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

Contact Information

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

-	Name	Title	Email	Phone
Main District Reading Contact	Rene Clayton	Assistant Superintendent Elementary Curriculum & Instruction	reclayto@volusia.k12.fl.us	386-734-7190 Ext. 76950
Responsibility	Name	Title	Email	Phone
Elementary ELA	Desiree Rybinski	Specialist, Elementary ELA	dlrybins@volusia.k12.fl.us	386-734-7190 Ext. 20570
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Professional Development	Christine Mahaney	Coordinator, Professional Learning	clmahane@volusia.k12.fl.us	386-734-7190 Ext. 20549
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Data Element	Stephanie Workman	Coordinator of Master Scheduling	Sworkma@volusia.k12.fl.us	386-734-7190, ext.20073
Data Element	Tina Skipper	Assistant Director of Reporting	Teskippe@volusia.k12.fl.us	386-734-7190, ext.20063
Summer Reading Camp	Desiree Rybinski	Specialist, Elementary ELA	dlrybins@volusia.k12.fl.us	386-734-7190 Ext. 20570
3 rd Grade Promotion	Rene Clayton	Assistant Superintendent Elementary Curriculum & Instruction	reclayto@volusia.k12.fl.us	386-734-7190 Ext. 76950

Plan Information

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

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. 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.

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

K-5

Component of Reading	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
Oral language	TBD	Screener	iReady platform, School City	3x per year
Phonological awareness	i-Ready Diagnostic: Phonological Awareness	Screener Diagnostic, Progress Monitoring	iReady platform, School City	3x per year
	Volusia Phonological Awareness Screener (VPAS)		Teachers collect data locally	Every 3 weeks for identified students
	i-Ready Diagnostic: Vocabulary	Screener	iReady platform, School City	3x per year
Phonics	Phonics Survey	Diagnostic	Teachers collect data locally	Every 3 weeks for identified students
	SIPPS Placement Test	Diagnostic	SIPPS Learning Hub, teachers collect locally	
	SIPPS Mastery Tests	Progress Monitoring	SIPPS Learning Hub, teachers collect locally	Within program
Fluency	DIBELS Oral Reading Fluency	Screener/Progress Monitoring	Teachers collect data locally	Every 2-3 weeks
Vocabulary	i-Ready Diagnostic: Vocabulary	Screener	iReady platform, School City	3x per year
	i-Ready Diagnostic: Comprehension: Literature, Informational Text	Screener	iReady platform, School City	3x per year
Comprehension	VCS Progress Monitoring Assessments	Progress Monitoring, formative		1-2 per quarter
	Volusia Literacy Tests	Progress Monitoring, summative		1x per quarter

6-12

Progress Monitoring Tool	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
FAIR- FS	Reading comprehension, word recognition, vocabulary knowledge	Screener, progress monitoring	PMRN platform	3x per year
Quarterly District Interim Assessment (DIA)	Grades 6-10 ELA Standards related questions in reporting categories 1-4	Progress monitoring, formative	School City	Quarterly
Quarterly Mid-Check - Assessment of Standards (AOS)	One or two highly tested ELA focus standards	Progress monitoring, formative	School City	Quarterly
VLTs – Volusia Test of Text-based Writing	State ELA Writing rubric data	Diagnostic, progress monitoring	School City	2x per year
READ 180/System 44	Reading inventory, phonics inventory, Lexile data	Diagnostic, progress monitoring	SAM dashboard	3x per year
Achieve 3000	Level sets, comprehension standards, Lexile data	Progress monitoring	Achieve 3000 platform, FSA growth tracker	2x per year

K-12 Data Analysis and Decision-making as required by 6A-6.053(1)(b) F.A.C.

K-12 Data	Analysis and Decision-	making as required by 6A-		
		Data Analysis an	d Decision-making	
How often is the	What problem-solving	What steps is the district	How are concerns communicated if it is	Who at the district level is
data being	steps are in place for	taking to see building and	determined that the K-12 Reading Plan is	responsible for providing plan
reviewed and by	making decisions	classroom level data and to	not being implemented in an explicit	implementation oversight,
whom?	based on the data?	share findings with individual schools?	manner, based on data to meet the needs of students?	support and follow-up?
Every 3-4 Weeks	Engage in data chats	Research, Evaluation, and	Concerns will be addressed with school	Rene Clayton
(School-Based	in PLCs for	Accountability department	leaders, by district leadership, to provide	Christina Raimundo
Teams)	remediation and	aggregates data for review	support and ensure explicit	Carrie Crkvenac
	enrichment decisions	by curriculum departments.	implementation of the K-12 Reading Plan.	Gabriel Berrio
	with the support of			Patricia Corr
	the literacy coach	District leaders will use		Carolyn Carbonell
		Stocktake process to review		Eric Paul
Quarterly (District	Reflecting on School	and analyze data monthly.		
leaders & School-	Improvement plan			
Based Teams)	and creating next	District leaders will		
	steps for professional	distribute Stocktake data		
	learning and support	report monthly to report		
	including side by side	progress.		
	coaching,			
	demonstration			
	lessons from literacy			
	coaches and district			
	resource teachers			

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

Practice	Who ensures that the	How is the	How often is the data being	How is the data being	How often is the data
	practice is informed	purpose	collected?	shared and by whom?	being reviewed and by
	by a specific purpose?	communicated?			whom?
Weekly reading	Rene Clayton	Through regular	Weekly through various	Data can be shared in	Data is reviewed monthly
walkthroughs	Christina Raimundo	administrator	tools (paper, electronic)	electronic format or through	by school- based
by	Carrie Crkvenac	meetings with	during administrative	feedback with school- based	leadership with teachers.
administrators	Gabriel Berrio	district leadership	and/or curriculum team	administrators and literacy	
	Patricia Corr	and from school-	walkthroughs.	coaches for use in school PLC	
	Carolyn Carbonell	based leadership		discussions.	
	Eric Paul	meetings with			
	District ELA/Reading	teachers during			
	curriculum	regularly			

	specialists/resource teachers in conjunction with building level leadership	scheduled staff meetings and/or PLCs			
Data chats	Rene Clayton Christina Raimundo Carrie Crkvenac Gabriel Berrio Patricia Corr Carolyn Carbonell Eric Paul District ELA/Reading curriculum specialists/resource teachers in conjunction with building level leadership	Through regular administrator meetings with district leadership and from school-based leadership meetings with teachers during regularly scheduled staff meetings and/or PLCs	Monthly – Data is collected through monthly standards-based assessment using the School City platform or through program-based data collection tools.	Monthly – School-based leadership and/or coaches with teachers.	Data is reviewed monthly by school- based leadership with teachers.
Reading Leadership Team per 6A- 6.053(3) F.A.C.	Rene Clayton Christina Raimundo Carrie Crkvenac Gabriel Berrio Patricia Corr Carolyn Carbonell Eric Paul District ELA/Reading curriculum specialists/resource teachers in conjunction with building level leadership.	Through regular administrator meetings with district leadership and from school-based leadership meetings with teachers during regularly scheduled staff meetings and/or PLCs	School-based leadership establishes the Reading Leadership Team to include school-based administration, the literacy coach and teacher representation and meets quarterly.	Quarterly schedule and agendas are maintained by the Reading Leadership Team	Quarterly by school-based administration
Monitoring of plan implementation	Rene Clayton Christina Raimundo Carrie Crkvenac Gabriel Berrio Patricia Corr Carolyn Carbonell Eric Paul	Through regular administrator meetings with district leadership and from school-based leadership meetings with	Data from reading walkthroughs and progress monitoring data are reviewed monthly	Monthly – School-based leadership and/or coaches with teachers.	Data is reviewed monthly.

Other: (Specify)	District ELA/Reading curriculum specialists/resource teachers in conjunction with building level leadership.	teachers during regularly scheduled staff meetings and/or PLCs			
(Specify)		Impler	nentation and Progress-monite	oring	
•	olving steps are in place ons based on data?	determined that the implemented in a sy	communicated if it is e plan is not being ystematic and explicit data to meet the needs of	How will district leadership pro oversight, support and follow-	· · · · · · · · · · · · · · · · · · ·
contact v support o data fron	aders have regular with district staff in of analyzing aggregated in assessments to make en decisions.	by district leadershi	dressed with school leaders, ip, to provide support and ementation of the K-12	level leadership, included coordinators and specific support with creating for reading intervention. Support and follow-upgoing to school-based intervention practices.	master schedules that allow on to occur p with curriculum members PLCs, modeling of lessons and with classroom teachers and I school-based data with PLCs

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

Requirement	How is it communicated to principals?	How is it monitored by principals?	How often is it reported to the district and in what format?	To whom is it reported at the district?	Who at the district level is responsible for following up if the professional development requirement isn't happening?
Training in multisensory reading intervention	Weekly updates from Division Assistant. Superintendents	MyPGS professional learning records, administrative reading walkthroughs	Yearly-School-based professional learning plan submitted to Assistant Superintendent and discussed in follow up meetings	Assistant Superintendents & Directors	Assistant Superintendents & Directors
Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth	Professional Learning Office, Research, Evaluation & Accountability Office, and Assistant Superintendents discuss data with school-based leaders, Coaching cycles with literacy coach	Administrative reading walkthroughs, Coaching logs, MyPGS professional learning records	Monthly through school-based and district led data meetings.	Assistant Superintendents & Directors, Professional Learning Office	Assistant Superintendents & Directors
Identification of mentor teachers	Professional Learning Office will notify principals of novice, core area teachers in need of support and communicate with principal individually	Coaching cycles with literacy coach, administrative walkthroughs	Monthly-School-based induction team mentoring logs	Professional Learning Office and Assistant Superintendents	Assistant Superintendents & Directors
Establishing of model classrooms within the school	Assistant Superintendents and Directors will share	Administrative walkthroughs and teacher evaluations	As classrooms are identified	Professional Learning Office	Assistant Superintendents & Directors

	expectations with principals based on Curriculum Department recommendations				
Providing teachers with time weekly to meet together for professional development including lesson study and	Assistant Superintendents and Directors will share Master	Administrative attendance at PLC meetings, PLC minutes	Meeting minutes uploaded monthly for Title I	Assistant Superintendent & Directors	Assistant Superintendent & Directors
PLCs	Schedule design expectations with principals.		At the beginning of the year, principals will submit Master Schedule		

Instruction

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

Requirement	How is it	How is it monitored	How is it reported to the	To whom is it	How often is it reported
	communicated to	by principals?	district?	reported at the	to the district?
	principals?			district?	
Whole group instruction utilizing	Principal meetings	Weekly reading	Schools submit master	Assistant	Annually
an evidence-based sequence of		walkthroughs	schedule that notes	Superintendent &	
reading instruction			whole group reading	Directors	
			instruction		
Small group differentiated	Principal meetings	Weekly reading	Schools submit master	Assistant	Annually
instruction in order to meet		walkthroughs	schedule that notes small	Superintendent &	
individual student needs			group reading instruction	Directors	

Budget per 6A-6.053(2) F.A.C.

