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Contact Information, Communication Plan, and Student Achievement Goals

Contact Information - Part A

District Contact Information

Reading Contacts

Identify the name, position title, email address, and phone number for each member of the district reading team. The Main District Reading Contact will be the Florida Department of Education's (FDOE) contact for the District K-12 Comprehensive Evidence-Based Reading Plan and is responsible for the plan and its implementation. Other contacts are those who work primarily with an area covered within the plan.

Contact	Name, Title, Email, Phone
Main District Reading Contact	Rybinski, Desiree Coordinator, K-12 English Language Arts dlrybins@volusia.k12.fl.us 3867347190
Elementary English Language Arts (ELA)	Klynstra, Katherine Elementary English Language Arts Specialist ktklynst@volusia.k12.fl.us 386-734-7190
Secondary ELA	Blinn, Tracy Secondary English Language Arts Curriculum Specialist thblinn@volusia.k12.fl.us 3867347190
Reading Endorsement	Roa, Meg Professional Learning Specialist mrroa@volusia.k12.fl.us 3867347190
Reading Curriculum	Rybinski, Desiree K-12 English Language Arts Coordinator dlrybins@volusia.k12.fl.us 3867347190
Professional Development	Picciolo, Wafa Coordinator, Professional Learning wpicciol@volusia.k12.fl.us 3867347190 ext. 20504
Assessment	Kestory, Melanie Coordinator, Research, Evaluation, and Accountability mjkestor@volusia.k12.fl.us 386-734-7190 ext. 20695
Data Element	Farajallah, Sabra Coordinator, Master Scheduling safaraja@volusia.k12.fl.us 3867347190 ext. 20073
Summer Reading Camp	Rybinski, Desiree Coordinator, K-12 English Language Arts dlrybins@volusia.k12.fl.us 3867347190 ext. 20570
Third Grade Promotion	Clayton, Rene' Assistant Superintendent, Elementary reclayto@volusia.k12.fl.us 3867347190 ext. 20237
Multi-Tiered System of Supports (MTSS)	Vaughan, Thomas Director, Student Services twvaugha@volusia.k12.fl.us 3867347190 ext. 20509

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 54%

Previous School Year

Kindergarten - % of Students "Ready" on FLKRS 57%

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

For the 2022-23 school year, Volusia County Schools has 29 VPK sites with 41 units including 2 dual language units and 11 blended units with students with disabilities. Volusia will continue to collaborate with the Early Learning Coalition and private VPK providers to support high-quality instruction using the Florida Early Learning Development Standards that support 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	26	23	29	17	5	23	23	32	17	5
4	25	21	26	19	8	23	20	28	20	9
5	23	24	26	20	8	21	21	29	21	8
6	28	25	21	21	6	24	24	24	22	6
7	35	24	20	15	6	30	23	25	16	6
8	35	21	23	14	7	30	21	26	16	7
9	32	23	20	17	7	28	22	24	19	7
10	30	24	20	18	8	26	23	24	19	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%).

For Kindergarten, 1st, and 2nd grade-increase the percentage of students currently scoring at or above grade level on FAST STAR or i-Ready by 3%.

District Budget for Evidence-Based Reading Instruction Allocation

Budget

1	Estimated proportional share distributed to district charter	\$130,359.00
	FTE	2022-23
		\$130,359.00
2	Reading coaches assigned to elementary schools	\$1,346,546.00
	FTE	2022-23
	20.0	\$1,346,546.00
3	Reading coaches assigned to secondary schools	\$854,426.00
	FTE	2022-23
	12.0	\$854,426.00
4	Intervention teachers assigned to elementary schools	\$342,207.00
	FTE	2022-23
	5.0	\$342,207.00
5	Intervention teachers assigned to secondary schools	\$0.00
6	Supplemental materials or interventions for elementary schools	\$0.00
	FTE	2022-23
		\$0.00
7	Supplemental materials or interventions for secondary schools	\$0.00
	FTE	2022-23
		\$0.00
8	Intensive interventions for elementary students reading below grade level	\$69,483.00
	FTE	2022-23
		\$69,483.00
9	Intensive interventions for secondary students reading below grade level	\$100,000.00
	FTE	2022-23
		\$100,000.00
10	Professional development	\$75,000.00
	FTE	2022-23
		\$75,000.00
11	Helping teachers earn the reading endorsement	\$0.00
12	Summer reading camps	\$600,000.00
	FTE	2022-23
		\$600,000.00

13	Additional hour for 300 lowest-performing elementary schools	\$0.00
14	Early literacy instruction/intervention for VPK completers pursuant to s. 1008.25(8)(c), F.S.	\$0.00
Total:		\$3,518,021.00

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, and reading intervention materials.

School Literacy Leadership Teams

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

Communication occurs through regularly scheduled school-based 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 learning system.

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

During regularly scheduled learning walks, principals and district staff will identify teachers to be potential model classrooms.

Volusia Leads teachers, a group of former school-based teachers of the year, function as a district mentor group supporting new teacher mentors in each school. The new teacher mentors are selected by the site-based administration. Volusia Leads teachers also serve as model classrooms across the district.

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

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.

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

The 2022-23 school year focus for professional learning will be on the science of reading. Principals will receive professional learning during monthly administrative meetings on the science of reading to support and lead the implementation of evidence-based reading practices.

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, Stephanie Weaver
 Chief Human Resources Officer, Mark West

Charter Schools

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

Does the district ensure charter schools will utilize their proportionate share of the evidence-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! literacy coach 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' provides 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.

All schools needing comprehensive support and improvement have a designated literacy coach. Literacy coaches are funded through the CERP, Turnaround Grants, Title I, and Title II funds.

All literacy coaches included in the CERP budget are required to be reading endorsed or certified in reading.

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. 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?
District Developed Assessment	K-2	Formative Assessment	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Monthly
Achieve 3000	Students in grades 6, 7, 8, 9, 10, 11, 12 in Intensive Reading or Developmental Language Arts	Progress Monitoring, Diagnostic	Vocabulary, Comprehension	3 x A Year
VPAS-Volusia Phonological Awareness Screener	K-5 students meeting the Tier 2 and/or Tier 3 screening criteria	Progress Monitoring, Diagnostic	Phonological Awareness	2 x A Month
Quick Phonics Assessment	K-5 students meeting the Tier 2 and/or Tier 3 screening criteria	Progress Monitoring	Phonics	2 x A Month
DIBELS Next	K-5 students meeting the Tier 2 and/or Tier 3 screening criteria	Screener, Progress Monitoring	Fluency	2 x A Month
San Diego Quick Assessment	Students in grades 6, 7, 8, 9, 10, 11, 12 in Tier 3 Intensive Reading or Developmental Language Arts	Screener, Progress Monitoring, Summative	Phonics	3 x A Year
FAST - STAR	K-2	Screener, Progress Monitoring, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
FAST - Cambium	3-10	Screener, Progress Monitoring, Summative	Vocabulary, Comprehension	3 x A Year
District Developed Assessment	3-10	Formative Assessment	Vocabulary, Comprehension	Quarterly

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 on the form entitled District K-12 CERP Reflection Tool, after conducting a root-cause analysis of student performance data to evaluate the effectiveness of interventions. The evaluation must:

- Analyze elements of the district's plan, including literacy leadership, literacy coaching, standards, curriculum, instruction, intervention, assessment, professional learning and family engagement;
- Include input from teachers, literacy coaches and administrators at the school level;
- Identify elements in need of improvement and evidence-based strategies to increase literacy outcomes for students; and
- Analyze the effectiveness of interventions implemented in the prior year.

Describe how the district's K-12 Reading Plan has been revised to improve literacy outcomes for students based upon the analysis conducted as part of the District K-12 CERP Reflection Tool.

Based on the CERP Reflection Tool, the priority area to improve literacy outcomes is professional learning in the area of the science of reading for administrators. The professional development section (4C) is referenced below to indicate this priority as a revision to the 2022-2023 K-12 CERP.

The 2022-23 school year focus for professional learning will be on the science of reading. Principals will receive professional learning during monthly administrative meetings on the science of reading to support and lead the implementation of evidence-based reading practices.

School-Level Monitoring of Plan Implementation

School-level Reading Plan 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 by administrators - 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 and support needs of students - 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 comprehension 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?

Yes

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

Second-grade, Tier 3 students are invited to attend Second Grade Summer Camp where they receive instruction using SIPPS Extension (multisensory instruction in phonemic awareness and phonics) and Standards-Aligned comprehension instruction with grade-level complex text (fluency, vocabulary, and comprehension).

SIPPS Extension-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 comprehension 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

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.)

1,177

Students who demonstrate a reading deficiency in grades K-2

3,041

Students who score Level 1 in grades 4-5

2,136

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.)

44%

Students who demonstrate a reading deficiency in grades K-2

7%

Students who score Level 1 in grades 4-5

0%

Family Engagement through a Read-At-Home Plan

In accordance with Section 1008.25(5)(c), F.S., parents of students identified with a substantial deficiency in reading must be provided a read-at-home plan that the parent can use to help with reading at home.

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.

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.

Families of students receiving Tier 2 and Tier 3 intervention in grades K-5 are notified through School Messenger, the district communication tool, of the New World's Reading Initiative opportunity. Schools distribute flyers and personalized letters about New World's Reading Initiative to the targeted families.

Volusia County Schools provides quarterly district family engagement nights where families receive curriculum information and resources.

Additionally, schools hold evening literacy events to engage families in literacy activities.

Who at the district is responsible for monitoring this requirement?

K-12 English Language Arts Coordinator, 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 Advance and will continue implementation in the 2022-2023 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, diagnostic, 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, differentiated instruction, and corrective feedback; 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);
- **Supplemental Instruction/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 corrective feedback; and occurs in addition to core instruction; and
- **Intensive, Individualized Instruction/Intervention (Tier 3):** 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 1011.62(8)(d), F.S., intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading.

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

For grades K-5, all schools implement a 90-minute uninterrupted literacy block and a designated 30-minute reading intervention block. All students will receive core instruction plus enrichment or intervention as appropriate to the student's needs. The core instruction and curriculum used during the literacy block includes oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Student literacy outcomes are assessed through progress monitoring and summative assessments.

Based on screening and diagnostic data which are outlined in the Reading Decision Trees, students receive intervention, remediation, or enrichment through the walk to intervention model. 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. Student literacy outcomes are assessed through progress monitoring and summative assessments.

Those students needing reading intervention as identified through the Reading Decision Trees are provided Tier 2 and Tier 3 support through intensive reading courses. The intervention curriculum used in intensive

reading courses includes oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.

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

Requirements

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 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, progress monitoring, diagnostic, 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, 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. Districts must identify the multisensory intervention provided to students in grades K-3 who have a substantial deficiency in reading and include a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

Tier 1

Core Instruction:

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

Grade Levels: K-5**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

Student meets the following criteria at beginning of school the year:

K- i-Ready Overall Reading Scale Score >336 or On Grade Level or above on FAST Star

1st- iReady Overall Reading Scale Score >392 or On Grade Level or above on FAST Star

2nd- iReady Overall Reading Scale Score >443 or On Grade Level or above on FAST Star

3rd- iReady Overall Reading Scale Score >488 or On Grade Level or above on FAST Star

4th- FSA Ela Level 3, 4, 5 OR iReady Overall Reading Scale Score >520 OR On Grade Level or above on FAST

5th- FSA Ela Level 3, 4, 5 OR iReady Overall Reading Scale Score >545 OR On Grade Level or above on FAST

THEN TIER 1 Only**Core Curriculum**

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

Benchmark Advance is the core curriculum for English Language Arts instruction for grades K-5 and is aligned to Florida's B.E.S.T. Standards and the Science of Reading. These instructional materials are part of the approved adoption list from FDOE.

