

Volusia County Schools



2021-22 Reading Plan

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Contact Information, Communication Plan, and Student Achievement Goals

Contact Information - Part A

District Contact Information

Reading Contacts

Identify the name, email address, position title, and job duties/responsibilities for each member of the district reading team.

Contact	Name, Title, Email, Phone
Main District Reading Contact	Rybinski, Desiree K-12 English Language Arts Coordinator dlrybins@volusia.k12.fl.us 3867347190
Main District Reading Contact	Rybinski, Desiree K-12 English Language Arts Coordinator dlrybins@volusia.k12.fl.us 386-734-7190
Elementary English Language Arts (ELA)	Rybinski, Desiree K-12 English Language Arts Coordinator dlrybins@volusia.k12.fl.us 386-734-7190
Secondary ELA	Blinn, Tracy Secondary ELA Curriculum Specialist thblinn@volusia.k12.fl.us 386-734-7190
Reading Endorsement	Roa, Meg Professional Learning Specialist mrroa@volusia.k12.fl.us 386-734-7190
Reading Curriculum	Rybinski, Desiree K-12 English Language Arts Coordinator dlrybins@volusia.k12.fl.us 386-734-7190
Professional Development	Picciolo, Wafa Coordinator, Professional Learning wpicciol@volusia.k12.fl.us 386-734-7190
Assessment	Kestory, Melanie Coordinator, Research, Evaluation, and Accountability mjkestor@volusia.k12.fl.us 3867347190
Data Element	Workman, Stephanie Coordinator, Master Scheduling saworkma@volusia.k12.fl.us 3867347190
Summer Reading Camp	Rybinski, Desiree K-12 English Language Arts Coordinator dlrybins@volusia.k12.fl.us 3867347190
Third Grade Promotion	Clayton, Rene' Assistant Superintendent, Elementary Curriculum and Instruction reclayto@volusia.k12.fl.us 3867347190
300 Lowest-Performing Elementary Schools	Crkvenac, Carrie Director, Transformation and School Improvement clcrkven@volusia.k12.fl.us 3867347190

Communication of Plan Information

Describe how the district will communicate the contents of its Comprehensive Evidence-Based Reading Plan to all stakeholders, including school administrators, reading leadership teams, literacy coaches, classroom instructors, support staff, and parents.

The Comprehensive Evidence-Based Reading Plan is in alignment with the District Strategic Plan and will be shared during division meetings for elementary, middle, and high school district staff. Also, the plan will be shared with all principals during a principal's meeting at the beginning of the school year. The ELA Coordinator and Curriculum specialists will share the plan with literacy coaches during a beginning of the year professional learning event. Principals and literacy coaches will be tasked with sharing contents of the plan with their faculty members and school-connected stakeholders. Additionally, the plan will be linked on the Volusia County Schools website.

Student Achievement Goals - Part B

Measurable Student Achievement Goals

For each grade, K-12, establish clear and measurable student literacy achievement goals based on screening, progress monitoring, and statewide/districtwide summative assessments.

Previous School Year

Kindergarten - % of Students "Ready" on FLKRS 58%

Goal for Plan Year

Kindergarten - % of Students "Ready" on FLKRS 63%

Describe action steps to meet the district's kindergarten readiness goal.

For the 21-22 school year, Volusia will add 5 district VPK units at school sites and continue to collaborate with the Early Learning Coalition and private VPK providers to support high quality instruction for the transition of 4-year olds into kindergarten.

Statewide English Language Arts Standardized Assessment:

Grade	Previous School Year % of Students Scoring					Goal for Plan Year % of Students Scoring				
	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5
3	22	25	31	17	6	18	22	35	18	7
4	25	22	25	20	8	22	20	28	21	9
5	22	24	27	20	7	19	22	30	21	8
6	28	25	21	20	6	25	23	24	21	7
7	31	24	22	15	7	28	22	25	16	8
8	28	24	26	15	7	25	22	29	16	8
9	29	26	21	17	7	26	24	24	18	8
10	25	26	23	19	7	22	24	26	20	8

Include additional literacy goals based on screening, progress monitoring, and/or district summative assessments. At a minimum, include specific goals for K-2 students.