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

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

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	97,232
District expenditures on reading coaches assigned to elementary schools	1,215,661
District expenditures on reading coaches assigned to secondary schools	675,366
District expenditures on intervention teachers assigned to elementary schools	342,207
District expenditures on intervention teachers assigned to secondary schools	
District expenditures on supplemental materials or interventions for elementary schools	
District expenditures on supplemental materials or interventions for secondary schools	40,000
District expenditures on reading coaches assigned to elementary schools	
District expenditures on reading coaches assigned to secondary schools	
District expenditures on professional development	71,729
District expenditures on helping teachers earn the reading endorsement	
District expenditures on summer reading camps	200,000
District expenditures on additional hour for school on the list of 300 lowest performing	0
elementary schools	
Flexible Categorical Spending	0
Sum of Expenditures	2,642,195
Amount of District Research-Based Reading Instruction Allocation	\$2,642,195

Summer Reading Camp

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

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

SIPPS Challenge, iReady Reading Instructional component, Standards Aligned comprehension
instruction with grade level complex text

Will students in grades other than 3 be served also? Yes \boxtimes No \square If yes, which grade levels? 2^{nd} Grade

Reading Allocation Literacy Coaches

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

Coaches must meet the following criteria:

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

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

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

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

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

This message has been communicated through face to face trainings and emails with principals, coaching candidates, current coaches, and district staff.

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

Professional Learning Office and Assistant Superintendents monitor the role and activities of the coach. Coaches report concerns to their administrators and district coaching team.

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

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

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

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

Requirements of the Just Read, Florida! Coaching Model per 6A-6.053(6)(c) F.A.C.

- Provide professional development on the following:
 - o the major reading components, as needed, based on an analysis of student performance data
 - o administration and analysis of instructional assessments
 - o providing differentiated instruction and intensive intervention
- Model effective instructional strategies for teachers
- Facilitate study groups
- Train teachers in data analysis and using data to differentiate instruction
- Coach and mentor colleagues
- Provide daily support to classroom teachers
- Work with teachers to ensure that evidence-based reading programs are implemented with fidelity
- Help to increase instructional density to meet the needs of all students
- Help lead and support reading leadership teams at their school(s)
- Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies
- Work frequently with students in whole and small group instruction to model and coach in other teachers' classrooms

How are these	How are	Who at the	How often is the data	What problem-
requirements being	coaches	district level is	being reviewed?	solving steps are in
communicated to	recording	monitoring		place for making
principals?	their time and	this?		decisions based on
	tasks?			the data?
Role of the coach is	New Teacher	Professional	Monthly and shared with	Bi-weekly meetings
communicated	Center online	Learning Office	administrators and	between

through	platform	Assistant	administrators and
administrative	(Kiano)	Superintendents/Directors	coaches to plan and
meetings, emails,			prioritize teacher
Canvas resources			support

Other Considerations

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

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

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

Charter schools per 6A-6.053(5)

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

Instructional Continuity Plan

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

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

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

The Decision Trees must contain the following information:

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

	Curriculum, Instruction, and Assessment Decision Tree						
Grade L	Grade Level(s): Kindergarten-5 th						
IF:	Student meets the following criteria at beginning of school year: K-FLKRS: Star Early Literacy Scale Score >437 1st- iReady Overall Reading Scale Score >362 2nd- iReady Overall Reading Scale Score >419 3rd- iReady Overall Reading Scale Score >474 4th- FSA Ela Level 3, 4, 5 OR iReady Overall Reading Scale Score >496 5th- FSA Ela Level 3, 4, 5 OR iReady Overall Reading Scale Score >512						
THEN:		TIER 1 Only					
	Initial instruction: is standards-aligned builds background and content knowledge, motivation provides print rich, systematic, scaffolded, and differentiated instruction incorporates writing in response to reading includes accommodations (IEP, ESOL or 504) incorporates the principles of Universal Design for Learning includes specially designed instruction for students with disabilities						
		Core Curriculum					
	Please indicate your core curriculum o mod	and how its use by the students served erate evidence, or promising evidence					
	McGraw Hill Wonders 2017-Using County Schools Curriculum maps r instruction. McGraw Hill Wonders instruction.	eflect adjustments in the pacin	g and standards-aligned				
TIER 1	Whole group instruction-Direct ins comprehension standards to inclu skills.		-				
	Small group instruction-Differential skills, vocabulary, and comprehens		nd reinforce foundational				
	Supported by promising evidence. Wonders ESSA Evidence Level1.pdf						
		Progress Monitoring					
	Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria to that would prompt addition of Tier 2 interventions				
	iReady Diagnostic	iReady Diagnostic on grade level	iReady Diagnostic below grade level				

VCS Progress Monitoring Assessments Frequency: 1-2x per quarter	Progress Monitoring 65% or higher	Progress Monitoring or VLT below 65%
Volusia Literacy Tests (VLT) Frequency: Quarterly	VLT 65% or higher	VLT below 65%
How is the effectiveness of Tier 1 instruction being monitored?	What procedures are in place to improve effectiveness of Tier 1 i	
School-based monthly review of Progress Monitoring and Volusia Literacy Test data using School City	Weekly administrative reading we coaches, support from curriculus	
How is the effectiveness of Tier 1 curriculum being monitored?	What procedures are in place to improve effectiveness of Tier 1 o	o identify and solve problems to curriculum?
Analysis of district data from local assessments and standardized assessments to identify areas of weakness within the curriculum needing revision		orate with the district curriculum resources based on assessment ack
How is instruction modified for studer	nts who receive instruction throu	gh distance learning?
In distance learning, teachers use retextbook materials to instruct stude	9	digital access to Wonders

Grade L	Grade Level: Kindergarten							
IF:	Student meets the following criteria at beginning of school year: FLKRS: Star Early Literacy Scale Score <437 AND Letter ID Fluency is 6-9 letters correct OR VPAS Tasks 1 & 2 (30%-70%)							
THEN:	TIER 1 instruction and TIER 2 interventions							
nstruction and TIER 2 interventions	Interventions:	interactive sma students o practice the ta Idition to core in	ll group instruction rgeted skill(s) and i	targeting foundations	ıl/barrier skills			
1 instruction interventi	TIER 2 Programs/Materials/Strategies & Duration		TIER 2 Pro	ogress Monitoring				
TIER 1 in	Bulution	Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions			

Phonemic Awareness in Young Children	Volusia Phonological Awareness Screener (VPAS) Every 2-3 Weeks	>80% on VPAS Tasks Mid-Year: Tasks 1-5 End of Year: Tasks 1-6	21-79% on VPAS Tasks Beginning of Year: Tasks 1 or 2 Mid-Year: Tasks 1-5 End of Year: Tasks 1-6	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		
Road to the Code	Volusia Phonological Awareness Screener (VPAS) Every 2-3 Weeks	>80% on VPAS Tasks Mid-Year: Tasks 1-5 End of Year: Tasks 1-6	21-79% on VPAS Tasks Beginning of Year: Tasks 1 or 2 Mid-Year: Tasks 1-5 End of Year: Tasks 1-6	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		
McGraw Hill Tier 2 Phonemic Awareness Interventions	Volusia Phonological Awareness Screener (VPAS) Every 2-3 Weeks	≥80% on VPAS Tasks Mid-Year: Tasks 1-5 End of Year: Tasks 1-6	21-79% on VPAS Tasks Beginning of Year: Tasks 1 or 2 Mid-Year: Tasks 1-5 End of Year: Tasks 1-6	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		
ABC Foundations, Road to the Code, Collaborative Classroom Letter Naming, McGraw Hill Tier 2 Phonics Interventions	Letter Naming Fluency Every 2-3 Weeks	Beginning of Year ≥10 correct letters Mid-Year ≥30 correct letters End of Year ≥40 correct letters	Beginning of Year 6-9 correct letters Mid-Year 15-29 correct letters End of Year 20-39 correct letter	Beginning of Year <6 correct letters Mid-Year <15 correct letters End of Year <20 correct letters		
	ı			,		
Number of times a week intervention provided 3-5 Number of minutes per intervention session 20-30						

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

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.

Phonemic Awareness in Young Children, Road to the Code, McGraw Hill Tier 2 Phonemic Awareness Interventions - 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 3^{rd} Grade. (Recommendation 2)

ABC Foundations, Road to the Code, Collaborative Classroom Letter Naming, McGraw Hill Tier 2 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)

How are Tier 2 interventions modified for students who receive interventions through distance learning? Intervention teachers and support staff provide additional assistance to students receiving Tier 2 interventions.