Benchmark Advance includes the following instructional practices that have strong evidence to support their use as referenced in the IES Practice Guide entitled "Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade": (Recommendations

- Develop awareness of the segments of sounds in speech and how they link to letters.
- Teach students to decode words, analyze word parts, and write and recognize words.
- Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

Benchmark Advance includes the following instructional practices that have strong evidence to support their use as referenced in the IES Practice Guide entitled "Teaching Elementary School Students to be Effective Writers":

- Teach students to use the writing process for a variety of purposes.

Benchmark Advance includes the following instructional practices that have strong evidence to support their use as referenced in the IES Practice Guide entitled "Improving Reading Comprehension in Kindergarten Through 3rd Grade":

- Teach students how to use reading comprehension strategies.

Progress Monitoring**Assessment & Frequency**

iReady Diagnostic (3x per year), FAST (3x per year)

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students

iReady Diagnostic on grade level, FAST On Grade Level Performance Level or above

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark

iReady Diagnostic below grade level, FAST- Below Satisfactory Performance Level

Grade Levels: K-5

How is the effectiveness of Tier 1 instruction being monitored?

Review of i-Ready data at the beginning, middle, and end of the school year, Review of FAST data 3x per year

Bi-weekly district and school-based review of District Progress Monitoring using School City

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students?

To identify and solve problems to improve the effectiveness of Tier 1 instruction for in-person and distance learning students, school-based and district staff conduct classroom walkthroughs (virtually and in-person) the literacy coaches receive training, district ELA curriculum department meets with coaches and administrators monthly to provide professional learning, and district and school leaders provide side-by-side curriculum coaching in classrooms with ELA teachers.

How is the effectiveness of Tier 1 curriculum being monitored?

Analysis of district data from local assessments and standardized assessments to identify areas of weakness within the curriculum resources for curriculum mapping revisions.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Provided to distance learning students?

To identify and solve problems to improve the effectiveness of Tier 1 curriculum for in-person and distance learning students, high-performing teachers collaborate with the district curriculum department to revise curriculum resources based on assessment data and implementation feedback.

How is instruction provided to students who receive instruction through distance learning?

In distance learning, teachers use resources in Canvas along with digital access to Benchmark Advance textbook materials to instruct students. Benchmark Advance provides all resources digitally with a user-friendly platform to convert to distance learning when necessary.

Grade Levels: 6th-8th**IF Student meets the following criteria at the beginning of the school year:***(Enter assessment criteria that will be used)*

FSA ELA LEVEL 3, 4, or 5 or On Grade Level or above on FAST

THEN TIER 1 Only**Core Curriculum**

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

HMH Into Literature is the core curriculum for English Language Arts instruction for grades 6-8 and is aligned to Florida's B.E.S.T. Standards. These instructional materials are part of the approved adoption list from FDOE.

Benchmark Advance includes the following instructional practices that have strong evidence to support their use as referenced in the IES Practice Guide "Improving Adolescent Literacy: Effective Classroom and Intervention Practices".

Recommendation 1: Provide explicit vocabulary instruction.

Recommendation 2: Provide direct and explicit comprehension strategy instruction.

Recommendation 3: Provide opportunities for extended discussion of text meaning and interpretation

Recommendation 4: Increase student motivation and engagement in literacy learning

ESSA Evidence: Demonstrates a Rationale - as this is a new instructional program – see link for more information. <https://www.hmhco.com/research/essa/essa-solutions-comparison-chart>

Progress Monitoring**Assessment & Frequency**

FAST (3x per year)

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students

FAST-On Grade Level Performance or above

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark

FAST- Below Satisfactory Performance Level

How is the effectiveness of Tier 1 instruction being monitored?

Tier 1 instruction is monitored by data review at the school & district level and by classroom learning walks as a combined effort of the district curriculum team and school-based leadership/coaching teams.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students?

To identify and solve problems to improve the effectiveness of Tier 1 instruction for in-person and distance learning students, school-based and district staff conduct classroom walkthroughs (virtually

Grade Levels: 6th-8th

and in-person) the literacy coaches receive training, the district ELA curriculum department meets with coaches and administrators monthly to provide professional learning, and district and school leaders provide side-by-side curriculum coaching in classrooms with ELA teachers.

How is the effectiveness of Tier 1 curriculum being monitored?

Analysis of district data from local assessments and standardized assessments to identify areas of weakness within the curriculum needing revision.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Provided to distance learning students?

To identify and solve problems to improve the effectiveness of Tier 1 curriculum for in-pers and distance learning students, high-performing teachers collaborate with the district curriculum department to revise curriculum resources based on assessment data and implementation feedback.

How is instruction provided to students who receive instruction through distance learning?

In distance learning, teachers utilize digital access to HMH Into Literature Florida instructional materials from HMH for the instruction of students. Teachers also have Microsoft TEAMS and use Canvas to support the delivery of distance learning.

Grade Levels: 9th-10th**IF Student meets the following criteria at the beginning of the school year:***(Enter assessment criteria that will be used)*

- Historical state ELA FSA test data is Level 3 or above
- AND
- 60% or higher on district ELA assessments
- Lexile levels are within the grade level band or above

THEN TIER 1 Only**Core Curriculum**

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

Students are served in core ELA classes using the Into Literature Florida series from HMH. These materials are part of the approved ELA adoption list from FDOE for grades 6-12 in alignment with the B.E.S.T. ELA Standards. Over the next three years, HMH® will examine the efficacy of Into Literature in various settings and with various student populations with a focus on conducting research that moves from promising to strong evidence.

ESSA Evidence: Demonstrates a Rationale - as this is a new instructional program – see link for more information.

<https://www.hmhco.com/research/essa/essa-solutions-comparison-chart>

Progress Monitoring**Assessment & Frequency**

F.A.S.T. ELA Progress Monitoring

3 x per year

Growth Measure – Adaptive Progress Monitoring Assessment measuring grade level Lexile and performance in reading comprehension and Language Skills

3 x per year

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students

TBD - outcomes from F.A.S.T.

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark

TBD - outcomes from F.A.S.T.

How is the effectiveness of Tier 1 instruction being monitored?

Tier 1 instruction is monitored by data review at the school & district level and by classroom learning walks as a combined effort of the district curriculum team and school-based leadership/coaching teams.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students?

Administrative walkthroughs, training of literacy coaches, support from curriculum department and side-by-side curriculum coaching in classrooms with ELA teachers.

How is the effectiveness of Tier 1 curriculum being monitored?

Grade Levels: 9th-10th

Analysis of F.A.S.T. ELA data to identify areas of weakness within the curriculum maps needing revision.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Provided to distance learning students?

High impact and high performing teachers collaborate with the district curriculum department to revise curriculum maps and supporting resources. Teachers identify areas of improvement in literacy curriculum and communicate that information to school leaders, ELA Contacts, and/or literacy coaches to share feedback with the district curriculum team.

How is instruction provided to students who receive instruction through distance learning?

In distance learning, teachers utilize digital access to HMH Into Literature Florida instructional materials from HMH for instruction of students. Teachers also have Microsoft TEAMS and use of Canvas to support delivery of distance learning.

Grade Levels: 11 & 12**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

Student has met FSA ELA Level 3 or higher graduation score from grade 10 test/later retake
OR has met graduation requirement through concordance score
OR has received an approved ESE waiver per state and district guidelines.

THEN TIER 1 Only**Core Curriculum**

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

Students are served in core 11th and 12th grade ELA classes using the Into Literature Florida series from HMH. These materials are part of the approved ELA adoption list from FDOE for grades 6-12 in alignment with the B.E.S.T. ELA Standards.

ESSA Evidence: Demonstrates a Rationale - as this is a new instructional program – see link for more information.

<https://www.hmhco.com/research/essa/essa-solutions-comparison-chart>

Progress Monitoring**Assessment & Frequency**

Program based classroom text/unit assessments - ongoing throughout the year

Writable text-based writing assessment - minimum of 2x per year

Districtwide participation in nationally normed assessments ACT/SAT - minimum of once per year

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students

Students consistently score 70% or higher on program based classroom text/unit assessments.

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark

Not meeting FSA ELA graduation requirement.

Students consistently scoring below 70% or higher on program based classroom text/unit assessments.

How is the effectiveness of Tier 1 instruction being monitored?

Tier 1 instruction is monitored by data review at the school & district level and by classroom learning walks as a combined effort of the district curriculum team and school-based leadership/coach.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students?

Administrative walkthroughs, training of literacy coaches, support from curriculum department and side-by-side curriculum coaching in classrooms.

How is the effectiveness of Tier 1 curriculum being monitored?

Analysis of district data from local assessments and standardized assessments to identify areas of weakness within the curriculum needing revision

Grade Levels: 11 & 12**What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Provided to distance learning students?**

High impact and high performing teachers collaborate with the district curriculum department to revise curriculum resources. Teachers identify areas of improvement in literacy curriculum and communicate that information to school leaders, ELA Contacts, and/or literacy coaches to share feedback with the curriculum team.

How is instruction provided to students who receive instruction through distance learning?

In distance learning, teachers utilize digital access to Into Literature Florida instructional materials from HMH for instruction of students. Teachers also have Microsoft TEAMS and use of Canvas to support delivery of distance learning.

[enter grade levels]

Tier 2

Supplemental Instruction/Intervention:

- *is standards-aligned;*
- *address gaps and reduce barriers to students' ability to meet Tier 1 expectations;*
- *provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills;*
- *are matched to the needs of the students;*
- *provide multiple opportunities to practice the targeted skill(s) and receive corrective feedback;*
- *occurs during time allotted in addition to core instruction; and*
- *includes accommodations (IEP, ESOL, or 504).*

Grade Levels: K

IF Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used)

i-Ready Overall Reading Scale Score 335-316

AND

FAST Star Below Satisfactory Level

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

FCRR Phonemic Awareness Activities, Phonemic Awareness in Young Children, Benchmark Advance Phonemic Awareness Intervention, Benchmark Advance Phonics Kit, Stepping Stones to Literacy, Kilpatrick's One Minute PA Activities, SIPPS Beginning Heggerty Phonemic Awareness

Assessment & Frequency

Volusia Phonological Awareness Screener (VPAS)
Every 2-3 Weeks

Performance Criteria to discontinue Tier 2 interventions

Volusia Phonological Awareness Screener (VPAS)
>80% on VPAS Tasks
Mid-Year: Tasks 1-5
End of Year:
Tasks 1-6

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

Volusia Phonological Awareness Screener (VPAS)
21-79% on VPAS Tasks
Beginning of Year:
Tasks 1 or 2
Mid-Year:
Tasks 1-5
End of Year:
Tasks 1-6

Performance Criteria that prompts the addition of Tier 3 interventions

Volusia Phonological Awareness Screener (VPAS)
0-20% on more than one VPAS Tasks
Beginning of Year:
Tasks 1 or 2
Mid-Year:
Tasks 1-5
End of Year:
Tasks 1-6

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

FCRR Phonics Activities, Road to the Code, Collaborative Classroom Letter Naming, Benchmark Advance Phonics Interventions, Benchmark Advance Phonics Kit, Sound Partners, SIPPS Beginning, Stepping Stones to Literacy

Grade Levels: K

Progress Monitoring

Assessment & Frequency

Letter Naming Fluency
Every 2-3 Weeks

Performance Criteria to discontinue Tier 2 interventions

Letter Naming Fluency
Beginning of Year
>10 correct letters
Mid-Year
>30 correct letters
End of Year