Example: For each grade, K-2, increase the percentage of students currently scoring at or above grade level on (the approved district progress monitoring assessment) by 5% this year, from (60%) to (65%).

Grades K-2 will increase the percentage of students currently scoring at or above grade level on i-Ready Reading Diagnostic by 5% this year.

K-59% to 64%

1st- 44% to 49%

2nd- 41% to 46%

District Budget for Research-Based Reading Instructions Allocation

Budget

1	Research-Based Reading Instruction Allocation	\$0.00
2	Estimated proportional share distributed to district charter	\$0.00
3	Reading coaches assigned to elementary schools	\$0.00
4	Reading coaches assigned to secondary schools	\$0.00
5	Intervention teachers assigned to elementary schools	\$0.00
6	Intervention teachers assigned to secondary schools	\$0.00
7	Supplemental materials or interventions for elementary schools	\$0.00
8	Supplemental materials or interventions for secondary schools	\$0.00
9	Intensive interventions for elementary students reading below grade level	\$0.00
10	Intensive interventions for secondary students reading below grade level	\$0.00
11	Professional development	\$0.00
12	Helping teachers earn the reading endorsement	\$0.00
13	Summer reading camps	\$0.00
14	Additional hour for 300 lowest-performing elementary schools	\$0.00
Total:		\$0.00

The use of the reading allocation funds must demonstrate a prioritization of K-3 students identified with a substantial deficiency in reading.

Describe how the district has prioritized reading allocation funds to fully support K- students identified with a substantial deficiency in reading.

Literacy coaches supporting K-3 students, summer reading camp for 2nd and 3rd students with substantial reading deficiencies, reading intervention materials.

School Literacy Leadership Teams

How is the School Literacy Leadership Team requirement communicated to principals?

Communication occurs through regularly scheduled administrator meetings with district leadership.

To whom at the district level is the roster of School Literacy Leadership Teams communicated?

K-12 English Language Arts Coordinator, Desiree Rybinski
Assistant Superintendents-Rene Clayton, Patricia Corr, Gabriel Berrio

Who at the district level is responsible for supporting and monitoring School Literacy Leadership Teams and ensuring compliance?

K-12 English Language Arts Coordinator, Desiree Rybinski
Assistant Superintendents-Rene Clayton, Patricia Corr, Gabriel Berrio

Professional Development

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

- Provide professional development required by Section 1012.98(4)(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;
- Differentiate and intensify professional development 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 development.

Professional development integrating 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 is available to all teachers and is cataloged and accessible in our professional development system.

Through analysis of progress monitoring data during, School-based PLCs, teachers needing additional support are identified and provided with differentiated professional development through school-based coaches or district resource teachers.

Principals along with district staff will identify teachers to be potential model classrooms. Additionally, Volusia is currently developing a Master Teacher program that will identify mentor teachers and establish model classrooms.

Master schedules reflect the opportunities for teachers to participate in weekly PLC meetings that provide opportunities for professional development.

Provide a description of how the district will communicate to principals the professional development requirements and how the district will support principals with fulfilling each requirement. Include who at the district is responsible for monitoring professional development requirements and ensuring compliance.

How are professional development requirements communicated to principals?

Professional development requirements are communicated to principals through monthly administrative meetings and weekly updates from Division Assistant Superintendents.

Who at the district level is responsible for supporting and monitoring the professional development requirements and ensuring compliance?

Coordinator of Professional Learning, Wafa Picciolo
 Director of Human Resources, Rachel Hazel
 Chief Human Resources Officer, Mark West

Charter Schools

Does the district ensure charter schools will utilize their proportionate share of the research-based reading allocation in accordance with Sections 1002.33(7)(a)2.a. and 1008.25(3)(a), F.S.?

Yes

Literacy Coaches

Literacy Coaches - Part A

If the funding of literacy coaches is part of the reading allocation budget, literacy coaches must be assigned to schools determined to have the greatest need based on student performance data in reading. Districts must use the Just Read, Florida! model or explain the evidence-based coaching model used in their district and how they will monitor the implementation and effectiveness of the coaching model. This must include how communication between the district, school administration, and the reading coach throughout the year will address areas of concern.