Grade Le	Grade Level: Kindergarten								
IF:		Star Earl	y Litera AND	cy Scale Score <437					
	-			t <u>OR</u> VPAS Tasks 1 & 2 (0%-	-				
THEN:	TIER 1 instruction, TIER 2	2 interv	entions	, and TIER 3 intensive int	erventions				
	 small group or one-on-one instru accommodations (IEP, ESOL, or 5 more frequent progress monitorion 								
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	TIER 3 Programs/Materials/Strategies & Duration			TIER 3 Progress Monitorii	ng				
		Assessi Frequ	ment & iency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance of that would p changes to intervention	rompt Tier 3			
	Phonemic Awareness in Young Children	Volusia Phonological Awareness Screener (VPAS) Every 2-3 Weeks		21%-79% on VPAS Tasks Beginning of Year Task 1 or 2 Mid-Year: Tasks 1-5 End of Year: Tasks 1-6	0-20% on mo one VPAS Beginning of Task 1 or Mid-Yea Tasks 1- End of Yea	Task F Year 2 Ir 5			
	Road to the Code	Volusia Phonological Awareness Screener (VPAS) Every 2-3 Weeks		21%-79% on VPAS Tasks Beginning of Year Task 1 or 2 Mid-Year: Tasks 1-5 End of Year: Tasks 1-6	0-20% on moderate one VPAS Task 1 or Mid-Year Tasks 1-End of Year Tasks 1-	Task F Year 2 Ir 5			
	ABC Foundations, Road to the Code, Collaborative Classroom Letter Naming	Letter Naming Fluency Every 2-3 Weeks		Beginning of Year 6-9 correct letters 6-9 correct letters 6-9 correct letters 6-9 correct letters 7-15-29 correct letters 7-15-29 correct letters 7-15 correct 8-15 correct 9-15 correct 9-		tters I r etters e ar			
TIER	All Tier 3 Interventions must be provided endorsement.	by a tea	cher wh	o is certified in reading or has	the reading				
	Number of times a week intervention pro	ovided	4-5	Number of minutes per intervention session		20-30			
	intervention, including alignment wit Administrative walkthroughs, training of l	What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction? 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							

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

Phonemic Awareness in Young Children, Road to the Code - 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)

Road to the Code, Collaborative Classroom Letter Naming- 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)

How are Tier 3 interventions modified for students who receive interventions through distance learning? Intervention teachers and support staff provide additional assistance to students receiving Tier 3 interventions.

Grade Level: 1st

IF:	Student meets the following criteria at beginning of school year: iReady Overall Reading Scale Score 346-361						
THEN:	TIER 1 instruction and TIER 2 interventions						
v	Interventions:						
ntion	TIER 2 Programs/Materials/Strategies & Duration		TIER 2 Progr	ess Monitoring			
d TIER 2 interver	& Durution	Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions		
TIER 1 instruction and TIER 2 interventions	Phonemic Awareness in Young Children, Kilpatrick's One Minute PA Activities, McGraw Hill Tier 2 Phonemic Awareness Interventions, SIPPS Beginning	Volusia Phonological Awareness Screener (VPAS) Every 2-3 Weeks	≥80% on VPAS Tasks Beginning of Year: Tasks 1-6 Mid-Year Tasks 1-9 End of Year: Tasks 1-11a & 12a	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	0-20% on VPAS Tasks Beginning of Year: Tasks #1-9 Mid-Year: Tasks #1-12a End of Year: Tasks #1-12d		
	McGraw Hill Tier 2 Phonics Interventions, SIPPS Beginning	Phonics Survey: Every 2-3 weeks after instruction <u>Or</u> SIPPS Mastery Tests	≥90% on Phonics Survey Tasks 2-4b	21-89% on QPA Tasks 2-4b Or SIPPS Placement into Beginning Level	0-20% on more than one QPA Task Tasks 2-4b		

Choral reading, echo reading, and repeated reading with decodable and grade-level text	DIBELS O Reading Flu (ORF) Every 2- Weeks	iency	DIBELS ORF Minimal Risk (DIBELS 8 th Edition Fluency Flow Chart)	DIBELS ORF Some Risk (DIBELS 8 th Edition Fluency Flow Chart)	DIBEI At (DIB Edition Flow	Ri EL:
Number of times a week interventi	on provided	3-5	Number of minu	tes per intervention se	ession	
	•	-		ervention lessons and ISS committee review	•	rce
instructional feedback to teachers, s recommendations for schools Explain how the use of the program	support from cu	urriculu	um department, M	TSS committee review	of resou	
recommendations for schools	ns/materials/sidren, Kilpatrick'sinning - The phased on What We	trateg	ies is supported by Minute PA Activitie gical awareness stra earinghouse in the	strong evidence, mod s, McGraw Hill Tier 2 Fategies used in these p	of resou derate even	id
Explain how the use of the program or promising evidence. Phonemic Awareness in Young Child Awareness Interventions, SIPPS Beg supported by strong evidence as cit	ns/materials/sidren, Kilpatrick'. inning - The phased on What Wein Kindergarter	tratega 's One a conolog orks Cl n throu	ies is supported by Minute PA Activitie gical awareness stra earinghouse in the	strong evidence, mod s, McGraw Hill Tier 2 Footegies used in these p Practice Guide: Found commendation 2)	of resou derate even	ide

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 modified for students who receive interventions through distance learning? Intervention teachers and support staff provide additional assistance to students receiving Tier 2 interventions.

Grade Le	evel: 1 st				
IF:	Student meets the following criteria at beginning of school year: iReady Overall Reading Scale Score <346				
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions				
TIER 1 instruction, TIER 2 interventions, and	Immediate, intensive intervention:				

TIER 3 Programs/Materials/Strategies & Duration	Assessment & Frequency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt changes to Tier 3 interventions
Phonemic Awareness in Young Children, Kilpatrick's One Minute PA Activities, McGraw Hill Tier 2 Phonemic Awareness Interventions, SIPPS Beginning	Volusia Phonological Awareness Screener (VPAS) Every 2-3 Weeks	21-79% on VPAS Tasks Beginning of Year: Tasks 1-6 Mid-Year Tasks 1-9 End of Year: Tasks 1-11a & 12a	0-20% on more than one VPAS Task Mid-Year Tasks 1-9 End of Year : Tasks 1-11a & 12a
SIPPS Beginning with Intensive Multisensory Instruction	Phonics Survey/QPA Every 2-3 weeks after instruction Or SIPPS Mastery Tests	21-89% on QPA Tasks 2-4b	0-20% on Phonics Survey Tasks 2-4b
Choral reading, echo reading, and repeated reading with decodable and grade-level text	DIBELS Oral Reading Fluency (ORF) Every 2-3 Weeks	DIBELS ORF Some Risk (DIBELS 8 th Edition Fluency Flow Chart)	Minimal to no increase in oral reading fluency (WCPM)

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

Number of times a week intervention provided	4-5	Number of minutes per intervention	20-30
		session	

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?

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.

Phonemic Awareness in Young Children, Kilpatrick's One Minute PA Activities, McGraw Hill Tier 2 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)

McGraw Hill Tier 2 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)

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 modified for students who receive interventions through distance learning? Intervention teachers and support staff provide additional assistance to students receiving Tier 3 interventions.

Grade L	evel: 2 nd							
Œ:	Student meets the following criteria at beginning of school year: iReady Overall Reading Scale Score 380-418							
THEN:	TIER :	1 instruction	on an	d TIER 2 interve	ntions			
	Interventions:						skills	
	TIER 2 Programs/Materials/Strategies & Duration			TIER 2 Progi	ress Monitoring			
tion and TIER 2 interventions		Assessment & Frequency		Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction			
	Kilpatrick's One Minute PA Activities, McGraw Hill Tier 2 Phonemic Awareness Interventions, SIPPS Beginning, SIPPS Extension	Volusia Phonological Awareness Screener (VPAS) Every 2-3 Weeks		≥80% on VPAS Tasks #1-12e	21-79% on VPAS Tasks Tasks #1-11a & Task 12a	0-20% on more than one VPAS Task Task 1-11a & Task 12a		
	McGraw Hill Tier 2 Phonics Interventions, SIPPS Beginning, SIPPS Extension	Phonics Survey/QPA: Every 2-3 weeks after instruction Or SIPPS Mastery Tests		≥90% on Phonics Survey/QPA Tasks Tasks 2-6b	50-89% on more than one Phonics Survey/QPA Tasks Tasks 2-6b	Pho Surve	% on onics y/QPA s 2-6b	
TIER 1 instructio	Choral reading, echo reading, and repeated reading with decodable and grade-level text	DIBELS Oral Reading Fluency (ORRF) Every 2-3 Weeks		DIBELS ORF Minimal Risk (See DIBELS Fluency Flow Chart)	DIBELS ORF Some Risk (See DIBELS Fluency Flow Chart)	DIBELS ORF At Risk (See DIBELS Fluency Flow Chart)		
	Number of times a week intervention	provided	3-5	Number of minut	tes per intervention se	ession	20-30	
	What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction? 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, McGraw Hill Tier 2 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, SIPPS Extension - Promising Evidence (provided by vendor- Collaborative Classrooms)

McGraw Hill Tier 2 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)

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 modified for students who receive interventions through distance learning? Intervention teachers and support staff provide additional assistance to students receiving Tier 2 interventions.