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

Letter Naming Fluency
Beginning of Year
6-9
correct letters
Mid-Year
15-29
correct letters
End of Year
20-39
correct letter

Performance Criteria that prompts the addition of Tier 3 interventions

Letter Naming Fluency
Beginning of Year
<6 correct letters
Mid-Year
<15 correct letters
End of Year
<20 correct letters

Number of times per week intervention provided

3-5 times per week

Number of minutes per intervention session

20-30 minutes

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

Administrative walkthroughs, training of literacy coaches, coaches model intervention lessons and provide instructional feedback to teachers, support from curriculum department, MTSS committee review of resources and recommendations for schools

Grade Levels: K**Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.**

FCRR Phonemic Awareness Activities, Phonemic Awareness in Young Children, Benchmark Advance Phonemic Awareness Intervention, Benchmark Advance Phonics Kit, Stepping Stones to Literacy, Kilpatrick's One Minute PA Activities, SIPPS Beginning, Heggerty Phonemic AwarenessThe phonological awareness strategies used in these programs are supported by strong evidence as cited in the Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade. (Recommendation 2)

FCRR Phonics Activities, Road to the Code, Collaborative Classroom Letter Naming, Benchmark Advance Phonics Interventions, Benchmark Advance Phonics Kit, Sound Partners, SIPPS Beginning, Stepping Stones to LiteracyThe alphabetic principle and phonics strategies used in these programs are supported by strong evidence as cited in the Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade. (Recommendation 3)

Stepping Stones to Literacy- research-based principles help below-benchmark readers in learning foundational skills for reading fluency and build basic phonemic awareness skills through listening, letter naming, phonological awareness, and serial processing. (Strong ESSA Evidence-<https://ies.ed.gov/ncee/wwc/Intervention/375>)

SIPPS Beginning- The program's systematic scope and sequence provides a structured-literacy approach to instruction through explicit routines focused on phonological awareness, spelling sounds, and sight words. It is based on the premise that beginning literacy is best taught through two distinct strands: one focusing on language comprehension and the other on word recognition. (Moderate Evidence-<https://www.evidenceforessa.org/programs/reading/sippsr-systematic-instruction-phonological-awareness-phonics-and-sight-words>)

How are Tier 2 interventions provided to students who receive interventions through distance learning?

Intervention teachers and support staff provide additional assistance to students receiving Tier 2 interventions through the digital platforms available (Canvas, Teams, Benchmark Universe)

Grade Levels: 6-8

IF Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used)

6th grade - The student scored an FSA ELA Level 1 or 2 AND/OR an iReady Overall Placement Scale Score from mid-year grade 5 is a 493 - 557 (between 1 to 2 years below grade level)

7th and 8th grade: The student scored an FSA ELA Level 1 or 2 AND scored a Lexile Level of 600 or above on the Achieve3000 LevelSet, Growth Measure, or System 44.

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Courses:

1000010A, M/J INTENSIVE READING 6th grade Tier 2 Reading

1000012A M/J INTENSIVE READING 2 (grade 7) Tier 2 Reading

1000014A M/J INTENSIVE READING 3 (grade 8) Tier 2 Reading

Curriculum materials: Achieve 3000 digital licenses

The texts provided in Achieve3000 differentiates by Lexile level and student tasks are a combination of whole group, independent, and teacher-led small group instruction.

Duration: Full school year

Assessment & Frequency

Program LevelSet assessment 3 x per year

Monthly progress monitoring of Lexile growth through reading and writing within the Achieve 3000 program.

FAST Cambium 3x per year

Performance Criteria to discontinue Tier 2 interventions

Student scores an FSA ELA Level 3 or higher or FAST Cambium On Grade Level

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

Student scores an FSA ELA Level 1 or 2 or FAST Cambium below satisfactory level.

Performance Criteria that prompts the addition of Tier 3 interventions

Student scores an FSA ELA Level 1 or FAST Cambium Inadequate level

Number of times per week intervention provided

5 times per week

Number of minutes per intervention session

50 minutes

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

To identify and solve problems to improve the effectiveness of Tier 2 intervention for in-person and distance learning students, high-impact and high performing Achieve 3000 teachers collaborate with

Grade Levels: 6-8

the district curriculum department to revise small group supports and supports for the transition to Secondary Foundational Reading standards as part of B.E.S.T. ELA standards. Teachers identify areas of improvement in the literacy curriculum and communicate that information to school leaders, ELA Contacts, and/or literacy coaches to share feedback with the curriculum team. Newly created Tier 2 pacing and curriculum guide for interventions.

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

Achieve3000 ESSA Evidence:rating: strong evidence for middle and high school students

Achieve3000 provides online differentiated instruction with the goal of improving reading comprehension. Teachers can use Achieve3000 to establish a baseline Lexile reading level for their students then incorporate the site's numerous standards-aligned lessons and tools to foster academic growth and track student progress.

How are Tier 2 interventions provided to students who receive interventions through distance learning?

Students can continue learning through Achieve 3000 in a distance learning situation with teacher supporting through Microsoft TEAMS.

Grade Levels: 9 & 10**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

The student scored an FSA ELA Level 1 or 2 AND scored a Lexile Level of 600 or above on the Achieve3000 LevelSet, Growth Measure, or System 44.

THEN TIER 1 Instruction and TIER 2 Interventions**Progress Monitoring****Tier 2 Programs/Materials/Strategies & Duration**

1000412A INTENSIVE READING 1, grade 9

1000414A INTNESIVE READING 2, grade 10

Tier 2 reading

Curriculum materials: Achieve 3000 digital licenses

The texts provided in Achieve3000 differentiates by Lexile level and student tasks are a combination of whole group, independent, and teacher-led small group instruction.

Duration: Full school year

Assessment & Frequency

Program LevelSet assessment 3 x per year

Monthly progress monitoring of Lexile growth through reading and writing within the Achieve 3000 program.

FAST Cambium 3x per year

Performance Criteria to discontinue Tier 2 interventions

Student scores an FSA ELA Level 3 or higher or FAST Cambium On Grade Level

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

Student scores an FSA ELA Level 1 or 2 or FAST Cambium below satisfactory level.

Performance Criteria that prompts the addition of Tier 3 interventions

Student scores an FSA ELA Level 1 or 2 or FAST Cambium inadequate level.

Number of times per week intervention provided

5 times per week

Number of minutes per intervention session

45 minutes

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

To identify and solve problems to improve the effectiveness of Tier 2 intervention for in-person and distance learning students, high-impact and high performing Achieve 3000 teachers collaborate with the district curriculum department to revise small group supports and supports for the transition to Secondary Foundational Reading standards as part of B.E.S.T. ELA standards. Teachers identify areas of improvement in the literacy curriculum and communicate that information to school leaders,

Grade Levels: 9 & 10

ELA Contacts, and/or literacy coaches to share feedback with the curriculum team. Newly created Tier 2 pacing and curriculum guide for interventions.

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

Achieve3000 ESSA Evidence:rating: strong evidence for middle and high school students

Achieve3000 provides online differentiated instruction with the goal of improving reading comprehension. Teachers can use Achieve3000 to establish a baseline Lexile reading level for their students then incorporate the site's numerous standards-aligned lessons and tools to foster academic growth and track student progress.

How are Tier 2 interventions provided to students who receive interventions through distance learning?

Students can continue learning through Achieve 3000 in a distance learning situation with teacher supporting through Microsoft TEAMS.

Grade Levels: 11 & 12

IF Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used)

The student scored an FSA ELA Level 1 or 2 AND has not yet met the FSA ELA graduation requirement through FSA ELA retake or ACT/SAT concordance score

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
 1000416A, INTENSIVE READING 3, Grade 11
 1000418A, INTENSIVE READING 4, Grade 12
 Tier 2 reading, Retake course
 Achieve 3000 + Khan Academy
 Duration: full year OR semester

Assessment & Frequency
 FSA ELA Retake - 1 or 2 times per year as needed
 SAT in School - 1 or 2 times per year as needed
 ACT NCR - 1 or 2 times per year as needed
 LevelSet 3x per year within Achieve 3000
 Other within program assessments for Khan Academy

Performance Criteria to discontinue Tier 2 interventions
 Meets graduation requirement through FSA ELA Retake or ACT/SAT concordance score

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
 Has not yet met graduation requirement through FSA ELA Retake or ACT/SAT concordance score

Performance Criteria that prompts the addition of Tier 3 interventions
 Has not yet met graduation requirement through FSA ELA Retake or ACT/SAT concordance score

Number of times per week intervention provided

5 times per week

Number of minutes per intervention session

45 minutes

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

To identify and solve problems to improve the effectiveness of Tier 2 intervention for in-person and distance learning students, high-impact and high performing Achieve 3000 teachers collaborate with the district curriculum department to revise small group supports and supports for the transition to Secondary Foundational Reading standards as part of B.E.S.T. ELA standards. Teachers identify areas of improvement in the literacy curriculum and communicate that information to school leaders, ELA Contacts, and/or literacy coaches to share feedback with the curriculum team. Newly created Tier 2 pacing and curriculum guide for interventions.

Grade Levels: 11 & 12

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

Achieve3000 ESSA Evidence:rating: strong evidence for middle and high school students

Achieve3000 provides online differentiated instruction with the goal of improving reading comprehension. Teachers can use Achieve3000 to establish a baseline Lexile reading level for their students then incorporate the site's numerous standards-aligned lessons and tools to foster academic growth and track student progress.

How are Tier 2 interventions provided to students who receive interventions through distance learning?

Teachers will support distance learning, through Achieve 3000. Canvas and Microsoft TEAMS can also be utilized for continuing access to lessons with Achieve 3000.

Grade Levels: 1st Grade

IF Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used)

iReady Overall Reading Scale Score 358-391

OR

FAST Star Below Satisfactory Level

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

FCRR Phonemic Awareness Activities, Phonemic Awareness in Young Children, Benchmark Advance Phonemic Awareness Intervention, Benchmark Advance Phonics Kit, Stepping Stones to Literacy, Kilpatrick's One Minute PA Activities, SIPPS Beginning, Heggerty Phonemic Awareness

Assessment & Frequency

Volusia Phonological Awareness Screener (VPAS)
Every 2-3 Weeks

Performance Criteria to discontinue Tier 2 interventions

Greater than or equal to 80% on VPAS Tasks

Beginning of Year:

Tasks 1-6

Mid-Year

Tasks 1-9

End of Year: Tasks 1-11a
& 12a

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

21-79% on VPAS Tasks

Beginning of Year:

Tasks 1-6

Mid-Year

Tasks 1-9

End of Year: Tasks 1-11a
& 12a

Performance Criteria that prompts the addition of Tier 3 interventions

0-20% on more than one VPAS Task

Beginning of Year:

Tasks 1-6

Mid-Year

Tasks 1-9

End of Year: Tasks 1-11a & 12a

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

FCRR Phonics Activities, Benchmark Advance Phonics Intervention, Benchmark Advance Phonics Intervention Kit, Sound Partners, SIPPS Beginning (w/Intensive Multisensory Instruction)

Grade Levels: 1st Grade

Progress Monitoring

Assessment & Frequency

Phonics Survey or SIPPS Mastery Tests
Every 2-3 weeks

Performance Criteria to discontinue Tier 2 interventions

Greater than or equal to 90% on Phonics Survey Tasks 2-4b

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

21-89% on Phonics Survey Tasks 2-4b
Or
SIPPS Placement into Beginning Level

Performance Criteria that prompts the addition of Tier 3 interventions

0-20% on more than one Phonics Survey Task
Tasks 2-4b

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Choral reading, echo reading, and repeated reading with decodable and grade-level text

Assessment & Frequency

DIBELS Oral Reading Fluency (ORF)
Every 2-3 Weeks

Performance Criteria to discontinue Tier 2 interventions

DIBELS ORF
Minimal Risk
(DIBELS 8th Edition Fluency Flow Chart)

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

DIBELS ORF
Some Risk
(DIBELS 8th Edition Fluency Flow Chart)

Performance Criteria that prompts the addition of Tier 3 interventions

DIBELS ORF
At Risk
(DIBELS 8th Edition Fluency Flow Chart)

Number of times per week intervention provided

3-5 days per week

Number of minutes per intervention session

5-10 minutes per day in conjunction with phonics instruction
20-30 minutes per day

Grade Levels: 1st Grade**What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?**

To identify and solve problems to improve the effectiveness of Tier 2 intervention in person and for distance learning students, district and school-based leaders will conduct walkthroughs (virtual and in-person), training will be provided to literacy coaches on interventions, and coaches will model intervention lessons and provide instructional feedback to teachers. Additionally, the district ELA curriculum department will provide support to administrators, coaches, and teachers for effective intervention implementation.