Coaches must possess the following:

- bachelor's degree and reading endorsement or reading certification;
- highly effective rating on most recent available evaluation that contains student achievement data;
- experience as successful classroom teachers;
- knowledge of evidence-based reading research;
- special expertise in quality reading instruction and infusing reading strategies into instruction;
- data management skills;
- strong knowledge base in working with adult learners;
- excellent communication skills; and
- outstanding presentation, interpersonal, and time-management skills.

How were schools with the greatest need based on student performance data in reading selected for coach services and supports? Attach corresponding rubric, if applicable.

Volusia County Schools' approach is to provide an instructional coach for all elementary, middle, and high schools to support academic needs because all schools have a population of students whose data indicates struggles with learning. When data indicates that schools need more support, additional coaches are provided out of funding other than the Reading Plan (Title I, Title II). All middle schools and high schools have literacy coaches to support literacy across content areas with the goal of increasing student achievement and closing gaps between identified sub-groups.

Upload rubric, if applicable

The following documents were submitted as evidence for this section:

No files were uploaded

Literacy Coaches - Part B

Requirements of the Just Read, Florida! Coaching Model

- Provide professional development on the following:
 - the major reading components, as needed, based on an analysis of student performance data;
 - administration and analysis of instructional assessments; and
 - providing differentiated instruction and intensive intervention.
- Model effective instructional strategies for teachers.
- Facilitate study groups.
- Train teachers to administer assessments, analyze data, and use data to differentiate instruction.
- Coach and mentor teachers daily.
- Provide daily support to classroom teachers.
- Work with teachers to ensure that evidence-based reading programs are implemented with fidelity.
- Help to increase instructional density to meet the needs of all students.
- Participate in reading leadership teams.
- Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies.
- Prioritize time to those teachers, activities, and roles that will have the greatest impact on student achievement in reading, namely coaching and mentoring in classrooms.
- Work frequently with students in whole and small group instruction to model and coach in other teachers' classrooms.
- Work with school principals to plan and implement a consistent program of improving reading achievement using strategies that demonstrate a statistically significant effect on improving student outcomes.

Note: Coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach, and must limit the time spent on administering or coordinating assessments.

Is the district using the Just Read, Florida! coaching model?

Yes

If no, please attach the evidence-based model the district is using.

The following documents were submitted as evidence for this section:

No files were uploaded

If yes, please complete the next section:

How are these requirements being communicated to principals?

Role of the coach is communicated through administrative meetings, emails, Canvas resources

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 development based on need?

A designated professional learning specialist will prioritize school support based on feedback from coaches and learning walk data from district-wide data trends. Coaches attend professional learning monthly to address curriculum content, teaching strategies, coaching practices, and data analysis.

Who at the district level is supporting and monitoring coach time and tasks?

Professional Learning Office-Claudine Henderson, Wafa Picciolo

How often is coaching time, tasks, and impact data being reported and reviewed by the district?

Monthly and shared with administrators and Assistant Superintendents/Directors

What problem-solving steps are in place for making decisions regarding coaching time and tasks based on the data?

Bi-weekly meetings between administrators and coaches to plan and prioritize teacher support.

District-Level Monitoring of Plan Implementation

District-Level Monitoring - Part A

Districts must monitor the implementation of the District K-12 Comprehensive Evidence-Based Reading Plan at the school and classroom level. Districts must also explain how concerns are communicated if it is determined that the District K-12 Comprehensive Evidence-Based Reading Plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students. The district must:

- Provide an explanation of the data that will be collected, how it will be collected, and the frequency of review must be provided. Districts must also explain how concerns are communicated if it is determined that the District K-12 Comprehensive Evidence-Based Reading Plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students;
- Ensure all instruction in reading is systematic and explicit, based on data, and uses an evidence-based sequence of reading instruction and strategies to meet the needs of students at the school level and determining appropriate instructional adjustments;
- Ensure that data from formative assessments are used to guide differentiation of reading instruction;
- Ensure incorporation of reading and literacy instruction by all content area teachers into subject areas to extend and build discussions of text in order to deepen understanding; and
- Evaluate District K-12 Comprehensive Evidence-Based Reading Plan implementation and impact on student achievement.