Grade Level: 2 nd								
IF:	Student meets the following criteria at beginning of school year: iReady Overall Reading Scale Score <380							
THEN:	TIER 1 instruction, TIER	R 2 interve	entions,	and TIER 3 intensive int	terventions			
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions		struction						
ensiv	TIER 3 Programs/Materials/Strategies & Duration	TIER 3 Progress Monitorin	TIER 3 Progress Monitoring					
d TIER 3 Inte	Duration	Assessment & Frequency		Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt changes to Tier 3 interventions			
ventions, ar	Kilpatrick's One Minute PA Activities, McGraw Hill Tier 2 Phonemic Awareness Interventions, SIPPS Beginning, SIPPS Extension	Volusia Phonological Awareness Screener (VPAS) Every 2-3 Weeks		2179% on VPAS Tasks Tasks #1-11a & Task 12a				
rIER 2 inter	SIPPS Beginning with Intensive Multisensory Instruction, SIPPS Extension with Intensive Multisensory Instruction	Phonics Survey/QPA: Every 2-3 weeks after instruction <u>Or</u> SIPPS Mastery Tests		50-89% on Phonics Survey/QPA Tasks 2-6b Or SIPPS Mastery Tests	0-20% on more than one Phonics Survey/QPA Tasks 2-6b			
struction, TI	Choral reading, echo reading, and repeated reading with decodable and grade-level text	DIBELS Oral Reading Fluency (ORF) Every 2-3 Weeks		DIBELS ORF Some Risk (See DIBELS Fluency Flow Chart)	Minimal to no inci in oral reading fluc Flow (WCPM)			
R 1 ii	All Tier 3 Interventions must be provided b	by a teacher v	vho is cert	ified in reading or has the readi	ng endorsement.			
TE	Number of times a week intervention	provided	4-5	Number of minutes per intervention session		20-30		

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?

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, McGraw Hill Tier 2 Phonemic Awareness Interventions, SIPPS Beginning, SIPPS Extension - 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)

McGraw Hill Tier 2 Phonics Interventions, SIPPS Beginning, SIPPS Extension- 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)

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 modified for students who receive interventions through distance learning? Intervention teachers and support staff provide additional assistance to students receiving Tier 3 interventions.

Grade Level: 3 rd								
IF:	Student meets the following criteria at beginning of school year: iReady Overall Reading Scale Score 414-473							
THEN:	TIER 1 instruction and TIER 2 interventions							
	Interventions:							
	TIER 2 Programs/Materials/Strategies & Duration		TIER 2 Prog	ress Monitoring				
TIER 1 instruction and TIER 2 interventions		Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions			
	Kilpatrick's One Minute PA Activities, McGraw Hill Tier 2 Phonemic Awareness Interventions, SIPPS Extension	Volusia Phonological Awareness Screener (VPAS) Every 2-3 Weeks	≥80% on VPAS Tasks 1-12d Except 11c, 12e	21-79% on VPAS Tasks Tasks 1-12d Except 11c, 12e	0-20% on more than one VPAS Tasks Tasks 1-12d Except 11c, 12e			
	McGraw Hill Tier 2 Phonics Interventions, SIPPS Extension, SIPPS Challenge	Phonics Survey/QPA: Every 2-3 weeks after instruction Or SIPPS Mastery Tests/Progress Monitoring	≥90% on Phonics Survey/QPA Tasks 2-9a	50-89% on Phonics Survey/QPA Tasks 2- 9a Or SIPPS Assessments	<50% on more than one Phonics Survey/QPA Tasks 2-9a			
TIER 1	Choral reading, echo reading, and repeated reading with decodable and grade-level text	DIBELS Oral Reading Fluency (ORRF) Every 2-3 Weeks	DIBELS ORF Minimal Risk (See DIBELS Fluency Flow Chart)	DIBELS ORF Some Risk (See DIBELS Fluency Flow Chart)	DIBELS ORF At Risk (See DIBELS Fluency Flow Chart)			
	Ready Reading, Ready Tools for Instruction, Reciprocal Teaching	Volusia Progress Monitoring Assessments Every 3-4 Weeks OR iReady Comprehension Scale Score	iReady Literature or IReady Informational Comprehension Scale Score of 514 or above OR 70% or higher on Volusia Progress Monitoring Assessments	51%-69% on District Assessments	Consistently scores <50% on District Assessments and does not have foundational skills deficits			

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

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, McGraw Hill Tier 2 Phonemic Awareness Interventions, 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)

McGraw Hill Tier 2 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)

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)

Ready Reading, Ready Tools for Instruction-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 modified for students who receive interventions through distance learning?

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

Grade Le	Grade Level: 3 rd					
IF:	Student meets the following criteria at beginning of school year: iReady Overall Reading Scale Score <414					
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions					
TIER 1 instruction, TIER 2 interventions, and	Immediate, intensive intervention:					

TIER 3 Programs/Materials/Strategies & Duration	Assessment & Frequency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt changes to Tier 3 interventions
Kilpatrick's One Minute PA Activities, McGraw Hill Tier 2 Phonemic Awareness Interventions, SIPPS Beginning	Volusia Phonological Awareness Screener (VPAS) Every 2-3 Weeks	21-79% on VPAS Tasks 1-12d Except 11c, 12e	0-20% on more than one VPAS Task Tasks 1-12d Except 11c, 12e
SIPPS Extension with Intensive Multisensory Instruction, SIPPS Challenge with Intensive Multisensory Instruction	Phonics Survey/QPA: Every 2-3 weeks after instruction <u>Or</u> SIPPS Mastery Tests	50-89% on Phonics Survey/QPA Tasks 2-9a Or SIPPS Mastery Tests	0-20% on more than one Phonics Survey/QPA Tasks 2-9a
Choral reading, echo reading, and repeated reading with decodable and grade-level text	DIBELS Oral Reading Fluency (ORF) Every 2-3 Weeks	DIBELS ORF Some Risk (See DIBELS Fluency Flow Chart)	Minimal to no increase in oral reading fluency (WCPM)
Ready Reading, Ready Tools for Instruction, Reciprocal Teaching	Volusia Progress Monitoring Assessments Every 3-4 Weeks OR iReady Comprehension Scale Score	51-69% on District Assessments	Minimal to no improvement on District Assessments and does not have foundational skill deficits
All Tier 3 Interventions must be provided endorsement.	d by a teacher who i	s certified in reading or has	the reading

Number of times a week intervention provided	4-5	Number of minutes per intervention	20-30
		session	

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?

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, McGraw Hill Tier 2 Phonemic Awareness Interventions, 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)

McGraw Hill Tier 2 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)

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)

Ready Reading, Ready Tools for Instruction-**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 modified for students who receive interventions through distance learning?

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

IF:	Student meets the following criteria at beginning of school year: FSA Level 1 or 2 AND/OR iReady Overall Reading Scale Score 443-495							
THEN:	TIER 1 instruction and TIER 2 interventions							
	 provide systematic, explicit are matched to the needs of provide multiple opportunit 	ities to practice the targeted skill(s) and receive feedback d in addition to core instruction						
TIER 1 instruction and TIER 2 interventions	TIER 2 Programs/Materials/Strategies &		TIER 2 Progre	ess Monitoring				
	Duration	Assessment & Frequency		Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions			
	Kilpatrick's One Minute PA Activities, McGraw Hill Tier 2 Phonemic Awareness Interventions, SIPPS Plus	Volusia Phonological Awareness Screener (VPAS) Every 2-3 Weeks	<u>></u> 80% on VPAS Tasks 1-12d Except 11c, 12e	21-79% on VPAS Tasks Tasks 1-12d Except 11c, 12e	0-20% on more than one VPAS Tasks Tasks 1-12d Except 11c, 12e			
	McGraw Hill Tier 2 Phonics Interventions, SIPPS Plus, REWARDS	Phonics Survey/QPA: Every 2-3 weeks after instruction <u>Or</u> SIPPS Mastery Tests	≥90% on Phonics Survey/QPA Tasks 2-9b	50-89% on Phonics Survey/QPA Tasks 2- 9b Or SIPPS Assessments	<50% on more than one Phonics Survey/QPA Tasks 2-9b			
TE TE	Repeated reading with grade-level text (when appropriate)	DIBELS Oral Reading Fluency (ORRF) Every 2-3 Weeks	DIBELS ORF Minimal Risk (See DIBELS Fluency Flow Chart)	DIBELS ORF Some Risk (See DIBELS Fluency Flow Chart)	DIBELS ORF At Risk (See DIBELS Fluency Flow Chart)			
	Ready Reading, Ready Tools for Instruction, Reciprocal Teaching	Volusia Progress Monitoring Assessments Every 3-4 Weeks OR iReady Comprehension Scale Score	iReady Literature or IReady Informational Comprehension Scale Score of 552 or above OR 70% or higher on Volusia Progress Monitoring Assessments	51%-69% on District Assessments	Consistently scores <50% on District Assessments and does not have foundational skills deficits			

Number of times a week intervention provided	3-5	Number of minutes per intervention session	20-30

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

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, McGraw Hill Tier 2 Phonemic Awareness Interventions, SIPPS Plus - 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)

McGraw Hill Tier 2 Phonics Interventions-Promising Evidence (provided by vendor)

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)

Ready Reading, Ready Tools for Instruction-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 modified for students who receive interventions through distance learning?

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

Grade Level: 4 th								
IF:	Student meets the following criteria at beginning of school year: FSA Level 1 or 2 AND/OR iReady Overall Reading Scale Score <443							
THEN:	TIER 1 instruction, TIER 2	2 interv	entions, a	and TIER 3 intensive in	terventions			
terventions, and TIER 3 Intensive Interventions	· · •	n based on student need -on-one instruction						
	TIER 3 Programs/Materials/Strategies & Duration			TIER 3 Progress Monitori	ng			
	Duration		sment & quency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt changes to Tier 3 interventions			
	Kilpatrick's One Minute PA Activities, McGraw Hill Tier 2 Phonemic Awareness Interventions, SIPPS Plus	Volusia Phonological Awareness Screener (VPAS) Every 2-3 Weeks		21-79% on VPAS Tasks 1-12d Except 11c, 12e	0-20% on more VPAS Tas Tasks 1-1. Except 11c,	sk 2d		
	SIPPS Plus with Intensive Multisensory Instruction, SIPPS Challenge with Intensive Multisensory Instruction, REWARDS	Phonics Survey/QPA: Every 2-3 weeks after instruction Or SIPPS Mastery Tests		50-89% on Phonics Survey/QPA Tasks 2-9a Or SIPPS Mastery Tests	0-20% on mo one Phon Survey/Q Tasks 2-9	ics PA		
on, TIER 2 ir	Repeated reading with grade-level text	Readir ((ELS Oral g Fluency DRF) 2-3 Weeks	DIBELS ORF Some Risk (See DIBELS Fluency Flow Chart)	Minimal to no increase in ora reading fluence (WCPM)			
TIER 1 instruction, TIER	Ready Reading, Ready Tools for Instruction, Reciprocal Teaching	Volusia Progress Monitoring Assessments Every 3-4 Weeks OR iReady Comprehension Scale Score		51-69% on District Assessments	Minimal to improveme District Asses and does no foundationa deficits	nt on sments t have al skill		
	All Tier 3 Interventions must be provided endorsement.	l by a ted	icher who is	s certified in reading or has	the reading			
	Number of times a week intervention pr	ovided	4-5	Number of minutes per in session	ntervention	20-30		

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?