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

FCRR Phonemic Awareness Activities, Phonemic Awareness in Young Children, Benchmark Advance Phonemic Awareness Intervention, Benchmark Advance Phonics Kit, Stepping Stones to Literacy, Kilpatrick's One Minute PA Activities, SIPPS Beginning, Heggerty Phonemic Awareness. The phonological awareness strategies used in these programs are supported by strong evidence as cited in the Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade. (Recommendation 2)

FCRR Phonics Activities, Road to the Code, Collaborative Classroom Letter Naming, Benchmark Advance Phonics Interventions, Benchmark Advance Phonics Kit, Sound Partners, SIPPS Beginning, Stepping Stones to Literacy. The alphabetic principle and phonics strategies used in these programs are supported by strong evidence as cited in the Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade. (Recommendation 3)

Stepping Stones to Literacy- research-based principles help below-benchmark readers in learning foundational skills for reading fluency and build basic phonemic awareness skills through listening, letter naming, phonological awareness, and serial processing. (Strong ESSA Evidence- <https://ies.ed.gov/ncee/wwc/Intervention/375>)

SIPPS Beginning- The program's systematic scope and sequence provides a structured-literacy approach to instruction through explicit routines focused on phonological awareness, spelling sounds, and sight words. It is based on the premise that beginning literacy is best taught through two distinct strands: one focusing on language comprehension and the other on word recognition. (Moderate Evidence-<https://www.evidenceforessa.org/programs/reading/sippsr-systematic-instruction-phonological-awareness-phonics-and-sight-words>)

How are Tier 2 interventions provided to students who receive interventions through distance learning?

Intervention teachers and support staff provide additional assistance to students receiving Tier 2 interventions through the digital platforms available (Canvas, Teams, Benchmark Universe)

Grade Levels: 2nd Grade

IF Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used)

iReady Overall Reading Scale Score 405-442

OR

FAST Star Below Satisfactory Level

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

FCRR Phonemic Awareness Activities, Phonemic Awareness in Young Children, Benchmark Advance Phonemic Awareness Intervention, Benchmark Advance Phonics Intervention Kit, Stepping Stones to Literacy, Kilpatrick’s One Minute PA Activities, SIPPS Beginning, Heggerty Phonemic Awareness

Assessment & Frequency

Volusia Phonological Awareness Screener (VPAS)
Every 2-3 weeks

Performance Criteria to discontinue Tier 2 interventions

Greater than or equal to 80% on VPAS
Tasks #1-12a

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

21-79% on VPAS Tasks
Tasks #1-11a & Task 12a

Performance Criteria that prompts the addition of Tier 3 interventions

0-20% on more than one VPAS Task
Task 1-11a & Task 12a

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

FCRR Phonics Activities, Benchmark Advance Phonics Intervention, Benchmark Advance Phonics Intervention Kit, Sound Partners, SIPPS Beginning (w/Intensive Multisensory Instruction)

Assessment & Frequency

Phonics Survey/QPA:
Or
SIPPS Mastery Tests
Every 2-3 weeks after instruction

Performance Criteria to discontinue Tier 2 interventions

Greater than or equal to 90% on Phonics Survey/QPA Tasks
Tasks 2-6b

Grade Levels: 2nd Grade

Progress Monitoring

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

50-89% on more than one Phonics Survey/QPA Tasks
Tasks 2-6b

Performance Criteria that prompts the addition of Tier 3 interventions

Less than 50% on Phonics Survey/QPA Tasks 2-6b

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Choral reading, echo reading, and repeated reading with decodable and grade-level text

Assessment & Frequency

DIBELS Oral Reading Fluency (ORF)
Every 2-3 Weeks

Performance Criteria to discontinue Tier 2 interventions

DIBELS ORF
Minimal Risk
(See DIBELS Fluency Flow Chart)

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

DIBELS ORF
Some Risk
(See DIBELS Fluency Flow Chart)

Performance Criteria that prompts the addition of Tier 3 interventions

DIBELS ORF
At Risk
(See DIBELS Fluency Flow Chart)

Number of times per week intervention provided

3-5 times per week

Number of minutes per intervention session

5-10 minutes per day in conjunction with phonics instruction
20-30 minutes per day

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

Administrative walkthroughs, training of literacy coaches, coaches model intervention lessons and provide instructional feedback to teachers, support from curriculum department, MTSS committee review of resources and recommendations for schools.

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

Grade Levels: 2nd Grade

FCRR Phonemic Awareness Activities, Phonemic Awareness in Young Children, Benchmark Advance Phonemic Awareness Intervention, Benchmark Advance Phonics Kit, Stepping Stones to Literacy, Kilpatrick's One Minute PA Activities, SIPPS Beginning, Heggerty Phonemic Awareness--The phonological awareness strategies used in these programs are supported by strong evidence as cited in the Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade. (Recommendation 2)

SIPPS Beginning, SIPPS Extension -Promising Evidence (provided by vendor- Collaborative Classrooms) 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)

FCRR Phonics Activities, Benchmark Advance Phonics Interventions, Benchmark Advance Phonics Kit, Sound Partners, SIPPS Beginning, Stepping Stones to Literacy-The alphabetic principle and phonics strategies used in these programs are supported by strong evidence as cited in the Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade. (Recommendation 3)

Stepping Stones to Literacy- research-based principles help below-benchmark readers in learning foundational skills for reading fluency and build basic phonemic awareness skills through listening, letter naming, phonological awareness, and serial processing. (Strong ESSA Evidence- <https://ies.ed.gov/ncee/wwc/Intervention/375>)

Benchmark Advance Phonics Interventions, SIPPS Beginning- The alphabetic principle and phonics strategies used in these 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 3)

Sound Partners is an explicit, balanced, phonics-based tutoring program that provides individual instruction in letter–sound correspondences, phoneme blending, decoding and encoding phonetically regular words, and reading irregular high-frequency words. It includes oral reading to practice applying phonics skills in text (Strong ESSA Evidence- <https://ies.ed.gov/ncee/wwc/Intervention/440>)

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)

How are Tier 2 interventions provided to students who receive interventions through distance learning?

Intervention teachers and support staff provide additional assistance to students receiving Tier 2 interventions.

Grade Levels: 3rd Grade

IF Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used)

iReady Overall Reading Scale Score <434

Or

Fast Cambium Below Satisfactory Level

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Benchmark Advance Phonemic Awareness Intervention

Kilpatrick's One Minute PA Activities

Heggerty Phonemic Awareness

Assessment & Frequency

Volusia Phonological Awareness Screener (VPAS)

Every 2-3 weeks after instruction

Performance Criteria to discontinue Tier 2 interventions

Greater than or equal to 80% on VPAS

Tasks 1-12d

Except 11c, 12e

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

21-79% on VPAS Tasks

Tasks 1-12d

Except 11c, 12e

Performance Criteria that prompts the addition of Tier 3 interventions

0-20% on more than one VPAS Tasks

Tasks 1-12d

Except 11c, 12e

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

FCRR Phonics Activities, Benchmark Advance Phonics Intervention, Benchmark Advance Phonics Intervention Kit, Sound Partners, SIPPS Extension or Challenge (w/Intensive Multisensory Instruction)

Assessment & Frequency

Phonics Survey/QPA

Or

SIPPS Mastery Tests/Progress Monitoring

Every 2-3 weeks after instruction

Performance Criteria to discontinue Tier 2 interventions

Greater than or equal to 90% on Phonics Survey/QPA Tasks 2-9a

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

50-89% on Phonics Survey/QPA Tasks 2-9a

Grade Levels: 3rd Grade

Progress Monitoring

Or
SIPPS Assessments

Performance Criteria that prompts the addition of Tier 3 interventions

Less than 50% on more than one Phonics Survey/QPA Tasks 2-9a

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Choral reading, echo reading, and repeated reading with decodable and grade-level text

Assessment & Frequency

DIBELS Oral Reading Fluency (ORF)
Every 2-3 Weeks

Performance Criteria to discontinue Tier 2 interventions

DIBELS ORF
Minimal Risk
(See DIBELS Fluency Flow Chart)

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

DIBELS ORF
Some Risk
(See DIBELS Fluency Flow Chart)

Performance Criteria that prompts the addition of Tier 3 interventions

DIBELS ORF
At Risk
(See DIBELS Fluency Flow Chart)

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

i-Ready Tools for Instruction, i-Ready Tools for Scaffolding Comprehension, i-Ready Toolbox, Reciprocal Teaching

Assessment & Frequency

Volusia Progress Monitoring Assessments
Every 3-4 Weeks
OR
iReady Comprehension Scale Score

Performance Criteria to discontinue Tier 2 interventions

iReady Literature or IReady Informational Comprehension Scale Score of 514 or above
OR
70% or higher on Volusia Progress Monitoring Assessments

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

51%-69% on District Assessments

Grade Levels: 3rd Grade**Progress Monitoring****Performance Criteria that prompts the addition of Tier 3 interventions**

Consistently scores less than 50% on District Assessments and does not have foundational skills deficits

Number of times per week intervention provided

3-5 times per week

Number of minutes per intervention session

5-10 minutes per day in conjunction with phonics instruction
20-30 minutes per day

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

Administrative walkthroughs, training of literacy coaches, coaches model intervention lessons and provide instructional feedback to teachers, support from curriculum department, MTSS committee review of resources and recommendations for schools

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

Kilpatrick's One Minute PA Activities, Benchmark Advance Phonemic Awareness Interventions, Heggerty Phonemic Awareness, SIPPS Beginning - The phonological awareness strategies used in these 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)

SIPPS Beginning, SIPPS Extension -Promising Evidence (provided by vendor- Collaborative Classrooms) 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)

Benchmark Advance Phonics Interventions, SIPPS Beginning- The alphabetic principle and phonics strategies used in these 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 3)

FCRR Phonics Activities, Benchmark Advance Phonics Interventions, Benchmark Advance Phonics Kit, Sound Partners-The alphabetic principle and phonics strategies used in these programs are supported by strong evidence as cited in the Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade. (Recommendation 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)

Grade Levels: 3rd Grade

Sound Partners is an explicit, balanced, phonics-based tutoring program that provides individual instruction in letter–sound correspondences, phoneme blending, decoding and encoding phonetically regular words, and reading irregular high-frequency words. It includes oral reading to practice applying phonics skills in text ((Strong ESSA Evidence- <https://ies.ed.gov/ncee/wwc/Intervention/440>)

i-Ready Tools for Instruction, i-Ready Tools for Scaffolding Comprehension, i-Ready Toolbox-Promising Evidence, <https://www.curriculumassociates.com/readyessa>

Reciprocal Teaching- Mixed Evidence (for 4th-12th grade, no evidence available for 3rd Grade), What Works Clearinghouse, <https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/434#>

How are Tier 2 interventions provided to students who receive interventions through distance learning?

