<p>Number of times per week interventions are provided: 2 times per week</p> <p>Number of minutes per intervention session: 15-20 minutes</p> <p>Course(s) where interventions take place: Content Area classes (specifically Social Studies and Science). Students with deficits in the foundational component areas of reading will be scheduled in Intensive Reading. Students with specific deficits in literary component areas of comprehension will be scheduled with an ELA/Reading teacher during PAWS/Raider time.</p>				
Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.				
Name of Program	ESSA Evidence Level	Verbiage (as needed)		
CAR (Content Area Reading)		CAR does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendations support the program: Improving Adolescent Literacy- Effective Classroom Intervention Practice.; Provide explicit vocabulary instruction (strong evidence); Provide direct and explicit comprehension strategy instruction (strong evidence); and Provide opportunities for extended discussion of text meaning and interpretation (moderate evidence) . These recommendations will be built into CAR offerings by establishing routines for students as they encounter complex content area text. The district will support and monitor implementation of this program by providing secondary literacy coaches with professional learning using CAR structures which they will be required to deliver to CAR teachers at their school site. They will be asked to provide student work samples using the structures. In addition, walkthrough tools focused on the elements that should be found within a CAR classroom will be provided for coaches, school administrators, and district literacy specialists to use to identify schools/ teachers in need of targeted support.		
READ 180 – Intensive Reading class only	strong			

Instruction on strategies for comprehending literary text		<p>Instruction on strategies for comprehending literary text does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendations support the program/practice. Improving Adolescent Literacy: Effective Classroom and Intervention Practices recommends the following: 1) Provide explicit vocabulary instruction (strong evidence); 2) Provide direct and explicit comprehension strategy instruction (strong evidence); and 3) Provide opportunities for extended discussion of text meaning and interpretation (moderate evidence). These recommendations will be built into the practice by providing additional instruction by ELA/reading staff through a site-based advisory period. Groupings will be thoughtful and based on student need. Instruction will be derived from review of student data and targeted to meet specific benchmarks. The district will support and monitor implementation of this program by providing secondary literacy coaches with professional learning for reading prose and poetry. As the teachers involved in this practice are already ELA/reading teachers, the coach will support/assist by offering strategies and/or impactful practice passages. They will be asked to provide student work samples at our monthly literacy walkthroughs in order to assess both effectiveness of the measure as well as determine next steps. In addition, the literacy walkthrough tool will include elements to look for in this specific area of targeted intervention. The walkthrough tool will be provided for coaches, school administrators, and district literacy specialists to use to identify schools/ teachers in need of targeted support.</p>
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
<p>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: If the student fails to show progress on any of the following, a move to Tier 3 intervention may be indicated:</p>		

- Significant decrease (≥ 10 points) in scale score between PM 1 and PM 2 of the current year.
- Student fails to show progress (70% accuracy) on teacher-assigned reading lessons

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:

FAST ELA Reading PM 3 from the previous school year – Level 1

HMH Map Growth Score

- Grade 9/10 – Below the 30th percentile

9-12 Tier 3

Tool	Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
FAST	≤ 223	≤ 229	≤ 229	≤ 229

Number of times per week interventions are provided:

3 times a week

Number of minutes per intervention session:

20 – 30 minutes

Course(s) where interventions take place:

- Intensive Reading

Intensive, Individualized Instruction/Interventions

Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	ESSA Evidence Level	Verbiage (as needed)
HMH Read 180	Strong	

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

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)

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

Teacher-delivered interventions followed by computer-assigned lessons aligned to the intervention provided

- If a student demonstrates mastery (70% or higher) of content or topic based on intentional lessons and that targeted intervention has been provided, that student will be transitioned out of that tiered intervention.

- If a student does not demonstrate master (70% or higher) on their teacher assigned lessons based on the intervention they received, they will remain at a Tier 3 and the interventions and strategies will be restructured to find responsive efforts.