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, McGraw Hill Tier 2 Phonemic Awareness Interventions, SIPPS Plus - 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)

McGraw Hill Tier 2 Phonics Interventions-Promising Evidence (provided by vendor)

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)*

Ready Reading, Ready Tools for Instruction-**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 3 interventions modified for students who receive interventions through distance learning?

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

Grade Level: 5 th								
IF:	Student meets the following criteria at beginning of school year: FSA Level 1 or 2 AND/OR iReady Overall Reading Scale Score 460-511							
THEN :	TIER 1 instruction and TIER 2 interventions							
	Interventions:							
	TIER 2 Programs/Materials/Strategies & Duration	TIER 2 Progress Monitoring						
uction and TIER 2 interventions	Duration	Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions			
TIER 1 instruction and TIER	Kilpatrick's One Minute PA Activities, McGraw Hill Tier 2 Phonemic Awareness Interventions, SIPPS Plus	Volusia Phonological Awareness Screener (VPAS) Every 2-3 Weeks	≥80% on VPAS Tasks 1-12d Except 11c, 12e	21-79% on VPAS Tasks Tasks 1-12d Except 11c, 12e	0-20% on more than one VPAS Tasks Tasks 1-12d Except 11c, 12e			
	McGraw Hill Tier 2 Phonics Interventions, SIPPS Plus, SIPPS Challenge	Phonics Survey/QPA: Every 2-3 weeks after instruction Or SIPPS Mastery Tests	≥90% on Phonics Survey/QPA Tasks 2-9b	50-89% on Phonics Survey/QPA Tasks 2-9b Or SIPPS Assessments	<50% on more than one Phonics Survey/QPA Tasks 2-9b			
	Repeated reading with grade-level text	DIBELS Oral Reading Fluency (ORRF) Every 2-3 Weeks	DIBELS ORF Minimal Risk (See DIBELS Fluency Flow Chart)	DIBELS ORF Some Risk (See DIBELS Fluency Flow Chart)	DIBELS ORF At Risk (See DIBELS Fluency Flow Chart)			

Ready Reading, Ready Tools for Instruction, Reciprocal Teaching	Volusia Progress Monitoring Assessments Every 3-4 Weeks OR iReady Comprehensio n Scale Score	iReady Literature or IReady Informational Comprehension Scale Score of 576 or above OR 70% or higher on Volusia Progress Monitoring Assessments	51%-69% on District Assessments	scor on Asse and I foun	sistently es <50% District essments does not have idational is deficits
Number of times a week intervention provided	3-5	Number of minu	ites per intervention	1	20-30

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

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, McGraw Hill Tier 2 Phonemic Awareness Interventions, SIPPS Plus - 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)

McGraw Hill Tier 2 Phonics Interventions-Promising Evidence (provided by vendor)

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)

Ready Reading, Ready Tools for Instruction-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 modified for students who receive interventions through distance learning? Intervention teachers and support staff provide additional assistance to students receiving Tier 2 interventions.

Grade Level: 5 th									
IF:	Student meets the following criteria at beginning of school year: FSA Level 1 or 2 AND/OR iReady Overall Reading Scale Score <460								
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions								
	 small group or one-on-one in accommodations (IEP, ESOL, more frequent progress more) 								
us	TIER 3 Programs/Materials/Strategies & Duration			TIER 3 Progress I	Monitoring				
ITIER 3 Intensive Interventions			sment & uency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that prompt changes to Ti interventions				
	Kilpatrick's One Minute PA Activities, McGraw Hill Tier 2 Phonemic Awareness Interventions, SIPPS Plus	Volusia Phonological Awareness Screener (VPAS) Every 2-3 Weeks 21-79% on VPAS Tasks 1-12d Except 11c, 12e Screener (VPAS)		0-20% on more than one VPAS Task Tasks 1-12d Except 11c, 12e					
terventions, and TIER	SIPPS Plus with Intensive Multisensory Instruction, SIPPS Challenge with Intensive Multisensory Instruction, REWARDS	Phonics Survey/QPA: Every 2-3 week after instruction Or SIPPS Mastery Tests		50-89% on Phonics Survey/QPA Tasks 2- 9a Or SIPPS Mastery Tests	0-20% on more than one Phoni Survey/QPA Tasks 2-9a				
ion, TIER 2 inter	Repeated reading with grade- level text	DIBELS Oral Reading Fluency (ORF) Every 2-3 Weeks		DIBELS ORF Some Risk (See DIBELS Fluency Flow Chart)	Minimal to no increase in oral reading fluency (WCPM)				
TIER 1 instruction, TIER	Ready Reading, Ready Tools for Instruction, Reciprocal Teaching	Volusia Progress Monitoring Assessments Every 3-4 Weeks OR iReady Comprehension Scale Score		51-69% on District Assessments	Minimal to no improvement of District Assessments and doe not have foundational skill deficits				
	All Tier 3 Interventions must be provendorsement.	vided by	a teacher	who is certified in readi	ng or has the reading				
	Number of times a week intervention provided	on	4-5	Number of minutes pe	r intervention session	20-30			

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?

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, McGraw Hill Tier 2 Phonemic Awareness Interventions, SIPPS Plus - 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)

McGraw Hill Tier 2 Phonics Interventions-Promising Evidence (provided by vendor)

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)

Ready Reading, Ready Tools for Instruction-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 3 interventions modified for students who receive interventions through distance learning?

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

Middle School

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 6 - 8

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

- Historical state ELA FSA test data is Level 3 or above

AND

- 6th grade: iReady Overall Placement Scale Score from mid-year grade 5 is 581 or greater
- **7th and 8th grade:** scores on local DIAs are 60% or higher; scores on local VLTs of 6 or higher on the 10 point rubric

THEN: TIER 1 Only

TIER

Initial instruction:

- 1
- is standards-aligned
- builds background and content knowledge, motivation
- provides print rich, systematic, scaffolded, and differentiated instruction
- incorporates writing in response to reading
- includes accommodations (IEP, ESOL or 504)
- incorporates the principles of Universal Design for Learning
- includes specially designed instruction for students with disabilities

Core Curriculum

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

Students are served in core ELA classes using the Florida Collections curriculum from HMH. According to edreports.org, this curriculum ranks as a high partially meets expectations in Gateway One of Text Quality, but a lower partially meets expectations in Gateway 2 of Building Knowledge. The VCS curriculum maps have been built to add writing and reading context to create more thorough and connected learning experiences across reading, writing, speaking, and listening component standards including connections to vocabulary and grammar instruction.

ESSA Evidence: Promising Evidence https://www.hmhco.com/research/essa/essa-solutions-comparison-chart

Progress Monitoring									
Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria to that would prompt addition of Tier 2 interventions							
Quarterly Assessment of Standards (AOS) mid- point check – 4 times per year	Consistently scores 70% or higher average	Consistently scores less than 70% average							
District Interim Assessment (DIAs) – 3 times per year – End of Quarter	Consistently scores 60% or higher average	Consistently scores less than 60% average							
Volusia Literacy Test of Text-based Writing 2 times per year – Argument mode & Informative mode	Consistently scores 6 or higher (using the state 10 point FSA ELA Writing rubric)	Consistently scores less than 6 points on the FSA ELA Writing rubric							
How is the effectiveness of Tier 1 instruction being monitored?	What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?								
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.	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?	What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?								
Analysis of district data from local assessments and standardized assessments to identify areas of weakness within the curriculum needing revision.	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 modified for students who receive instruction through distance learning?

In distance learning, teachers utilize Edgenuity curriculum along with digital access to their *Florida Collections* textbook materials for instruction of students.

	Grade Level – Incoming 6 ^t	^h grader					
IF:	Student meets the following criteria at beginning of school year: - The student previously scored a high level "1" or level "2" on the ELA FSA historical reading assessment AND - iReady Overall Placement Scale Score from mid-year grade 5 is a 496 - 580						
THEN:	TIER 1 instruction and TIER 2 interventions						
TIER 1	Interventions:						
instruction and	are standards-aligned						
TIER 2	address gaps and reduce barriers to students' ability to meet Tier 1 expectations						
interventions	provide systematic, explicit, and interactive small group instruction targeting foundational/barrier attitudes.						
	skills • are matched to the needs of	f the students					
	 provide multiple opportuniti 		e targeted skill(s) a	nd receive feedbaci	k		
	occurs during time allotted in addition to core instruction						
	 includes accommodations (I TIER 2 Programs/Materials/Strategies 	EP, ESUL 01 504)	TIER 2 Progre	ess Monitoring			
	& Duration	Assessment &	Performance	Performance	Performance		
		Frequency	Criteria to discontinue Tier 2 intervention	Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Criteria that would prompt addition of Tier 3 interventions		
	(1000010 2) M/J INTENS READ	FAIR-FS	Scores 99 or higher	Scores below 99	Scores below 99		
	course, Tier 2 reading	3 times per year	in the area of Reading	in the area of Reading	in Reading Comprehension		
	UnboundEd ELA Curriculum		Comprehension	Comprehension	(RC)		
	Modules for grade 6 with		(RC)	(RC)	with no growth		
	emphasis on comprehension and vocabulary supports through reading and writing to text		and	and/or	and		
	, ,		Scores in the areas of Word	Scores in the areas of Word	Scores in Word Recognition (WRT)		
	Includes fluency groups and a combination of whole class and		Recognition (WRT)	Recognition (WRT)	and Vocabulary		
	teacher directed small group		and Vocabulary Knowledge (VKT)	and Vocabulary Knowledge (VKT)	Knowledge (VKT) are both 30 or		
	instruction.		are both 31 or	are both 30 or	lower		
	Duration: Full school year (high level 1 and low level 2 FSA		higher	lower	with no growth		
	ELA)		and/or	and/or	and/or		
			Meets successful AOS, DIA, and VLT performance criteria from Tier 1 chart	Erratic performance across grade level AOSs, DIAs, and VLTs from Tier 1 chart	Erratic or declining performance across grade level AOSs, DIAs, and VLTs from Tier 1 chart		
	(100001 02) M/J INTENS READ course, Tier 2 reading, section level 1ACH	FAIR-FS 3 times per year	Scores 99 or higher Reading	Scores below 99 in the area of Reading	Scores below 99		