Intervention teachers and support staff provide additional assistance to students receiving Tier 2 interventions.

Grade Levels: 4th Grade

IF Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used)

FSA Level 1 or 2

AND/OR

iReady Overall Reading Scale Score 473-519

AND/OR

FAST Cambium Below Satisfactory

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Benchmark Advance Phonemic Awareness Intervention

Kilpatrick's One Minute PA Activities

Heggerty Phonemic Awareness

Assessment & Frequency

Volusia Phonological Awareness Screener (VPAS)

Every 2-3 Weeks

Performance Criteria to discontinue Tier 2 interventions

Greater or equal to 80% on VPAS

Tasks 1-12d

Except 11c, 12e

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

21-79% on VPAS Tasks

Tasks 1-12d

Except 11c, 12e

Except 11c, 12e

Performance Criteria that prompts the addition of Tier 3 interventions

0-20% on more than one VPAS Tasks

Tasks 1-12d

Except 11c, 12e

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Benchmark Advance Phonics Intervention, Benchmark Advance Phonics Intervention Kit,

REWARDS, SIPPS Plus or Challenge (w/Intensive Multisensory Instruction)

Assessment & Frequency

Phonics Survey/QPA

Or

SIPPS Mastery Tests

Every 2-3 weeks after instruction

Performance Criteria to discontinue Tier 2 interventions

Greater than or equal to 90% on Phonics Survey/QPA Tasks 2-9b

Grade Levels: 4th Grade

Progress Monitoring

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

50-89% on Phonics Survey/QPA Tasks 2-9b
Or
SIPPS Assessments

Performance Criteria that prompts the addition of Tier 3 interventions

Less than 50% on more than one Phonics Survey/QPA Tasks 2-9b

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Repeated reading with grade-level text (when appropriate)

Assessment & Frequency

DIBELS Oral Reading Fluency (ORRF)
Every 2-3 Weeks

Performance Criteria to discontinue Tier 2 interventions

DIBELS ORF
Minimal Risk
(See DIBELS Fluency Flow Chart)

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

DIBELS ORF
Some Risk
(See DIBELS Fluency Flow Chart)

Performance Criteria that prompts the addition of Tier 3 interventions

DIBELS ORF
At Risk
(See DIBELS Fluency Flow Chart)

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

i-Ready Tools for Instruction, i-Ready Tools for Scaffolding Comprehension, i-Ready Toolbox, Reciprocal Teaching, Benchmark Advance Comprehension Interventions

Assessment & Frequency

Volusia Progress Monitoring Assessments
Every 3-4 Weeks
OR
iReady Comprehension Scale Score

Performance Criteria to discontinue Tier 2 interventions

iReady Literature or IReady Informational Comprehension Scale Score of 552 or above
OR
70% or higher on Volusia Progress Monitoring Assessments

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

51%-69% on District Assessments

Grade Levels: 4th Grade**Progress Monitoring****Performance Criteria that prompts the addition of Tier 3 interventions**

Consistently scores greater than 50% on District Assessments and does not have foundational skills deficits

Number of times per week intervention provided

3-5 times per week

Number of minutes per intervention session

5-10 minutes per day in conjunction with phonics instruction
20-30 minutes per day

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

Administrative walkthroughs, training of literacy coaches, coaches model intervention lessons and provide instructional feedback to teachers, support from curriculum department, MTSS committee review of resources and recommendations for schools

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

Kilpatrick's One Minute PA Activities, Benchmark Advance Phonemic Awareness Interventions, Heggerty Phonemic Awareness- The phonological awareness strategies used in these 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)

SIPPS Plus, SIPPS Challenge -Promising Evidence (provided by vendor- Collaborative Classrooms) 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)

Benchmark Advance Phonics Interventions- - The alphabetic principle and phonics strategies used in these 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 3)

REWARDS-Mixed Evidence, What Works Clearinghouse <https://ies.ed.gov/ncee/pubs/20164001/pdf/20164001.pdf>

Repeated reading with decodable and grade-level text- The fluency strategies used for 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)

i-Ready Tools for Instruction, i-Ready Tools for Scaffolding Comprehension, i-Ready Toolbox-

Grade Levels: 4th Grade

Promising Evidence, <https://www.curriculumassociates.com/readyessa>

Reciprocal Teaching- Mixed Evidence (for 4th-12th grade), What Works Clearinghouse
<https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/434#>

How are Tier 2 interventions provided to students who receive interventions through distance learning?

Intervention teachers and support staff provide additional assistance to students receiving Tier 3 interventions.

Grade Levels: 5th Grade

IF Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used)

FSA Level 1 or 2

AND/OR

iReady Overall Reading Scale Score 497-544

AND/OR

FAST Cambium Below Satisfactory

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Benchmark Advance Phonemic Awareness Intervention

Kilpatrick's One Minute PA Activities

Heggerty Phonemic Awareness

Assessment & Frequency

Volusia Phonological Awareness Screener (VPAS)

Every 2-3 Weeks

Performance Criteria to discontinue Tier 2 interventions

Greater than or equal to 80% on VPAS

Tasks 1-12d

Except 11c, 12e

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

21-79% on VPAS Tasks

Tasks 1-12d

Except 11c, 12e

Performance Criteria that prompts the addition of Tier 3 interventions

0-20% on more than one

VPAS Tasks

Tasks 1-12d

Except 11c, 12e

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Benchmark Advance Phonics Intervention, Benchmark Advance Phonics Intervention Kit, REWARDS, SIPPS Plus or Challenge (w/Intensive Multisensory Instruction)

Assessment & Frequency

Phonics Survey/QPA: Every 2-3 weeks after instruction

Or

SIPPS Mastery Tests

Performance Criteria to discontinue Tier 2 interventions

Greater than or equal to 90% on Phonics Survey/QPA Tasks 2-9b

Grade Levels: 5th Grade

Progress Monitoring

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

50-89% on Phonics Survey/QPA Tasks 2-9b
Or
SIPPS Assessments

Performance Criteria that prompts the addition of Tier 3 interventions

Less than 50% on more than one Phonics Survey/QPA Tasks 2-9b

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Repeated reading with grade-level text

Assessment & Frequency

DIBELS Oral Reading Fluency (ORRF)
Every 2-3 Weeks

Performance Criteria to discontinue Tier 2 interventions

DIBELS ORF
Minimal Risk
(See DIBELS Fluency Flow Chart)

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

DIBELS ORF
Some Risk
(See DIBELS Fluency Flow Chart)

Performance Criteria that prompts the addition of Tier 3 interventions

DIBELS ORF
At Risk
(See DIBELS Fluency Flow Chart)

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

i-Ready Tools for Instruction, Tools for Scaffolding Comprehension, Reciprocal Teaching, Benchmark Advance Comprehension Intervention

Assessment & Frequency

Volusia Progress Monitoring Assessments
Every 3-4 Weeks
OR
iReady Comprehension Scale Score

Performance Criteria to discontinue Tier 2 interventions

iReady Literature or IReady Informational Comprehension Scale Score of 576 or above
OR
70% or higher on Volusia Progress Monitoring Assessments

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

51%-69% on District Assessments

Grade Levels: 5th Grade**Progress Monitoring****Performance Criteria that prompts the addition of Tier 3 interventions**

Consistently scores less than 50% on District Assessments and does not have foundational skills deficits

Number of times per week intervention provided

3-5 times per week

Number of minutes per intervention session

5-10 minutes per day in conjunction with phonics instruction
20-30 minutes per day

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

Administrative walkthroughs, training of literacy coaches, coaches model intervention lessons and provide instructional feedback to teachers, support from curriculum department, MTSS committee review of resources and recommendations for schools

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

Kilpatrick's One Minute PA Activities, Benchmark Advance Phonemic Awareness Interventions, Heggerty Phonemic Awareness- The phonological awareness strategies used in these 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)

SIPPS Plus, SIPPS Challenge -Promising Evidence (provided by vendor- Collaborative Classrooms) 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)

Benchmark Advance Phonics Interventions- - The alphabetic principle and phonics strategies used in these 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 3)

REWARDS-Mixed Evidence, What Works Clearinghouse <https://ies.ed.gov/ncee/pubs/20164001/pdf/20164001.pdf>

Repeated reading with decodable and grade-level text- The fluency strategies used for 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)

i-Ready Tools for Instruction, i-Ready Tools for Scaffolding Comprehension, i-Ready Toolbox-

Grade Levels: 5th Grade

Promising Evidence, <https://www.curriculumassociates.com/readyessa>

Reciprocal Teaching- Mixed Evidence (for 4th-12th grade), What Works Clearinghouse
<https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/434#>

How are Tier 2 interventions provided to students who receive interventions through distance learning?

Intervention teachers and support staff provide additional assistance to students receiving Tier 2 interventions.

Tier 3

Intensive, Individualized Instruction/Intervention:

- *is targeted instruction based on student need;*
- *provides small group or one-on-one instruction;*
- *includes accommodations (IEP, ESOL, or 504);*
- *includes more frequent progress monitoring than Tier 1 instruction and Tier 2 interventions; and*
- *ensures additional **time allotted is in addition** to core instruction and Tier 2 interventions.*

All Tier 3 interventions must be provided by a teacher who is certified in reading or has the reading endorsement.

Grade Levels: Kindergarten

IF Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used)

FAST Star Well Below Satisfactory Level

AND

i-Ready Reading Overall Scale Score <316

THEN TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
FCRR Phonemic Awareness Activities, Phonemic Awareness in Young Children, Benchmark Advance Phonemic Awareness Intervention, Benchmark Advance Phonics Kit, Stepping Stones to Literacy, Kilpatrick's One Minute PA Activities, SIPPS Beginning Heggerty Phonemic Awareness

Assessment & Frequency
Volusia Phonological Awareness Screener (VPAS)
Every 2-3 Weeks

Performance Criteria to discontinue Tier 3 interventions
21%-79% on VPAS Tasks
Beginning of Year
Task 1 or 2
Mid-Year: Tasks 1-5
End of Year: Tasks 1-6

Performance Criteria indicating continuation of Tier 3 interventions
0-20% on more than one VPAS Task
Beginning of Year
Task 1 or 2
Mid-Year
Tasks 1-5
End of Year
Tasks 1-6

Performance Criteria that prompts intensified Tier 3 interventions
0-20% on more than one VPAS Task
Beginning of Year
Task 1 or 2
Mid-Year
Tasks 1-5
End of Year
Tasks 1-6

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
-FCRR Phonics Activities, Benchmark Advance Phonics Intervention, Benchmark Advance Phonics Kit, Sound Partners, SIPPS Beginning (w/Intensive Multisensory Instruction), Learning Letter Names

Grade Levels: Kindergarten

Progress Monitoring

Assessment & Frequency

Letter Naming Fluency
Every 2-3 Weeks

Performance Criteria to discontinue Tier 3 interventions

Beginning of Year
6-9 correct letters
Mid-Year
15-29 correct letters
End of Year
20-39 correct letters

Performance Criteria indicating continuation of Tier 3 interventions

Beginning of Year
<6 correct letters
Mid-Year
<15 correct letters
End of Year
<20 correct letters

Performance Criteria that prompts intensified Tier 3 interventions

Beginning of Year
<6 correct letters
Mid-Year
<15 correct letters
End of Year
<20 correct letters

Number of times per week intervention provided

4-5 times per week

Number of minutes per intervention session

20-30 minutes

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

Administrative walkthroughs, training of literacy coaches, coaches model intervention lessons and provide instructional feedback to teachers, support from curriculum department, MTSS committee review of resources and recommendations for schools

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

FCRR Phonemic Awareness Activities, Phonemic Awareness in Young Children, Benchmark Advance Phonemic Awareness Intervention, Benchmark Advance Phonics Kit, Stepping Stones to Literacy, Kilpatrick's One Minute PA Activities, SIPPS Beginning, Heggerty Phonemic AwarenessThe

Grade Levels: Kindergarten

phonological awareness strategies used in these programs are supported by strong evidence as cited in the Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade. (Recommendation 2)

FCRR Phonics Activities, Road to the Code, Collaborative Classroom Letter Naming, Benchmark Advance Phonics Interventions, Benchmark Advance Phonics Kit, Sound Partners, SIPPS Beginning, Stepping Stones to Literacy The alphabetic principle and phonics strategies used in these programs are supported by strong evidence as cited in the Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade. (Recommendation 3)

Stepping Stones to Literacy- research-based principles help below-benchmark readers in learning foundational skills for reading fluency and build basic phonemic awareness skills through listening, letter naming, phonological awareness, and serial processing. (Strong ESSA Evidence-
<https://ies.ed.gov/ncee/wwc/Intervention/375>)

SIPPS Beginning- The program's systematic scope and sequence provides a structured-literacy approach to instruction through explicit routines focused on phonological awareness, spelling sounds, and sight words. It is based on the premise that beginning literacy is best taught through two distinct strands: one focusing on language comprehension and the other on word recognition. (Moderate Evidence-<https://www.evidenceforessa.org/programs/reading/sippsr-systematic-instruction-phonological-awareness-phonics-and-sight-words>)

How are Tier 3 interventions provided to students who receive interventions through distance learning?