Assessments

Indicate the assessment(s) used to screen and progress monitor K-12 students. For each assessment, indicate the following:

- the full name of the assessment;
- the grade level(s) the assessment is administered, and, where applicable, criteria for identifying students who will be assessed; and
- the components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension) or the standards strand (reading, communication) that will be assessed, the type of assessment, and how often the data will be collected and analyzed to support instruction.

Name of the Assessment	To whom is the assessment administered?	Assessment type	What component of the reading/strand of standard is being assessed?	How often is the data being collected?
FLKRS	All Kindergarten Students	Screeners	Phonological Awareness, Phonics, Vocabulary, Comprehension	Annually
i-Ready	Grades K-5	Screeners, Diagnostic	Oral Language, Phonological Awareness, Phonics, Vocabulary, Comprehension	3 x A Year
Achieve 3000	6-12th grade students receiving Tier 2 intervention	Progress Monitoring	Vocabulary, Comprehension	Monthly
DIBELS	K-5 students receiving Tier 2 and Tier 3 intervention.	Screeners, Progress Monitoring	Fluency	2 x A Month
Growth Measure from HMH Into Literature	6th-12th Grade students	Screeners, Progress Monitoring	Vocabulary, Comprehension	3 x A Year
Phonological Awareness Screener	K-5 students	Screeners, Progress Monitoring	Phonological Awareness	2 x A Month
Phonics Survey	Students receiving phonics intervention or suspected to need phonics intervention	Progress Monitoring, Diagnostic	Phonics	2 x A Month
District Developed Assessment	All K-12 students	Progress Monitoring, Formative Assessment	Vocabulary, Comprehension	Quarterly
Read 180	6th-10th grade students receiving Tier 3 intervention	Progress Monitoring	Vocabulary, Comprehension	3 x A Year
System 44 Phonics Survey	Tier 3 students scoring below 600L	Diagnostic	Phonics	3 x A Year

District-Level Monitoring - Part B

Provide the following information to depict how the district will meet each of the requirements.

Who at the district level is responsible for providing plan implementation oversight, support, and follow-up?

Assistant Superintendents, Directors, K-12 ELA Coordinator, Curriculum Specialists, Resource Teachers

- Oversight: walkthroughs of classrooms by district-level leadership, including the curriculum directors, coordinators, and specialists
- Support with creating master schedules that allow for reading intervention to occur
- Support and follow-up with curriculum members going to school-based PLCs, modeling of lessons and intervention practices with classroom teachers and reviewing student and school-based data with PLCs and school-based administration

What process is in place for ensuring all instruction in foundational reading skills is systematic and explicit and all reading instruction is evidence-based?

Curriculum resources are reviewed and vetted at the district level to ensure that foundational skills resources are evidence-based. Administrators and district leaders conduct learning walks to ensure instruction is explicit and systematic.

What process is in place for ensuring that formative assessment data is used to differentiate reading instruction?

District leaders review formative assessment data bi-weekly and share it with school-based leaders to support PLCs with differentiating reading instruction.

What steps are the district taking to incorporate literacy instruction into content areas to build discussions of texts in order to deepen understanding?

*Literacy coaches support all content areas

*Core district curriculum areas collaborate for intentional inclusion of content.

*Use of Civics Literacy List from B.E.S.T. Standards across content areas

How are concerns communicated if the plan is not being implemented to meet the needs of students?

Concerns will be addressed with school leaders, by district leadership, to provide support and ensure explicit implementation of the K-12 Reading Plan.

District-Level Monitoring - Part C

Districts must annually evaluate the implementation of their K-12 Reading plan. The evaluation must:

- Analyze elements of the district's plan, including leadership, assessment, curriculum, instruction, intervention, professional development and family engagement;
- Include input from teachers, literacy coaches and administrators at the school level; and
- Identify elements in need of improvement and strategies to increase literacy outcomes for students.

Describe the district's plan to meet each requirement above. Include a description of how the district will use the evaluation to improve implementation of the district's plan for the following school year to increase student achievement.