5) Professional Learning ([Rule 6A-6.053\(9\)\(b\)3.f.—j., F.A.C.](#))

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

- Provide professional learning required by ss. [1012.585\(3\)\(f\)](#) and [1012.98\(5\)\(b\)11., F.S.](#), which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary and text comprehension strategies into an explicit, systematic and sequential approach to reading instruction, including multisensory intervention strategies;
- Provide professional learning in B.E.S.T. ELA Standards and evidence-based reading practices and programs;
- Provide professional learning to help instructional personnel and certified PreK teachers funded in the FEEP earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction;
- Differentiate and intensify professional learning for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional learning.

Provide the Name of Professional Learning, Target Audience and Description. Add additional rows as needed.

Name of Professional Learning	Target Audience	Description
Read 180 implementation success	9-12 intensive reading teachers	Each quarter, the intensive reading teachers will work with Read 180 staff to analyze data, set goals, and determine next steps for our high school reading students. These in-person days are supported by the Coachly licenses as detailed below.
i-Ready implementation success	k-8 staff	This professional learning is held throughout the year and in direct response to progress monitoring data.
Core Connections	6-12 ELA/Reading teachers	This bi-annual training offers our teachers insight into the FAST assessment and offers strategies to share with all students to strengthen Tier 1 instruction.
Literacy Solutions	Teacher seeking reading endorsement	This learning solution allows for our staff to easily access the reading courses required for their reading endorsement.
HMH Coachly	k-12 Reading teachers	The Coachly licenses for Amira and Read 180 offer point-of-need support from the company on topics specific to each individual teacher. For the pilot of Personalized Path at SSMS, Coachly will be essential to ensure fidelity as the program will be assessed for use in subsequent years at other sites as well.

FSRLD/JRF!	K-12 Literacy Coaches/Leaders	Each month, our Regional Literacy Director joins our Literacy Walkthroughs to offer both valuable insight in what is observed, but to also offer points for continuous growth. Our afternoon session tends to be professional learning in an area identified by the team and data analysis as a target area.
In-house professional development	K-12 staff and administrators	School-based and district-led professional learning sessions are held monthly (or more frequently if the need arises) to differentiate for teachers who need additional training. Leadership teams meet monthly to discuss progress monitoring data, online instruction performance, growth monitoring, and standards mastery. Based on this, the leadership teams plan internal and prioritized professional development offerings to help support teachers where there are needs.
Instructional Personnel and Certified PreK Teachers Describe how professional learning is provided to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential or credentials, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction. In-house professional development, FDLRS, and Literacy Solutions provide training in phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension.		
Differentiated Professional Learning Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data. School-based and district-led professional learning sessions are held monthly (or more frequently if the need arises) to differentiate for teachers who need additional training. Leadership teams meet monthly to discuss progress monitoring data, online instruction performance, growth monitoring, and standards mastery. Based on this, the leadership teams plan internal and prioritized professional development offerings to help support teachers where there are needs.		
Mentor Teachers Describe how mentor teachers are identified and how model classrooms are established and utilized within the school. Sumter County School District and individual schools assign Mentor teachers as needed. Model classrooms will be established based on criteria identified as priorities for each individual school. Teachers will be advised to visit those model classrooms as the need arises (i.e. specific reading strategy instruction, best practices, small group instruction, etc.)		
Professional Learning Time Describe how time is provided for teachers to meet weekly for professional learning. Each school provides time weekly for teachers to develop their practices and collaborate with their teams during Professional Learning Communities. These are arranged by grade level and/or departments.		

6) Tutoring Programs to Accelerate Literacy Learning ([Rule 6A-6.053\(9\)\(b\)3.b., F.A.C.](#))

Describe any tutoring programs available within your district and include targeted grade levels (e.g., Reading Achievement Initiative for Scholastic Excellence (RAISE) High School Tutoring). Add additional rows as needed.

Name of Tutoring Program	Target Audience	Description
EPIC high school students (Future Teachers)	K-5 students	EPIC students (aspiring educators) work with our Elementary students in a variety of ways including small group reading instruction, one-on-one vocabulary support, phonics lessons, etc....