Achieve 3000 Curriculum with		Comprehension	Comprehension	in Reading
		(RC)	(RC)	Comprehension
emphasis on comprehension a	Level Set	(110)	(110)	(RC)
vocabulary supports.	assassment	and	and/or	with no growth
Curriculum differentiates by L	exile	ana	ana, or	with no growth
level and student tasks are		Scores in Word	Scores in the areas	and
combination of whole group,		Recognition (WRT)	of Word	
independent, and teacher led		and Vocabulary	Recognition (WRT)	Scores in Word
small group.		Knowledge (VKT)	and Vocabulary	Recognition (WRT)
Duration: Full school year		are both 31 or	Knowledge (VKT)	and Vocabulary
(high Level 2 scale score FSA E	LA)	higher	are both 30 or	Knowledge (VKT)
(g.: =================================	- 7		lower	are both 30 or
		and		lower
		Shows grade level	and	with no growth
		Lexile Level Set		
		scores	Shows modest	and/or
			growth on Lexile	
		and/or	Level Set scores	shows a decline in
		Meets successful		Lexile on
		AOS, DIA, and VLT		Level Set scores
		performance	and/or	
		criteria from		and/or
		Tier 1 middle school	Erratic performance	
		chart.	across grade level	Erratic or declining
			AOSs, DIAs, and	performance
			VLTs from Tier 1	across grade level
			middle school	AOSs, DIAs, and
			chart.	VLTs from Tier 1
				chart.
Number of times a week	5 times per week	Number of minute	es per intervention	45 minutes per
intervention provided		session	-	session
	•	•		,

intervention providedsessionsessionWhat procedures are in place to identify and solve problems to improve effectiveness of Tier 2

intervention, including alignment with core curriculum and instruction?

High impact and high performing teachers collaborate with the district curriculum department to revise curriculum resources related to UnboundEd. 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.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence. ESSA Levels are currently not available for this curriculum. Edreports.org rates the UnboundEd curriculum, which is part of Engage NY, as meeting expectations for grade level standards. We have created VCS curriculum maps to include scaffolds for comprehension and vocabulary along with fluency based small groups to support use of these modules with Tier 2 readers in

reaching grade level standards.

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

Students can continue learning through Achieve 3000 in a distance learning situation.

Students in Tier 2 supports with Unbound ED/Engage New Your grade level ELA modules may have a combination of Edgenuity Intensive Reading and/or access to a Canvas course with curriculum from Unbound ED/Engage NY grade level ELA modules.

	Grade Level – Incoming 6 th gra	ader				
IF:	Student meets the following criteria at The student previously scored a leassessment data iReady Overall Placement Scale Score is leady Vocabulary Scale Score is least student is identified ESOL/LY and than 541 and iReady Vocabulary Scale Score is least student is identified ESOL/LY and than 541 and iReady Vocabulary Scale Score is least student is identified ESOL/LY and than 541 and iReady Vocabulary Scale Score is least student is identified ESOL/LY and than 541 and iReady Vocabulary Scale Score is least student in the scale in the scale is student in the scale in the scale is student in the scale in the	evel "1" of AND core from ess than 4 iReady Ov	mid-year g 198 OR Verall Place	"2" on the ELA FSA historic grade 5 is less than or equa ement Scale Score from mic	l to 495 ar	nd
THEN:	TIER 1 instruction, TIER 2 in	tervent	ions, and	TIER 3 intensive inte	rvention	S
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	mediate, intensive intervention:					
	TIER 3 Programs/Materials/Strategies &			TIER 3 Progress Monitoring		
	Duration		sment & uency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	that wou changes	nce Criteria Id prompt Is to Tier 3 Intions
	(100001 03) M/J INTENS READ		R-FS	Growth on FAIR-FS	Lack of gro	
	Read 180 Universal or NG System 44	3 times	per year	Improve in WRT and VKT to 31 or higher	FAIR-FS	or VKT in
	Duration: Full year In both of these programs, students have whole group, teacher led small group, independent software adaptive small group, and independent reading with writing log time along with the opportunity to take Reading Counts quizzes. All students receive targeted intervention in fluency, vocabulary, and comprehension. Some students receive instruction in phonics and/or phonemic awareness based on placement in System 44. All Tier 3 Interventions must be provided	If score or 600 Lex than tak Inventory score is an Advancin than this system 44 REAI Repeat PI with RI ur is 601 or h	Inventory RI) per year n initial RI is ile or less te Phonics y (PI) and if nything but te Decoder student is in t instead of D 180. as needed ntil student ligher on RI.	And/or Reach Grade level College and Career Ready Lexile level based on RI.	Lack of gro or PI within 180/Syster Continues with grade assessmen DIA, VLT.	n READ n 44 to struggle level Tier 1 ts – AOS,
	All Tier 3 Interventions must be provided endorsement.	by a teac	ner who is	certifiea in reading or has	tne readi	ng
	Number of times a week intervention pro	vided	5 times	Number of minutes per intervention session		45 minutes
	What procedures are in place to ident	ify and s			veness of	
	intervention, including alignment with Dedicated district level Reading Resource model teaches and side-by-side coaches v literacy coaches. Reading Resource teache and stretch text activities and options to a	teacher sports that the second	rriculum o pends four er 3 READ s alignmen	and instruction? of five days a week doing 180/System 44 teachers ar t of interventions, small gr	classroom nd school-	visits, based

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence. On the website evidenceforESSA.org, READ 180/System 44 rate as strong evidence. According to What Works Clearinghouse, READ 180/System 44 was found to have positive effects on comprehension and general literacy achievement with potentially positive effects on reading fluency for adolescent readers.

	Grade Level – Incoming 6 th grad	ler		
IF:	Student meets the following criteria at begin		r:	
	 The student previously scored a level assessment data student is identified ESOL/LY and iRe than 541 and iReady Vocabulary Sca 	AND eady Overall Place	ment Scale Score from mic	
THEN:	TIER 1 instruction, TIER 2 inte	erventions, and	I TIER 3 intensive inte	rventions
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	Immediate, intensive intervention:	on) than TIER 1 instru		
interventions	TIER 3 Programs/Materials/Strategies &	to core mstructi	TIER 3 Progress Monitoring	
	Duration	Assessment & Frequency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt changes to Tier 3 interventions
	(1002181) M/J DE LA ESOL READ Read 180 Universal or NG System 44 Duration: Full year In both of these programs, students have whole group, teacher led small group, independent software adaptive small group, and independent reading with writing log time along with the opportunity to take Reading Counts quizzes. All students receive targeted intervention in fluency, vocabulary, and comprehension. Some students receive instruction in phonics and/or phonemic awareness based on placement in System 44.	FAIR-FS 3 times per year Reading Inventory (RI) 3 times per year If score on initial RI is 600 Lexile or less than take Phonics Inventory (PI) and if score is anything but Advancing Decoder than this student is in System 44 instead of READ 180. Repeat PI as needed with RI until student is 601 or higher on		Lack of growth in WRT and/or VKT in FAIR-FS Lack of growth on RI or PI within READ 180/System 44 Continues to struggle with grade level Tier 1 assessments – AOS, DIA, VLT.
	All Tier 3 Interventions must be provided by endorsement and is ESOL endorsed or certif		certified in reading or has	the reading

Number of times a week intervention provided	5 times	Number of minutes per	90
	per week	intervention session	minutes

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?

Dedicated district level Reading Resource teacher spends four of five days a week doing classroom visits, model teaches and side-by-side coaches with the Tier 3 READ 180/System 44 teachers and school-based literacy coaches. She is able to suggest alignment of interventions, small group adjustments, and stretch text activities and options to align with core curriculum. Additionally, these classrooms have support from district based ESOL Resource Teacher. The increased time allows these identified students to have more minutes to increase language acquisition.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence. On the website evidencefor ESSA.org, Five studies of READ 180 met inclusion standards. Two of these had statistically significant positive effects in comparison to control groups, qualifying READ 180 for the ESSA "Strong" category. According to What Works Clearinghouse, READ 180/System 44 was found to have positive effects on comprehension and general literacy achievement with potentially positive effects on reading fluency for adolescent readers.

How are Tier 3 interventions modified for students who receive interventions through distance learning? Read 180/System 44 adaptive computer-based supports continue to be active for students in a distance learning situation. Teachers can also continue to support through use of Microsoft Teams by either calling or doing video supports with students individually or in small groups.