Annually, the district leadership team meets to review the K-12 Reading plan to include specific feedback from the ESE and ELL teams. Teachers, literacy coaches, and administrators provide input regarding the K-12 Reading Plan implementation through focus group reviews of the plan. Feedback is collected throughout the school year to adjust the reading decision trees and other processes in place to ensure quality reading instruction.

Self Reflection Tool

Districts must upload their evaluation of the District K-12 Comprehensive evidence-Based Reading Plan.

The district must use the evaluation to improve implementation of the district's plan for the following school year to increase student achievement.

The following documents were submitted as evidence for this section:

No files were uploaded

School-Level Monitoring of Plan Implementation

School-level implementation - Part A

Districts must describe the process used by principals to monitor implementation of, and ensure compliance with, the reading plan, including weekly reading walkthroughs conducted by administrators. In addition, districts must describe how principals monitor collection and utilization of assessment data, including progress monitoring data, to determine intervention and support needs of students.

What process is in place to ensure effective implementation?

District leadership meets regularly with school-based administrators to communicate expectations of reading walkthroughs by administrators, the use of assessment data, and the adjustment to instruction based on the data collected.

Who at the district level supports effective implementation?

Assistant Superintendent, Elementary Curriculum
 Assistant Superintendent, Middle School Curriculum
 Assistant Superintendent, High School Curriculum
 Director, Elementary Curriculum
 Director, Transformation and School Improvement
 Director, Middle School Curriculum
 Director, High School Curriculum
 ELA Coordinator

What process is in place to identify areas in need of improvement for effective implementation?

Data from reading walkthroughs and progress monitoring data are reviewed monthly to adjust supports provided to schools, grade levels, and teachers.

Weekly reading walkthroughs - Part B

What process is in place to ensure effective implementation?

District leaders visit schools regularly and conduct reading walkthroughs alongside school-based administrators.

A district-wide learning walk tool is used during reading walkthroughs and the data is shared in electronic format or through feedback with school-based administrators and literacy coaches for use in school PLC discussions.

Who at the district level supports effective implementation?

Assistant Superintendent, Elementary Curriculum
 Assistant Superintendent, Middle School Curriculum
 Assistant Superintendent, High School Curriculum
 Director, Elementary Curriculum
 Director, Transformation and School Improvement
 Director, Middle School Curriculum
 Director, High School Curriculum
 ELA Coordinator

What process is in place to identify areas in need of improvement for effective implementation?

Areas of improvement are identified from the walkthroughs and addressed with school leaders, by district leadership, to provide support and ensure explicit implementation of the K-12 Reading Plan.

Use of data to determine interventions - Part C

What process is in place to ensure effective implementation?

Bi-weekly, district leadership reviews assessment data for trends and shares school-level or grade-level concerns with principals. Every 3-4 Weeks School-Based Teams engage in data chats in PLCs for remediation and enrichment decisions with the support of the literacy coach and district ELA Resource Teachers.

Quarterly District leaders and School-Based Teams reflect on the School Improvement plan and create next steps for professional learning and support including side by side coaching, demonstration lessons from literacy coaches and district resource teachers.

Who at the district level supports effective implementation?

Assistant Superintendent, Elementary Curriculum
 Assistant Superintendent, Middle School Curriculum
 Assistant Superintendent, High School Curriculum
 Director, Elementary Curriculum
 Director, Transformation and School Improvement
 Director, Middle School Curriculum
 Director, High School Curriculum
 ELA Coordinator

What process is in place to identify areas in need of improvement for effective implementation?

Areas in need of improvement will be addressed with school leaders, by district leadership, to provide support and ensure explicit implementation of the K-12 Reading Plan.

Summer Reading Camp

Reading Camp - Part A

For Summer Reading Camps required by Section 1008.25(7), F.S., districts must:

- Provide instruction to grade 3 students who score Level 1 on the statewide standardized assessment for ELA;
- Implement evidence-based explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension; and
- Provide instruction by a highly effective teacher endorsed or certified in reading.

All district Summer Reading Camp teachers are highly effective and reading endorsed/certified.

Yes

Describe the district's plan to meet each requirement for Summer Reading Camps required by Section 1008.25(7), F.S. Include a description of the evidence-based instructional materials that will be utilized.