7) Family Engagement ([Rule 6A-6.053\(9\)\(b\)3.o., F.A.C.](#))

In accordance with the list outlined in [s. 1008.25\(5\)\(d\), F.S.](#), describe the district's plan for immediately notifying parents of students identified with a substantial deficiency in reading.

In accordance with s. 1008.25(5)(d), F.S., the district ensures that parents or guardians are immediately notified in writing when a student is identified as having a substantial deficiency in reading. This notification is provided in a clear and timely manner following the identification through progress monitoring or assessment data.

The written notification includes:

- That his or her child has been identified as having a substantial deficiency in reading or mathematics, including a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and the lack of achievement in reading or mathematics.
- A description of the current services that are provided to the child.
- A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of reading or mathematics deficiency.
- That if the child's reading deficiency is not remedied by the end of the grade 3, the child must be retained unless he or she is exempt from mandatory retention for Good Cause.
- A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of mathematics deficiency.
- Strategies, including multisensory strategies and programming, through a read-at-home plane, or a homebased plan, the parent can use in helping his or her child succeed in reading or mathematics.
- That the statewide, standardized English Language Arts assessments not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child's reading at or above grade level and ready for grade promotion.
- The district's specific criteria and policies for student portfolios and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. A school must immediately begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first.
- The district's specific criteria and policies for mid-year promotion. Mid-year promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.

- Information about the student's eligibility for the New World's Scholarship Account under s. 1002.411 and information on parent training modules and other reading engagement resources available through the initiative,
- The district prioritizes early and ongoing communication with families, ensuring that they are active partners in the intervention process. All notifications are documented and maintained in the student's educational record, and follow-up meetings or communications are scheduled as needed to review progress and adjust supports.

Describe the literacy partnerships or programs the district utilizes to increase support for families to engage in literacy activities and reading at home (e.g., New Worlds Reading Initiative).




Sumter County School District provides parents with an At-Home Reading Plan that will help families by providing guidance and support for their student with the six areas of reading (oral language, phonemic awareness, phonics, vocabulary, fluency, and comprehension). The plan will provide specific examples of reading activities that parents/guardians come complete with their students to assist in their reading journey at home.







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


Sumter County School District also provides access to myON Reader and News which allows students access to digital books, book projects that may be assigned by their teachers, and current events through the myON News application. myON also connects right to Accelerated Reader which allows students to read books within their reading level and take a comprehension test.

8) Assurances ([Rule 6A-6.053\(9\)\(b\)2., F.A.C.](#))

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

Initials	Assurance
	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that includes phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
	b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of s. 1008.25(4)(c), F.S. , to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with Rule 6A-6.053(6)(c), F.A.C.
	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S. All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.

	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
	f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.
	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

Local Educational Agency Chief Executive Officer or Authorized Representative (Printed Name): Logan W. Brown	
Signature: 	Date: 8/29/2025

House Bill 1255 amends section 1003.4201, Florida Statutes, and adds a component of the reading instruction plan to provide a description of how the district prioritizes the assignment of highly effective teachers from kindergarten to grade 2.

9) Highly Effective Teachers

Describe how the district prioritizes the assignment of highly effective teachers, as identified in s. 1012.34(2)(e), from kindergarten to grade 2.

In alignment with s. 1012.34(2)(e), F.S., the district prioritizes the assignment of highly effective teachers—those who have demonstrated the highest level of instructional performance based on student learning growth and professional practice—to kindergarten through grade 2 classrooms. This strategic placement is grounded in the understanding that early literacy and foundational skills are critical to long-term academic success.

To support this priority, the district implements the following practices:

- **Data-Driven Staffing Decisions:** Teacher evaluation data, including student performance outcomes and classroom observations aligned with the Florida Educator Accomplished Practices, are reviewed annually to identify highly effective teachers.
- **Targeted Placement:** When vacancies arise or staffing adjustments are needed, principals are encouraged to assign highly effective teachers to K–2 classrooms, particularly in schools with high numbers of students identified as at risk in reading.

This approach reflects the district's commitment to early intervention, literacy development, and long-term student achievement by ensuring that the most impactful educators are placed where they can make the greatest difference.