IF.	 The student previously scored a high level "1" or level "2" on the ELA FSA historical state reading assessment data					
THEN:	TIER 1 inst	TIER 1 instruction and TIER 2 interventions				
TIER 1 instruction and TIER 2 interventions	 are standards-aligned address gaps and reduce barriers to students' ability to meet Tier 1 expectations provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills are matched to the needs of the students provide multiple opportunities to practice the targeted skill(s) and receive feedback occurs during time allotted in addition to core instruction includes accommodations (IEP, ESOL or 504) 					
	TIER 2 Programs/Materials/Strategies &		TIER 2 Progi	ress Monitoring		
	Duration	Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions	
	(10000102) M/J INTENS READ course, Tier 2 reading UnboundEd ELA Curriculum Modules for grade 7 or grade 8 with emphasis on comprehension and vocabulary supports through reading and writing to text. Includes fluency groups and a combination of whole class and teacher directed small group instruction. Duration: Full school year	FAIR-FS 3 times per year	Scores 99 or higher in the area of Reading Comprehension (RC) and Scores in the areas of Word Recognition (WRT) and Vocabulary Knowledge (VKT)	Scores below 99 in the area of Reading Comprehension (RC) and/or Scores in the areas of Word Recognition (WRT) and	Scores below 99 in Reading Comprehension (RC) with no growth and Scores in Word Recognition (WRT) and Vocabulary	

Grade Level – incoming 7th or 8th grader

Student meets the following criteria at beginning of school year:

(high level 1 and low level 2 from FSA	ГІЛ		are both 31 or			Knowledge
data)	LELA		higher	and/o	or	(VKT) are both
uataj			Higher	andy	J1	30 or lower
			and/or	Erratic perfo	ormance	with no growt
			Meets successful	across grad		with no growt
			AOS, DIA, and VLT	AOSs, DIAs,		and/or
			performance	from Tier		aria, or
			criteria from	mom ner	ı cıları	Erratic or
			Tier 1 chart			declining
						performance
						across grade
						level AOSs,
						DIAs, and VLTs
						from Tier 1
						chart
(1000010 2) M/J INTENS READ cou	ırse,	FAIR-FS	Scores 99 or	Scores be		Scores below
Tier 2 reading, section level 1ACH		3 times per	higher Reading	in the ar		99
A shister 2000 C		year	Comprehension	Readi	_	in Reading
Achieve 3000 Curriculum with			(RC)	Comprehen	sion (RC)	Comprehension
emphasis on comprehension and		and program	and	and/	~ r	(RC)
vocabulary supports.		and program Level Set	and	and/o	or	with no growth
Curriculum differentiates by Lexilo	_	assessment	Scores in Word	Scores in th	ne areas	and
level and student tasks are		assessifient	Recognition (WRT)	of Word Red		ana
combination of whole group,			and Vocabulary	(WRT)		Scores in Word
	all		Knowledge (VKT)	Vocabu		Recognition
independent, and teacher led sma	all		are both 31 or	Knowledge ((WRT) and
group.			higher	both 30 or	lower	Vocabulary
Duration: Full school year						Knowledge
			and	and		(VKT) are both
(high Level 2 scale score from FSA	ELA		Shows grade level			30 or lower
data)			Lexile Level Set	Shows m		with no growth
			scores	growth or		.,
			a a d / a a	Level Set	scores	and/or
			and/or Meets successful			shows a declin
			AOS, DIA, and VLT	and/o	or	in Lexile on
			performance	anu/t	J1	Level Set score
			criteria from	Erratic perfo	ormance	20101010
			Tier 1 middle	across grad		and/or
			school chart.	AOSs, DIAs,		•
				from Tier 1		Erratic or
				school c	hart.	declining
						performance
						across grade
						level AOSs,
						DIAs, and VLTs
						from Tier 1
						chart.
		wook	Number of minus	tac nar	15 min	utes per
Number of times a week 5 tim intervention provided	ies per v	WEEK	intervention sess		session	utes per

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

High impact and high performing teachers collaborate with the district curriculum department to revise curriculum resources related to UnboundEd. 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.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence. ESSA Levels are not available at this time for the UnBoundED curriculum. Edreports.org rates the UnboundEd curriculum, which is part of Engage NY, as meeting expectations for grade level standards. We have created VCS curriculum maps to include

scaffolds for comprehension and vocabulary along with fluency based small groups to support use of these modules with Tier 2 readers in reaching grade level standards.

Evidence for ESSA recognized Achieve3000 for demonstrating strong evidence of efficacy based on results from a third-party randomized controlled trial study of its solutions for middle and high school students with a positive effect size of ± 0.29 . Achieve 3000 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 modified for students who receive interventions through distance learning?

Students can continue learning through Achieve 3000 in a distance learning situation. Students in Tier 2 supports with Unbound ED/Engage New Your grade level ELA modules may have a combination of Edgenuity Intensive Reading and/or access to a Canvas course with curriculum from Unbound ED/Engage NY grade level specific ELA modules.

Grade Level – incoming 7th or 8th grader

IF:	Student meets the following criteria at be					
		- The student previously scored a level "1" or low level "2" on the ELA FSA historical state reading				
	assessment data	ANI	1			
	- FAIR-FS RC percentile is ≤ 99 and					
	Truncis ne percentine is 2 33 una	With a vici percei	Titles are both 130			
		OR				
	- Student is previously identified a	s ESOL/LY and FAIF	R-FS RC percentile is ≤ 99 ar	nd WRT is< 30 and		
	VKT is ≥ 30					
THEN:	TIER 1 instruction, TIER 2 ir	nterventions, ar	nd TIER 3 intensive into	erventions		
TIER 1 instruction,	Immediate, intensive intervention:					
TIER 2	 extended time 					
interventions, and	 targeted instruction based on stu 					
TIER 3 Intensive	small group or one-on-one instruction					
Interventions	 accommodations (IEP, ESOL, or 504) more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions 					
	 more frequent progress monitor additional time allotted is in add 	_				
	TIER 3 Programs/Materials/Strategies & TIER 3 Progress Monitoring					
	Duration	Assessment & Performance Criteria to		Performance Criteria		
		Frequency	remove Tier 3 and continue	that would prompt		
			Tier 2 interventions in addition to Tier 1	changes to Tier 3 interventions		
			instruction	interventions		
	(100001 03) M/J INTENS READ	FAIR-FS	Growth on FAIR-FS	Lack of growth in		
	Read 180 Universal or NG System 44	3 times per year	Improve in WRT and VKT to	WRT and/or VKT in FAIR-FS		
	Duration: Full year	Reading Inventory	31 or higher	FAIN-F3		
	In both of these programs, students	(RI) 3 times per year				
	have whole group, teacher led small		And/or	Lack of growth on RI		
	group, independent software adaptive	If score on initial RI is 600 Lexile or less	Reach Grade level College	or PI within READ 180/System 44		
	small group, and independent reading with writing log time along with the	than take Phonics	and Career Ready Lexile			
	opportunity to take Reading Counts	Inventory (PI) and	level based on RI.	Continues to struggle		
	quizzes.	if score is anything		with grade level Tier 1 assessments – AOS,		
		but Advancing Decoder than this		DIA, VLT.		
	All students receive targeted intervention in fluency, vocabulary, and	student is in				
	42	l		<u> </u>		

comprehension. Some students receive instruction in phonics and/or phonemic	System 44 instead of READ 180.		
awareness based on placement in System 44.	Repeat PI as		
	until student is 601 or higher on RI.		
All Tier 3 Interventions must be provide endorsement.		certified in reading or h	as the reading

Number of times a week intervention provided

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?

5 times

per week | session

Number of minutes per intervention

45

minutes

Dedicated district level Reading Resource teacher spends four of five days a week doing classroom visits, model teaches and side-by-side coaches with the Tier 3 READ 180/System 44 teachers and school-based literacy coaches. She is able to suggest alignment of interventions, small group adjustments, and stretch text activities and options to align with core curriculum.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence. On the website evidencefor ESSA.org, Five studies of READ 180 met inclusion standards. Two of these had statistically significant positive effects in comparison to control groups, qualifying READ 180 for the ESSA "Strong" category. According to What Works Clearinghouse, READ 180/System 44 was found to have positive effects on comprehension and general literacy achievement with potentially positive effects on reading fluency for adolescent readers.

	Grade Level – incoming 7 th or	8 th grader			
IF:	Student meets the following criteria at beginning of school year:				
	- The student previously scored a le assessment data	evel "1" or low lev	el "2" on the ELA FSA hist	orical state reading	
	- student is identified ESOL/LY and	FAIR-FS RC percer	ntile is ≤ 99 and both WRT	and VKT are < 30	
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions				
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	Immediate, intensive intervention:	ction 04) ng than TIER 1 ins		ons	
	(1002181) M/J DE LA ESOL READ Read 180 Universal or NG System 44 Duration: Full year	FAIR-FS 3 times per year Reading Inventory (RI) 3 times per year	Growth on FAIR-FS Improve in WRT and VKT to 31 or higher And/or	Lack of growth in WRT and/or VKT in FAIR-FS	

In both of these programs, students have	If score on initial	Reach Grade level College	Lack of growth on RI
whole group, teacher led small group,	RI is 600 Lexile or	and Career Ready Lexile	or PI within READ
independent software adaptive small	less than take	level based on RI.	180/System 44
group, and independent reading with	Phonics Inventory		
	(PI) and if score is		Continues to struggle
writing log time along with the	anything but	And/or	with grade level Tier 1
opportunity to take Reading Counts	Advancing		assessments – AOS,
quizzes.	Decoder than this	Improved scores on WIDA	DIA, VLT.
	student is in		
All students receive targeted intervention	System 44 instead		
in fluency, vocabulary, and	of READ 180.		
comprehension. Some students receive			
instruction in phonics and/or phonemic	Repeat PI as		
awareness based on placement in System	needed with RI		
44.	until student is		
	601 or higher on		
	RI.		

All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement and is ESOL endorsed or certified.

Number of times a week intervention provided	5 times	Number of minutes per intervention	90
	per week	session	minutes

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?

Dedicated district level Reading Resource teacher spends four of five days a week doing classroom visits, model teaches and side-by-side coaches with the Tier 3 READ 180/System 44 teachers and school-based literacy coaches. She is able to suggest alignment of interventions, small group adjustments, and stretch text activities and options to align with core curriculum. Additionally, these classrooms have support from district-based ESOL Resource Teacher. The increased time allows these identified students to have more minutes to increase language acquisition.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence. On the website evidencefor ESSA.org, Five studies of READ 180 met inclusion standards. Two of these had statistically significant positive effects in comparison to control groups, qualifying READ 180 for the ESSA "Strong" category. According to What Works Clearinghouse, READ 180/System 44 was found to have positive effects on comprehension and general literacy achievement with potentially positive effects on reading fluency for adolescent readers.