Third-grade students scoring a Level 1 on FSA ELA are invited to attend Summer Reading Camp where they receive instruction using SIPPS Challenge (multisensory instruction in phonemic awareness and phonics), iReady Reading Instructional component, Standards-Aligned comprehension instruction with grade-level complex text (fluency, vocabulary, and comprehension).

SIPPS Challenge -Promising Evidence. The phonological awareness and phonics strategies used in this programs are supported by strong evidence as cited on What Works Clearinghouse in the Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade. (Recommendation 2 & 3)

Choral reading, echo reading, and repeated reading with decodable and grade-level text- The fluency strategies used for Tier 2 intervention are supported by moderate evidence as cited on What Works Clearinghouse in the Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade. (Recommendation 4)

Vocabulary and compression instructional strategies used are supported by moderate to strong evidence as cited on What Works Clearinghouse in the Practice Guide: Improving Reading Comprehension for Kindergarten through 3rd Grade. (Recommendation 1,2 & 5)

i-Ready-ESSA Evidence-Moderate

All 3rd Grade Reading Camp teachers are highly effective and reading endorsed.

Districts have the option of providing summer reading camps to students in grades K-2 who demonstrate a reading deficiency as determined by district and state assessments, and students in grades 4-5 who score Level 1 on the statewide, standardized ELA assessment.

Will the district implement this option?

No

If yes, describe the district's instructional plan, include a description of the evidence-based instructional materials that will be utilized.

na

Attendance - Part B

Complete below depicting the number and percentage of students attending summer reading camps.

Number of Students Attending Summer Reading Camp

Third grade students who score Level 1 and at risk of retention (1008.25(7)(a)2., F.S.)

379

Students who demonstrate a reading deficiency in grades K-2

0

Students who score Level 1 in grades 4-5

0

Percentage of Students Attending Summer Reading Camp

Third grade students who score Level 1 and at risk of retention (1008.25(7)(a)2., F.S.)

74%

Students who demonstrate a reading deficiency in grades K-2

0%

Students who score Level 1 in grades 4-5

0%

Parent Support through a Read-At-Home Plan

Describe the district's plan for providing a read-at-home plan to parents of students identified with a substantial deficiency in reading. Include literacy partnerships or programs the district has to increase support for families to engage in literacy activities and reading at home. In addition, include who at the district is responsible for supporting and monitoring implementation.

Parents of students identified with a substantial reading deficiency are notified and provided with a read-at-home plan that includes resources for families to engage in literacy activities at home. Additionally, some schools hold evening literacy events to engage families in literacy activities.

Who at the district is responsible for monitoring this requirement?

Director of Elementary Curriculum, Assistant Superintendent of Elementary Curriculum

Assessment, Curriculum, and Instruction

Requirements - Part A

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.

Provide whole group instruction utilizing an evidence-based sequence of reading instruction.

How does the district support and monitor implementation?

Schools submit master schedules that note whole group reading instruction. District leadership visits classrooms and conducts learning walks to support the implementation of evidence-based reading instruction.

Who at the district is responsible for supporting and monitoring this requirement?

Director of Elementary Curriculum, Assistant Superintendent of Elementary Curriculum, K-12 ELA Coordinator

Use texts to increase students' background knowledge and literacy skills in social studies, science, and the arts.

How does the district support and monitor implementation?

Volusia adopted Benchmark Advantage for implementation in the 2021-2022 school year. This curriculum has a strong focus on social studies, science, and the arts. Additionally, texts from the B.E.S.T. Civic Literacy list are provided to schools to enhance social studies instruction. District leadership visits classrooms and conducts learning walks to support the implementation of evidence-based reading instruction that includes strategies to increase students' background knowledge and literacy skills in social studies, science, and the arts.

Who at the district is responsible for supporting and monitoring this requirement?

Director of Elementary Curriculum, Assistant Superintendent of Elementary Curriculum, K-12 ELA Coordinator

Provide small group differentiated instruction in order to meet individual student needs.

How does the district support and monitor implementation?

Schools submit master schedules that clearly define a dedicated time to small group reading instruction. District ELA Resource Teachers provide support to schools and teachers through professional learning using the district curriculum maps and resources. District leadership visits classrooms and conducts learning walks to support the implementation of differentiated instruction.