Intervention teachers and support staff provide additional assistance to students receiving Tier 3 interventions through the digital platforms available (Canvas, Teams, Benchmark Universe)

Grade Levels: 6-8**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

6th grade - The student scored an FSA ELA Level 1 or 2 AND/OR an iReady Overall Placement Scale Score from mid-year grade 5 is less than 493 (3 or more years below grade level)

7th and 8th grade: The student scored an FSA ELA Level 1 AND scored a Lexile Level of less than 600 on the Achieve3000 LevelSet, Growth Measure, or Reading Inventory.

OR

6-8th grade - ELLs classified as LY in progress for three years or less and Student scores less than 4 on overall WIDA proficiency and 3 or lower on WIDA Reading Proficiency subtest

THEN TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Courses:

1000010 M/J INTENSIVE READING 1, 6th grade Tier 3 reading

1000012 M/J INTENSIVE READING 2, 7th grade Tier 3 reading

1000014 M/J INTENSIVE READING 3, 8th grade Tier 3 reading

Achieve 3000 w/ Word Studio + REWARDS

Duration: Full year

Students receive whole group instruction, teacher-led small group instruction, and adaptive instructional software – Achieve3000 + WordStudio. The teacher-led small group utilizes REWARDS direct instruction with a focus on decoding, phonics, and phonemic awareness with multi-syllabic words.

OR

Course: 1002181 M/J DE LA ESOL READ (6- 8 grade)

Students receive whole group instruction, teacher-led small group instruction, and adaptive instructional software – Achieve3000 + WordStudio. The teacher-led small group utilizes REWARDS direct instruction with a focus on decoding, phonics, and phonemic awareness with multi-syllabic words to support language acquisition.

OR

Course: 7863040 Unique Skills Instruction and Curriculum.

Wilson Reading (Students with Disabilities ONLY)

Students who received Wilson instruction in the previous school year or do not make adequate progress compared to their peers using Achieve 3000 + REWARDS

Assessment & Frequency

FAST Cambium. ELA 3x Per Year

AND

Achieve 3000 LevelSet 3x per year

WordStudio Spelling Inventories Pretest 2x per year

AND

REWARDS

San Diego Quick Assessment (SDQA)

Passage Reading Fluency (monthly)

Multisyllabic Word Reading Fluency (2x per year)

Grade Levels: 6-8**Progress Monitoring**

OR

For identified SWDs in Wilson Reading, within program assessments

Performance Criteria to discontinue Tier 3 interventions

FAST Cambium Below Satisfactory Level or above

And

Shows progress on REWARDS

San Diego Quick Assessment (SDQA)

Passage Reading Fluency

Multisyllabic Word Reading Fluency

And/or

Achieve3000 Lexile reaches to within one-grade level band of College and Career Ready Lexile level

Performance Criteria indicating continuation of Tier 3 interventions

FAST Cambium Inadequate Level

And

Achieve3000 Lexile Level below 600

Performance Criteria that prompts intensified Tier 3 interventions

FAST Cambium Inadequate Level

And

Little or no progress on:

REWARDS

San Diego Quick Assessment (SDQA)

Passage Reading Fluency

Multisyllabic Word Reading Fluency

Number of times per week intervention provided

5 times per week

Number of minutes per intervention session

50 minutes

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

To identify and solve problems to improve the effectiveness of Tier 3 intervention for in-person and distance learning students, classroom learning walks/visits (virtual and in-person) with dedicated school-based literacy coaches and dedicated district-based reading resource teachers improve the effectiveness of Tier 3 small group model and lesson pacing to align instruction in support of both core curriculum and to help secondary level students progress on the B.E.S.T. ELA Secondary Foundational Standards along with the grade-level benchmarks for vocabulary & reading. Dedicated district ESOL resource teacher also supports teachers in the DLA classrooms. District ESE team supports teachers using the Wilson Reading program.

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

Grade Levels: 6-8

Achieve3000 ESSA Evidence:rating: strong evidence for middle and high school students

Achieve3000 provides online differentiated instruction with the goal of improving reading comprehension. Teachers can use Achieve3000 to establish a baseline Lexile reading level for their students then incorporate the site's numerous standards-aligned lessons and tools to foster academic growth and track student progress.

REWARDS

Evidence for ESSA rates Voyager Sopris REWARDS as demonstrating strong evidence of efficacy.
https://www.voyagersopris.com/docs/default-source/literacy/rewards/essa_flyer_rewards_web.pdf?sfvrsn=ab8fdca4_4

Wilson Reading

Evidence for ESSA rate Wilson as a Level1 - Strong evidence for efficacy meeting ESSA Level 1 evidence of impact in the areas of phonological and phonemic awareness, phonics, and comprehension

<https://www.wilsonlanguage.com/programs/wilson-reading-system/overview/program-effectiveness/>

How are Tier 3 interventions provided to students who receive interventions through distance learning?

Tier 3 programs listed above can be delivered in distance learning format through one-to-one student computer assignment and use of Microsoft TEAMS for video conferencing and small group instructional delivery.

Grade Levels: 9 & 10

IF Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used)

The student previously scored a level 1 on the ELA FSA historical state reading assessment data AND is below a 600 Lexile as determined by Reading Inventory, LevelSet, and/or Growth Measure.
AND/OR

student is identified ESOL/LY (less than 3 years) and scores less than 4 on overall WIDA proficiency and 3 or lower on WIDA Reading Proficiency subtest

THEN TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Courses:

- 1000412 INTENSIVE READING 1, grade 9, Tier 3 Reading
- 1000414 INTENSIVE READING 2, grade 10, Tier 3 Reading

Programs/Materials: Achieve 3000 + Word Studio and REWARDS.

- 1002381 DEV LA ESOL READING (grades 9 & 10)

Programs/Materials: Achieve 3000 + Word Studio and REWARDS.

Use of Microsoft Translator as a scaffold for language acquisition.

- 7863040 Unique Skills Instruction and Curriculum

Wilson Reading (Students with Disabilities ONLY) Students who received Wilson instruction in previous school year or who do not make adequate progress compared to their peers using Achieve 3000 + Word Studio and REWARDS.

Duration: Full year for all courses listed above

Assessment & Frequency

FAST Cambium. ELA 3x Per Year
AND

Achieve 3000 LevelSet 3x per year
WordStudio Spelling Inventories Pretest 2x per year
AND

REWARDS
San Diego Quick Assessment (SDQA)
Passage Reading Fluency (monthly)
Multisyllabic Word Reading Fluency (2x per year)

OR
For identified SWDs in Wilson Reading, within program assessments

Performance Criteria to discontinue Tier 3 interventions

FAST Cambium Below Satisfactory Level or above
And

Shows progress on REWARDS
San Diego Quick Assessment (SDQA)
Passage Reading Fluency
Multisyllabic Word Reading Fluency
And/or

Achieve3000 Lexile reaches to within one-grade level band of College and Career Ready Lexile level

Performance Criteria indicating continuation of Tier 3 interventions

LFAST Cambium Inadequate Level

Grade Levels: 9 & 10**Progress Monitoring**

And
Achieve3000 Lexile Level below 600

Performance Criteria that prompts intensified Tier 3 interventions

FAST Cambium Inadequate Level
And
Little or no progress on:
REWARDS
San Diego Quick Assessment (SDQA)
Passage Reading Fluency
Multisyllabic Word Reading Fluency

Number of times per week intervention provided

5 days per week

Number of minutes per intervention session

45 minutes per day

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

To identify and solve problems to improve the effectiveness of Tier 3 intervention for in-person and distance learning students, classroom learning walks/visits (virtual and in-person) with dedicated school-based literacy coaches and dedicated district-based reading resource teachers improve the effectiveness of Tier 3 small group model and lesson pacing to align instruction in support of both core curriculum and to help secondary level students progress on the B.E.S.T. ELA Secondary Foundational Standards along with the grade-level benchmarks for vocabulary & reading. Dedicated district ESOL resource teacher also supports teachers in the DLA classrooms. District ESE team supports teachers using the Wilson Reading program.

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

Achieve3000 ESSA Evidence:rating: strong evidence for middle and high school students

Achieve3000 provides online differentiated instruction with the goal of improving reading comprehension. Teachers can use Achieve3000 to establish a baseline Lexile reading level for their students then incorporate the site's numerous standards-aligned lessons and tools to foster academic growth and track student progress.

REWARDS

Evidence for ESSA rates Voyager Sopris REWARDS as demonstrating strong evidence of efficacy.
https://www.voyagersopris.com/docs/default-source/literacy/rewards/essa_flyer_rewards_web.pdf?sfvrsn=ab8fdca4_4

Wilson Reading

Evidence for ESSA rate Wilson as a Level1 - Strong evidence for efficacy meeting ESSA Level 1

Grade Levels: 9 & 10

evidence of impact in the areas of phonological and phonemic awareness, phonics, and comprehension

<https://www.wilsonlanguage.com/programs/wilson-reading-system/overview/program-effectiveness/>

How are Tier 3 interventions provided to students who receive interventions through distance learning?

Tier 3 programs listed above can be delivered in distance learning format through one-to-one student computer assignment and use of Microsoft TEAMS for video conferencing and small group instructional delivery.

For LY students, teachers can also use Microsoft Translator as a scaffold for communication.

Grade Levels: 11 & 12**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

The student previously scored a high level “1” or level “2” on the ELA FSA historical state reading assessment data AND has not yet met graduation requirement through FSA ELA retake or ACT/SAT concordance score.