Who at the district is responsible for supporting and monitoring this requirement?

Director of Elementary Curriculum, Assistant Superintendent of Elementary Curriculum, K-12 ELA Coordinator

Florida's Revised Formula For Success - Part B

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

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
- **Four types of classroom assessments:** screening, progress monitoring/formative assessment, diagnosis, and summative assessment;
- **Core instruction (Tier 1):** is standards-aligned; includes accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; provides print-rich explicit and systematic, scaffolded, and differentiated instruction; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning as defined in 34 C.F.R. 200.2(b)(2)(ii);
- **Immediate intervention (Tier 2):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; 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 feedback; and occurs in addition to core instruction; and
- **Immediate intensive intervention (Tier 3):** is provided to students identified as having a substantial deficiency in reading; is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; 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; and occurs in addition to core instruction and Tier 2 interventions. In accordance with Section 1008.25(4)(c), F.S., students identified with a substantial reading deficiency must be covered by a federally required student plan, such as an IEP or an individualized progress monitoring plan and receive intensive interventions from teachers who are certified or endorsed in reading.

Describe how the district will align K-12 reading instruction with Florida's Revised Formula for Success.

In grades K-5, the implementation of the 90-minute uninterrupted block, and a designated 30-minute reading intervention block, all students will receive core instruction plus enrichment or intervention as appropriate to the student needs.

Through walk to intervention models, schools use reading endorsed/certified support staff, and intervention teachers to provide Tier 3 interventions to identified students.

In grades 6-12, all students receive core reading instruction in an English Language Arts course. Those students needing reading intervention as identified through the Decision Trees are provided receive Tier 2 and Tier 3 support through elective courses (Achieve3000, Read 180/System 44). Teachers providing Tier 3 instruction are reading endorsed/certified.

How does the district support and monitor implementation?

Schools submit master schedules that designate core reading instruction as well as intervention. District leaders conduct learning walks to monitor the quality and delivery of the instruction.

Who at the district is responsible for supporting and monitoring this requirement?

Director of Elementary Curriculum, Director of High School Curriculum, Assistant Superintendents, K-12
ELA Coordinator, Curriculum Specialists

Assessment/Curriculum Decision Trees - Part 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-2. Use the Assessment/Curriculum Decision Tree template 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 screening, diagnostic, progress monitoring, local assessment, statewide assessment, or teacher observations used within the district. Pursuant to Section 1002.69, F.S., the Florida Kindergarten Readiness Screener (FLKRS) must be used as a component of identification for kindergarten students, and according to section (12) of the plan rule, the assessment tool used to identify students in grades K-3 with a substantial deficiency. Florida Standards Assessment-English Language Arts (FSA-ELA) must be one of the components used for grades 3-12 pursuant to Section 1008.25(4)(a), F.S.;
- Target audience (grade level);
- Performance criteria used for decision-making for each instrument;
- Assessment/curriculum connection, including evidence-based curriculum materials and practices used in instruction and intervention, that address the six (6) components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
- The methods for providing reading instruction and intervention to students who may continue to receive instruction through distance or blended learning;
- An explanation of how instruction will be modified for students who have been identified as having a substantial deficiency in reading who are in need of intensive intervention; and
- Specific criteria for when a student is identified to receive intensive reading interventions by a teacher who is certified or endorsed in reading, what intensive reading interventions will be used, and how they are provided. Districts must identify the multisensory intervention provided to students in grades K-3 who have a substantial deficiency in reading. A description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

Upload Decision Tree File in PDF format

The following documents were submitted as evidence for this section:

2021-2022_Reading_Decision_Trees.pdf
<i>Volusia Reading Decision Trees</i>
Document Link

Identification of Students with a Substantial Reading Deficiency

Describe the district's process for identifying students with a substantial deficiency in reading based on the criteria above.

Using the Reading Decision Trees and support from the district Research, Evaluation, and Accountability office, teachers identify students in need of or currently receiving Tier 3 reading intervention. Parents with children in grades K-3 are notified of the substantial reading deficiency in writing. The notification includes the current and proposed instructional supports being provided at the school level for reading success as well as a Read-At-Home Plan to support literacy activities outside of school.