THEN TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions
Progress Monitoring
Tier 3 Programs/Materials/Strategies & Duration

1000416A, INTENSIVE READING 3, Grade 11, Reading Retake course

1000418A, INTENSIVE READING 4, Grade 12, Reading Retake course

Achieve 3000 + WordStudio and Khan Academy

Duration: full year OR semester

1002381, DEV LA ESOL READING (grades 11 & 12)

Achieve 3000 + WordStudio and REWARDS

Assessment & Frequency

LevelSet 3x per year within Achieve 3000

FSA ELA Retake - 1 or 2 times per year as needed

SAT in School - 1 or 2 times per year as needed

ACT NCR - 1 or 2 times per year as needed

Performance Criteria to discontinue Tier 3 interventions

Student meets FSA ELA graduation requirement

Performance Criteria indicating continuation of Tier 3 interventions

Student has not yet met graduation requirement through FSA ELA Retake or ACT/SAT concordance score

Performance Criteria that prompts intensified Tier 3 interventions

Student has not yet met graduation requirement through FSA ELA Retake or ACT/SAT concordance score

Number of times per week intervention provided

5 days per week

Number of minutes per intervention session

45 minutes

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

To identify and solve problems to improve the effectiveness of Tier 3 interventions for in-person and distance learning students, high-impact and high-performing teachers and literacy coaches collaborate with the district curriculum department to revise/review curriculum resources related to 11/12 Reading Retake course instruction. Teachers identify areas of improvement in the literacy curriculum and

Grade Levels: 11 & 12

communicate that information to school leaders, ELA Contacts, and/or literacy coaches to share feedback with the curriculum team.

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

Achieve3000 ESSA Evidence:rating: strong evidence for middle and high school students

Achieve3000 provides online differentiated instruction with the goal of improving reading comprehension. Teachers can use Achieve3000 to establish a baseline Lexile reading level for their students then incorporate the site's numerous standards-aligned lessons and tools to foster academic growth and track student progress.

How are Tier 3 interventions provided to students who receive interventions through distance learning?

Tier 3 programs listed above can be delivered in distance learning format through one-to-one student computer assignment and use of Microsoft TEAMS for video conferencing and small group instructional delivery.

For LY students, teachers can also use Microsoft Translator as a scaffold for communication.

Grade Levels: 1st Grade

IF Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used)

iReady Overall Reading Scale Score <358

OR

FAST Star Well Below Satisfactory Level

THEN TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

FCRR Phonemic Awareness Activities, Phonemic Awareness in Young Children, Benchmark Advance Phonemic Awareness Intervention, Benchmark Advance Phonics Intervention Kit, Stepping Stones to Literacy, Kilpatrick’s One Minute PA Activities, SIPPS Beginning, Heggerty Phonemic Awareness

Assessment & Frequency

Volusia Phonological Awareness Screener (VPAS)
Every 2-3 Weeks

Performance Criteria to discontinue Tier 3 interventions

21-79% on VPAS Tasks
Beginning of Year:
Tasks 1-6
Mid-Year
Tasks 1-9
End of Year: Tasks 1-11a & 12a

Performance Criteria indicating continuation of Tier 3 interventions

0-20% on more than one VPAS Task
Mid-Year
Tasks 1-9
End of Year:
Tasks 1-11a & 12a

Performance Criteria that prompts intensified Tier 3 interventions

0-20% on more than one VPAS Task
Mid-Year
Tasks 1-9
End of Year:
Tasks 1-11a & 12a

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

FCRR Phonics Activities, Benchmark Advance Phonics Intervention, Benchmark Advance Phonics Intervention Kit, Sound Partners, SIPPS Beginning (w/Intensive Multisensory Instruction)

Assessment & Frequency

QPA/SIPPS Placement
&
QPA/SIPPS Assessments
Every 2-3 weeks

Grade Levels: 1st Grade

Progress Monitoring

Performance Criteria to discontinue Tier 3 interventions

21-89% on
QPA
Tasks 2-4b

Performance Criteria indicating continuation of Tier 3 interventions

0-20% on Phonics Survey
Tasks 2-4b

Performance Criteria that prompts intensified Tier 3 interventions

0-20% on Phonics Survey
Tasks 2-4b

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Choral reading, echo reading, and repeated reading with decodable and grade-level text

Assessment & Frequency

DIBELS Oral Reading Fluency (ORF)
Every 2-3 Weeks

Performance Criteria to discontinue Tier 3 interventions

DIBELS ORF
Some Risk
(DIBELS 8th Edition Fluency Flow Chart)

Performance Criteria indicating continuation of Tier 3 interventions

Minimal to no increase in oral reading fluency (WCPM)

Performance Criteria that prompts intensified Tier 3 interventions

Minimal to no increase in oral reading fluency (WCPM)

Number of times per week intervention provided

4-5 times per week

Number of minutes per intervention session

20-30 minutes

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

To identify and solve problems to improve the effectiveness of Tier 3 intervention in person and for distance learning students, district and school-based leaders will conduct walkthroughs (virtual and in-person), training will be provided to literacy coaches on interventions, and coaches will model intervention lessons and provide instructional feedback to teachers. Additionally, the district ELA curriculum department will provide support to administrators, coaches, and teachers for effective intervention implementation.

Grade Levels: 1st Grade

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

FCRR Phonemic Awareness and Phonics Activities, Phonemic Awareness in Young Children, Kilpatrick's One Minute PA Activities, Heggerty Phonemic Awareness, Benchmark Advance Phonemic Awareness Interventions, SIPPS Beginning - The phonological awareness strategies used in these 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)

SIPPS Beginning-Promising Evidence (provided by vendor- Collaborative Classrooms) 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)

Benchmark Advance Phonics Interventions, SIPPS Beginning- The alphabetic principle and phonics strategies used in these 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 3)

Sound Partners is an explicit, balanced, phonics-based tutoring program that provides individual instruction in letter-sound correspondences, phoneme blending, decoding and encoding phonetically regular words, and reading irregular high-frequency words. It includes oral reading to practice applying phonics skills in text ((Strong ESSA Evidence- <https://ies.ed.gov/ncee/wwc/Intervention/440>)

Choral reading, echo reading, and repeated reading with decodable and grade-level text- The fluency strategies used for 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)

How are Tier 3 interventions provided to students who receive interventions through distance learning?

Intervention teachers and support staff provide additional assistance to students receiving Tier 3 interventions through the digital platforms available (Canvas, Teams, Benchmark Universe)

Grade Levels: 2nd Grade

IF Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used)

iReady Overall Reading Scale Score <405

OR

FAST Star Well Below Satisfactory Level

THEN TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

FCRR Phonemic Awareness Activities, Phonemic Awareness in Young Children, Benchmark Advance Phonemic Awareness Intervention, Benchmark Advance Phonics Intervention Kit, Stepping Stones to Literacy, Kilpatrick’s One Minute PA Activities, SIPPS Beginning, Heggerty Phonemic Awareness

Assessment & Frequency

Volusia Phonological Awareness Screener (VPAS)
Every 2-3 Weeks

Performance Criteria to discontinue Tier 3 interventions

21--79% on VPAS Tasks
Tasks #1-11a & Task 12a

Performance Criteria indicating continuation of Tier 3 interventions

0-20% on more than one VPAS Task
Tasks #1-11a & Task 12a

Performance Criteria that prompts intensified Tier 3 interventions

0-20% on more than one VPAS Task
Tasks #1-11a & Task 12a

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

FCRR Phonics Activities, Benchmark Advance Phonics Intervention, Benchmark Advance Phonics Intervention Kit, Sound Partners, SIPPS Beginning (w/Intensive Multisensory Instruction)

Assessment & Frequency

Phonics Survey/QPA: Every 2-3 weeks after instruction
Or
SIPPS Mastery Tests

Performance Criteria to discontinue Tier 3 interventions

50-89% on Phonics Survey/QPA Tasks 2-6b
Or
SIPPS Mastery Tests

Performance Criteria indicating continuation of Tier 3 interventions

0-20% on more than one Phonics Survey/QPA
Tasks 2-6b

Grade Levels: 2nd Grade**Progress Monitoring****Performance Criteria that prompts intensified Tier 3 interventions**

0-20% on more than one Phonics Survey/QPA
Tasks 2-6b

Progress Monitoring**Tier 3 Programs/Materials/Strategies & Duration**

Choral reading, echo reading, and repeated reading with decodable and grade-level text

Assessment & Frequency

DIBELS Oral Reading Fluency (ORF)
Every 2-3 Weeks

Performance Criteria to discontinue Tier 3 interventions

DIBELS ORF
Some Risk
(See DIBELS Fluency Flow Chart)

Performance Criteria indicating continuation of Tier 3 interventions

Minimal to no increase in oral reading fluency (WCPM)

Performance Criteria that prompts intensified Tier 3 interventions

Minimal to no increase in oral reading fluency (WCPM)

Number of times per week intervention provided

4-5 times per week

Number of minutes per intervention session

20-30 minutes

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

To identify and solve problems to improve the effectiveness of Tier 3 intervention in person and for distance learning students, district and school-based leaders will conduct walkthroughs (virtual and in-person), training will be provided to literacy coaches on interventions, and coaches will model intervention lessons and provide instructional feedback to teachers. Additionally, the district ELA curriculum department will provide support to administrators, coaches, and teachers for effective intervention implementation.

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

FCRR Phonemic Awareness and Phonics Activities, Phonemic Awareness in Young Children, Kilpatrick's One Minute PA Activities, Heggerty Phonemic Awareness, Benchmark Advance Phonemic Awareness Interventions, SIPPS Beginning - The phonological awareness strategies used in these 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.

Grade Levels: 2nd Grade

(Recommendation 2)

SIPPS Beginning-Promising Evidence (provided by vendor- Collaborative Classrooms) 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)

Benchmark Advance Phonics Interventions, SIPPS Beginning- The alphabetic principle and phonics strategies used in these 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 3)

Sound Partners is an explicit, balanced, phonics-based tutoring program that provides individual instruction in letter–sound correspondences, phoneme blending, decoding and encoding phonetically regular words, and reading irregular high-frequency words. It includes oral reading to practice applying phonics skills in text (Strong ESSA Evidence- <https://ies.ed.gov/ncee/wwc/Intervention/440>)

Choral reading, echo reading, and repeated reading with decodable and grade-level text- The fluency strategies used for 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)

How are Tier 3 interventions provided to students who receive interventions through distance learning?

Intervention teachers and support staff provide additional assistance to students receiving Tier 3 interventions through distance learning using Teams, Canvas, and the intervention materials digital resources.

Grade Levels: 3rd Grade

IF Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used)

iReady Overall Reading Scale Score <434

OR

FAST Cambium Well Below Satisfactory Level

THEN TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Benchmark Advance Phonemic Awareness Intervention, Kilpatrick’s One Minute PA Activities, Heggerty Phonemic Awareness

Assessment & Frequency

Volusia Phonological Awareness Screener (VPAS)
Every 2-3 Weeks

Performance Criteria to discontinue Tier 3 interventions

21-79% on VPAS
Tasks 1-12d
Except 11c, 12e

Performance Criteria indicating continuation of Tier 3 interventions

0-20% on more than one VPAS Task
Tasks 1-12d
Except 11c, 12e

Performance Criteria that prompts intensified Tier 3 interventions

0-20% on more than one VPAS Task
Tasks 1-12d
Except 11c, 12e

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

FCRR Phonics Activities, Benchmark Advance Phonics Intervention, Benchmark Advance Phonics Intervention Kit, Sound Partners, SIPPS Extension or Challenge (w/Intensive Multisensory Instruction)

Assessment & Frequency

Phonics Survey/QPA: Every 2-3 weeks after instruction
Or
SIPPS Mastery Tests

Performance Criteria to discontinue Tier 3 interventions

50-89% on Phonics Survey/QPA Tasks 2-9a
Or
SIPPS Mastery Tests

Performance Criteria indicating continuation of Tier 3 interventions

0-20% on more than one Phonics Survey/QPA
Tasks 2-9a

Grade Levels: 3rd Grade

Progress Monitoring

Performance Criteria that prompts intensified Tier 3 interventions

0-20% on more than one Phonics Survey/QPA
Tasks 2-9a

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Choral reading, echo reading, and repeated reading with decodable and grade-level text

Assessment & Frequency

DIBELS Oral Reading Fluency (ORF)
Every 2-3 Weeks

Performance Criteria to discontinue Tier 3 interventions

DIBELS ORF
Some Risk
(See DIBELS Fluency Flow Chart)

Performance Criteria indicating continuation of Tier 3 interventions

Minimal to no increase in oral reading fluency (WCPM)

Performance Criteria that prompts intensified Tier 3 interventions

Minimal to no increase in oral reading fluency (WCPM)

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

i-Ready Tools for Instruction, i-Ready Tools for Scaffolding Comprehension, i-Ready Toolbox, Reciprocal Teaching, Benchmark Advance Comprehension Interventions

Assessment & Frequency

Volusia Progress Monitoring Assessments
Every 3-4 Weeks
OR
iReady Comprehension Scale Score

Performance Criteria to discontinue Tier 3 interventions

51-69% on District Assessments

Performance Criteria indicating continuation of Tier 3 interventions

Minimal to no improvement on District Assessments and does not have foundational skill deficits

Performance Criteria that prompts intensified Tier 3 interventions

Minimal to no improvement on District Assessments and does not have foundational skill deficits

Number of times per week intervention provided

4-5 times per week

Number of minutes per intervention session

20-30 minutes per session

Grade Levels: 3rd Grade**What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?**

To identify and solve problems to improve the effectiveness of Tier 3 intervention in person and for distance learning students, district and school-based leaders will conduct walkthroughs (virtual and in-person), training will be provided to literacy coaches on interventions, and coaches will model intervention lessons and provide instructional feedback to teachers. Additionally, the district ELA curriculum department will provide support to administrators, coaches, and teachers for effective intervention implementation.

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

Kilpatrick's One Minute PA Activities, Benchmark Advance Phonemic Awareness Interventions, Heggerty Phonemic Awareness, SIPPS Extension, SIPPS Challenge - The phonological awareness strategies used in these 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)

SIPPS Extension, SIPPS Challenge -Promising Evidence (provided by vendor- Collaborative Classrooms) 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)

FCRR Phonics Activities, Benchmark Advance Phonics Interventions, SIPPS Extension, SIPPS Challenge- The alphabetic principle and phonics strategies used in these 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 3)

Sound Partners is an explicit, balanced, phonics-based tutoring program that provides individual instruction in letter–sound correspondences, phoneme blending, decoding and encoding phonetically regular words, and reading irregular high-frequency words. It includes oral reading to practice applying phonics skills in text ((Strong ESSA Evidence- <https://ies.ed.gov/ncee/wwc/Intervention/440>)

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)

i-Ready Tools for Instruction, i-Ready Tools for Scaffolding Comprehension, i-Ready Toolbox- Promising Evidence, <https://www.curriculumassociates.com/readyessa>

Reciprocal Teaching- Mixed Evidence (for 4th-12th grade, no evidence available for 3rd Grade), What Works Clearinghouse, <https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/434#>

How are Tier 3 interventions provided to students who receive interventions through distance learning?

Intervention teachers and support staff provide additional assistance to students receiving Tier 3 interventions through the digital platforms available (Canvas, Teams, Benchmark Universe)

Grade Levels: 4th Grade

IF Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used)

FSA Level 1

AND/OR

iReady Overall Reading Scale Score <473

AND/OR

FAST Cambium Well Below Satisfactory Level

THEN TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Benchmark Advance Phonemic Awareness Intervention, Kilpatrick's One Minute PA Activities, Heggerty Phonemic Awareness

Assessment & Frequency

Volusia Phonological Awareness Screener (VPAS)
Every 2-3 Weeks

Performance Criteria to discontinue Tier 3 interventions

21-79% on VPAS
Tasks 1-12d
Except 11c, 12e

Performance Criteria indicating continuation of Tier 3 interventions

0-20% on more than one VPAS Task
Tasks 1-12d
Except 11c, 12e

Performance Criteria that prompts intensified Tier 3 interventions

0-20% on more than one VPAS Task
Tasks 1-12d
Except 11c, 12e

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Benchmark Advance Phonics Intervention, Benchmark Advance Phonics Intervention Kit, REWARDS, SIPPS Plus or Challenge (w/Intensive Multisensory Instruction)

Assessment & Frequency

Phonics Survey/QPA: Every 2-3 weeks after instruction
Or
SIPPS Mastery Tests

Performance Criteria to discontinue Tier 3 interventions

50-89% on Phonics Survey/QPA Tasks 2-9a
Or
SIPPS Mastery Tests

Performance Criteria indicating continuation of Tier 3 interventions

0-20% on more than one Phonics Survey/QPA
Tasks 2-9a

Grade Levels: 4th Grade

Progress Monitoring

Performance Criteria that prompts intensified Tier 3 interventions

0-20% on more than one Phonics Survey/QPA
Tasks 2-9a

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Repeated reading with grade-level text

Assessment & Frequency

DIBELS Oral Reading Fluency (ORF)
Every 2-3 Weeks

Performance Criteria to discontinue Tier 3 interventions

DIBELS ORF
Some Risk
(See DIBELS Fluency Flow Chart)

Performance Criteria indicating continuation of Tier 3 interventions

Minimal to no increase in oral reading fluency (WCPM)

Performance Criteria that prompts intensified Tier 3 interventions

Minimal to no increase in oral reading fluency (WCPM)

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

i-Ready Tools for Instruction, i-Ready Tools for Scaffolding Comprehension, i-Ready Toolbox, Reciprocal Teaching, Benchmark Advance Comprehension Interventions

Assessment & Frequency

Volusia Progress Monitoring Assessments
Every 3-4 Weeks
OR
iReady Comprehension Scale Score

Performance Criteria to discontinue Tier 3 interventions

51-69% on District Assessments

Performance Criteria indicating continuation of Tier 3 interventions

Minimal to no improvement on District Assessments and does not have foundational skill deficits

Performance Criteria that prompts intensified Tier 3 interventions

Minimal to no improvement on District Assessments and does not have foundational skill deficits

Number of times per week intervention provided

4-5 times per week

Number of minutes per intervention session

20-30 minutes

Grade Levels: 4th Grade**What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?**

To identify and solve problems to improve the effectiveness of Tier 3 intervention in person and for distance learning students, district and school-based leaders will conduct walkthroughs (virtual and in-person), training will be provided to literacy coaches on interventions, and coaches will model intervention lessons and provide instructional feedback to teachers. Additionally, the district ELA curriculum department will provide support to administrators, coaches, and teachers for effective intervention implementation.

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

Kilpatrick's One Minute PA Activities, Benchmark Advance Phonemic Awareness Interventions, Heggerty Phonemic Awareness, SIPPS Extension, SIPPS Challenge - The phonological awareness strategies used in these 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)

SIPPS Extension, SIPPS Challenge -Promising Evidence (provided by vendor- Collaborative Classrooms) 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)

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Grade Levels: 4th Grade

How are Tier 3 interventions provided to students who receive interventions through distance learning?

Intervention teachers and support staff provide additional assistance to students receiving Tier 3 interventions through the digital platforms available (Canvas, Teams, Benchmark Universe)

Grade Levels: 5th Grade

IF Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used)

FSA Level 1

AND/OR

iReady Overall Reading Scale Score <479

AND/OR

FAST Cambium Well Below Satisfactory Level

THEN TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Benchmark Advance Phonemic Awareness Intervention, Kilpatrick's One Minute PA Activities, Heggerty Phonemic Awareness

Assessment & Frequency

Volusia Phonological Awareness Screener (VPAS)
Every 2-3 Weeks

Performance Criteria to discontinue Tier 3 interventions

21-79% on VPAS
Tasks 1-12d
Except 11c, 12e

Performance Criteria indicating continuation of Tier 3 interventions

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Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Benchmark Advance Phonics Intervention, Benchmark Advance Phonics Intervention Kit, REWARDS, SIPPS Plus or Challenge (w/Intensive Multisensory Instruction)

Assessment & Frequency

Phonics Survey/QPA: Every 2-3 weeks after instruction
Or
SIPPS Mastery Tests

Performance Criteria to discontinue Tier 3 interventions

50-89% on Phonics Survey/QPA Tasks 2-9a
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Performance Criteria indicating continuation of Tier 3 interventions

0-20% on more than one Phonics Survey/QPA
Tasks 2-9a

Grade Levels: 5th Grade

Progress Monitoring

Performance Criteria that prompts intensified Tier 3 interventions

0-20% on more than one Phonics Survey/QPA
Tasks 2-9a

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Repeated reading with grade-level text

Assessment & Frequency

DIBELS Oral Reading Fluency (ORF)
Every 2-3 Weeks

Performance Criteria to discontinue Tier 3 interventions

DIBELS ORF
Some Risk
(See DIBELS Fluency Flow Chart)

Performance Criteria indicating continuation of Tier 3 interventions

Minimal to no increase in oral reading fluency (WCPM)

Performance Criteria that prompts intensified Tier 3 interventions

Minimal to no increase in oral reading fluency (WCPM)

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

i-Ready Tools for Instruction, i-Ready Tools for Scaffolding Comprehension, i-Ready Toolbox,
Benchmark Advance Comprehension Intervention

Assessment & Frequency

Volusia Progress Monitoring Assessments
Every 3-4 Weeks
OR
iReady Comprehension Scale Score

Performance Criteria to discontinue Tier 3 interventions

51-69% on District Assessments

Performance Criteria indicating continuation of Tier 3 interventions

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Performance Criteria that prompts intensified Tier 3 interventions

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Number of times per week intervention provided

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Number of minutes per intervention session

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Grade Levels: 5th Grade**What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?**

To identify and solve problems to improve the effectiveness of Tier 3 intervention in person and for distance learning students, district and school-based leaders will conduct walkthroughs (virtual and in-person), training will be provided to literacy coaches on interventions, and coaches will model intervention lessons and provide instructional feedback to teachers. Additionally, the district ELA curriculum department will provide support to administrators, coaches, and teachers for effective intervention implementation.

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

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Grade Levels: 5th Grade

How are Tier 3 interventions provided to students who receive interventions through distance learning?

Intervention teachers and support staff provide additional assistance to students receiving Tier 3 interventions through the digital platforms available (Canvas, Teams, Benchmark Universe)

Identification of Students with a Substantial Reading Deficiency

In accordance with Section 1008.25(4)(c), F.S., students identified with a substantial reading deficiency as determined in Section 1008.25(5)(a), F.S., must be covered by a federally required student plan, such as an individual education plan (IEP) or an individualized progress monitoring plan, or both, as necessary. A kindergarten through grade 3 student is identified as having a substantial deficiency in reading if any of the following criteria are met:

- The student scores at the lowest achievement level/benchmark as identified by the publisher during a universal screening period, on an assessment listed in the district's approved District K-12 Comprehensive Evidence-Based Reading Plan; and beginning in 2022-2023 school year, students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F.S.;
- The student scores at the lowest achievement level/benchmark as identified by the publisher during progress monitoring administration at any time during the school year, on an assessment listed in the district's approved District K-12 Comprehensive Evidence-Based Reading Plan and beginning in 2022-2023 school year, students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F.S.; or
- The student has demonstrated, through consecutive formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; reading fluency; and reading comprehension.

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

In grades K-12, the CERP Reading Decision Trees criteria are used to 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 and a Read-At-Home Plan to support literacy activities outside of school. Flyers for New Worlds Reading Initiative are provided with the notification letter and sent to 4th and 5th-grade students identified with a reading deficiency.