300 Lowest-Performing Elementary Schools

Does the district have one or more of the 300 lowest-performing elementary schools?

If yes, describe the process the district uses to ensure all of the following requirements are met. If individual schools within the district have a different approach to meet the requirements below, please include their plan.

Yes

Provide an additional hour per day of intensive reading instruction for students in the school. The additional hour may be provided within the school day.

Note: If the additional hour is provided within the school day, 150 minutes of reading instruction must be provided in accordance with Rule 6A-6.053, F.A.C., and Section 1011.62, F.S.

The identified 300 Lowest Performing schools submit master schedules indicating 150 minutes per day of intensive reading instruction. Director of Transformation and School Improvement and Coordinator of Transformation and School Improvement collaborate with school-based leaders to prioritize literacy instruction in the master schedule.

The additional hour per day of intensive reading instruction must be provided by teachers and reading specialists who have demonstrated effectiveness in teaching reading.

Classroom teachers provide reading instruction to students while students requiring specialized instruction receive services from intervention teachers, certified tutors, and ESE teachers. Students with a substantial reading deficiency receive Tier 3 reading intervention from reading endorsed or reading certified teachers.

All teachers receive instructional support from a school-based coach as well as a district resource teacher and curriculum specialist. Administrators evaluate teachers using VSET, the district teacher evaluation system. Administrators are advised to target effective and highly effective teachers to provide intensive reading instruction as required by Florida Statute. Teachers without previous evaluation ratings are monitored via administrative walkthroughs and formal observations as designated by the evaluation system. In cases where an effective or highly effective teacher is not available, the reading coach provides intensive support to the teacher to ensure that effective reading instruction is in place for students.

The intensive reading instruction delivered in this additional hour includes research-based reading instruction that has been proven to accelerate progress of students exhibiting a reading deficiency, including:

- differentiated instruction based on screening, diagnostic, progress monitoring, or student assessment data to meet students' specific reading needs;
- explicit and systematic reading strategies to develop phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided practice, error correction, and feedback; and
- integration of social studies, science, and mathematics text reading, text discussion, and writing in response to reading.

Research-based reading instruction from the Benchmark Advance core instructional materials and reading instructional materials from the Reading Decision Trees will be used to accelerate the progress of students exhibiting reading deficiencies.

All schools follow the district-generated District Assessment Calendar that monitors student progress in

core reading instruction. Lowest 300 schools will also monitor student progress as indicated below:

- ? DIBELS ORF for all students grades 2-5
- ? Progress monitor students as appropriate and necessary based on the Reading Decision Trees
- ? Administer all progress monitoring assessments as outlined on curriculum maps
- ? Administer all-district assessments as outlined on curriculum maps

The i-Ready Reading Diagnostic is administered to all students as a screener in grades K-5, three times a year. Using the Decision Trees, students who need Tier 2 and Tier 3 intervention will be identified and monitored using the Ongoing Progress Monitoring tools indicated on the Decision Trees and accessible through Canvas to target and identify specific reading intervention needs (phonemic awareness, phonics, fluency, and comprehension).

Schools will discuss all data listed above during grade level PLC meetings to ensure that the needs of students are being met.

District Transformation Coordinator or an ELA Transformation Resource Teacher and District Data Analyst will provide site-based support in data analysis and intervention implementation.

During a walk to intervention/enrichment model or an extended reading block, i-Ready Reading diagnostic data is used to target students' specific learning needs. In primary grades, foundational skills are instructed based on the recommendations from the IES Practice Guide entitled "Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade." Benchmark Advance remediation resources, Ready Reading, and i-Ready lessons (Tools for Instruction, Teacher Toolbox, Tools for Scaffolding Comprehension) are used to support additional opportunities for standards-based comprehension instruction.

Content area texts are used for intensive reading instruction through literacy-based social studies and science lessons. The lessons in these resources have the student engage in text-based discussions around the content and text-based written responses based on the content knowledge gained from the text. Identified students are provided with scaffolded support to successfully access the grade-level text. Additionally, teachers use social studies, science, and mathematics texts from Reading A to Z, the science textbook, and TCI for close reading of grade level and complex text.