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

Read 180/System 44 adaptive computer-based supports continue to be active for students in a distance learning situation. Teachers can also continue to support through use of Microsoft Teams by either calling or doing video supports with students individually or in small groups.

High School

Curriculum, Instruction, and Assessment Decision Tree Grade Level(s): 9 and 10 Student meets the following criteria at beginning of school year: IF: Historical state ELA FSA test data is Level 3 or above AND Scores on local DIAs are 60% or higher; scores on local VLTs of 6 or higher on the 10 point rubric THEN: **TIER 1 Only** TIER 1 Initial instruction: is standards-aligned builds background and content knowledge, motivation provides print rich, systematic, scaffolded, and differentiated instruction incorporates writing in response to reading includes accommodations (IEP, ESOL or 504) incorporates the principles of Universal Design for Learning includes specially designed instruction for students with disabilities Core Curriculum Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence. Students are served in core ELA classes using the Florida Collections curriculum from HMH. According to edreports.org the instructional materials for HMH Collections HS ELA include varying degrees of alignment across the grade levels. Grade 9 meets the expectations of high-quality texts, appropriately rigorous tasks in reading, writing, speaking, and listening, and language support for students. Grade 10 includes materials that partially meet these expectations. The materials for Grade 9 and 10 do not full meet the expectations of building knowledge and providing support for synthesis of standards over the course of the school year (with emphasis on academic vocabulary and text-focused critical thinking work), with texts loosely connected to broad themes. As such, the Volusia County Schools curriculum maps for grades 9 and 10 ELA are structured as standardsfocused units including additional text from Common Lit to build knowledge. The units have been built to add writing and reading context to create more thorough and connected learning experiences across reading, writing, speaking, and listening component standards including connections to vocabulary and grammar instruction per the 9 and 10 grade Language Arts Florida Standards. ESSA Evidence: Promising Evidence https://www.hmhco.com/research/essa/essa-solutions-comparison-chart **Progress Monitoring Assessment & Frequency** Performance Performance Criteria to that would prompt Criteria that indicates Tier 1 is addition of Tier 2 interventions sufficient Quarterly Assessment of Standards (AOS) Consistently scores 70% or higher Consistently scores mid-point check – 4 times per year average less than 70% average District Interim Assessment (DIAs) – 3 Consistently scores 60% or higher Consistently scores less than 60% average times per year – End of Quarter average Volusia Literacy Test of Text-based Consistently scores 6 or higher Consistently scores less than 6 points on the Writing (using the state 10 point FSA ELA FSA ELA Writing rubric 2 times per year – Argument mode & Writing rubric) Informative mode How is the effectiveness of Tier What procedures are in place to identify and solve problems to improve 1 instruction being monitored? effectiveness of Tier 1 instruction? Tier 1 instruction is monitored by data review at the school & district level and Administrative walkthroughs, training of literacy coaches, support from by classroom learning walks as a curriculum department and side-by-side curriculum coaching in combined effort of the district classrooms. curriculum team and school-based leadership. How is the effectiveness of Tier What procedures are in place to identify and solve problems to improve 1 curriculum being monitored? effectiveness of Tier 1 curriculum? Analysis of district data from local High impact and high performing teachers collaborate with the district assessments and standardized curriculum department to revise curriculum resources. Teachers identify

'	areas of improvement in literacy curriculum and communicate that
weakness within the curriculum	information to school leaders, ELA Contacts, and/or literacy coaches to
needing revision	share feedback with the curriculum team.

How is instruction modified for students who receive instruction through distance learning?

In distance learning, teachers utilize Edgenuity curriculum along with digital access to their Florida Collections textbook materials for instruction of students.

	Grade Level – 9th and 10th grade	<u> </u>					
IF:	Student meets the following criteria at beginning of school year: - The student previously scored a high level "1" or level "2" on the ELA FSA historical state reading assessment data AND - FAIR-FS RC percentile is ≤ 99 and WRT is ≤ 30 and VKT percentile is ≥ 30 or WRT percentile is ≥ 30						
THEN			IER 2 intervent		ile is <u>></u> 30		
THEN:		iction and H	ien z intervent	10113			
TIER 1 instruction and TIER 2 interventions	 address gaps and reduce barriers to students' ability to meet Tier 1 expectations provide systematic, explicit, and interactive small group instruction targeting foundational/l skills are matched to the needs of the students provide multiple opportunities to practice the targeted skill(s) and receive feedback occurs during time allotted in addition to core instruction 						
	 includes accommodations (IEP, ESOL TIER 2 Programs/Materials/Strategies & 	_ Ur 5U4)	TIER 2 Proai	ress Monitoring			
	Duration	Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating	Performance Criteria that would prompt addition of Tier 3 interventions		
	reading UnboundEd ELA Curriculum Modules for grade 9 or grade 10 with emphasis on comprehension and vocabulary supports through reading and writing to text. Includes fluency groups and a combination of whole class and teacher directed small group instruction. Duration: Full school year (high level 1 and low level 2 from FSA ELA data)	FAIR-FS 3 times per year	Scores 99 or higher in the area of Reading Comprehension (RC) and Scores in the areas of Word Recognition (WRT) and Vocabulary Knowledge (VKT) are both 31 or higher and/or Meets successful AOS, DIA, and VLT performance criteria from Tier 1 9th & 10th grade chart	Scores below 99 in the area of Reading Comprehension (RC) and/or Scores in the areas of Word Recognition (WRT) and Vocabulary Knowledge (VKT) are both 30 or lower and/or Erratic performance across grade level AOSs, DIAs, and VLTs from Tier 1 9th & 10th grade chart	(RC) with no growth and Scores in Word Recognition (WRT) and Vocabulary Knowledge (VKT) are both 30 or lower with no growth		

(100041 02) INTENSIVE READING		FAIR-FS	Scores 99 or	Scores bel		Scores below
		3 times per	higher Reading	in the ar	ea of	99
Tier 2 reading, section level 1ACH		year	Comprehension	Readi	ng	in Reading
Achieve 3000 Curriculum with emp	ohasis on		(RC)	Comprehens	sion (RC)	Comprehensio (RC)
comprehension and vocabulary su	pports.	and program Level Set	and	and/d	or	with no growth
Curriculum differentiates by Lexile student tasks are combination of w group, independent, and teacher legroup.	vhole	assessment	Scores in Word Recognition (WRT) and Vocabulary Knowledge (VKT) are both 31 or higher	Scores in the Word Reco (WRT) : Vocabu Knowledge (both 30 or	ognition and llary (VKT) are	and Scores in Work Recognition (WRT) and Vocabulary Knowledge
Duration: Full school year			and Shows grade level Lexile Level Set	and Shows m		(VKT) are both 30 or lower with no growt
(high Level 2 scale score from FSA	ELA data)		scores and/or	growth on Level Set		and/or
			Meets successful AOS, DIA, and VLT performance criteria from	and/o		shows a declir in Lexile on Level Set score
			Tier 1 9 th – 10 th	across grad	de level	and/or
			grade chart.	from Tier 1 grade ch	9 th -10 th	Erratic or declining performance across grade level AOSs, DIAs, and VLT from Tier 1 chart.
			l			Criai t.
Number of times a week	5 times per	r week	Number of minu	tes per	45 min	utes per
intervention provided			intervention sess			

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

High impact and high performing teachers collaborate with the district curriculum department to revise curriculum resources related to UnboundEd. 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.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence. ESSA Levels are not available at this time for the UnBoundED curriculum. Edreports.org rates the UnboundEd curriculum, which is part of Engage NY, as meeting expectations for grade level standards. We have created VCS curriculum maps to include scaffolds for comprehension and vocabulary along with fluency based small groups to support use of these modules with Tier 2 readers in reaching grade level standards.

Evidence for ESSA recognized Achieve3000 for demonstrating *strong* evidence of efficacy based on results from a third-party randomized controlled trial study of its solutions for middle and high school students with a positive effect size of +0.29. Achieve3000 provides online differentiated instruction with the goal of improving reading comprehension. Teachers can use Achieve3000 to establish a baseline <u>Lexile</u> 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 modified for students who receive interventions through distance learning?

Students can continue learning through Achieve 3000 in a distance learning situation.

Students in Tier 2 supports with Unbound ED/Engage New Your grade level ELA modules may have a combination of

Students in Tier 2 supports with Unbound ED/Engage New Your grade level ELA modules may have a combination of Edgenuity Intensive Reading and/or access to a Canvas course with curriculum from Unbound ED/Engage NY grade level specific ELA modules.

	Grade Level – 9 th or 10 th grader				
IF:	Student meets the following criteria at beginning of school year: - The student previously scored a level "1" or low level "2" on the ELA FSA historical state reading assessment data AND - FAIR-FS RC percentile is ≤ 99 and WRT & VKT percentiles are both < 30 OR - Student is previously identified as ESOL/LY and FAIR-FS RC percentile is ≤ 99 and WRT is < 30 an is ≥ 30				
THEN:	TIER 1 instruction, TIER 2 int	ervent	ions, and	d TIER 3 intensive inter	rventions
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive	Immediate, intensive intervention:	on than TIE			ons
Interventions	TIER 3 Programs/Materials/Strategies &			TIER 3 Progress Monitoring	g
	Duration		sment & quency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt changes to Tier 3 interventions
	(100041 03) INTENSIVE READING Read 180 Universal, Stage C or NG System	3 time	AIR-FS s per year	Growth on FAIR-FS Improve in WRT and VKT to 31 or higher	Lack of growth in WR and/or VKT in FAIR-FS
	Duration: Full year		g Inventory (RI) s per year	And/or	Lack of growth on RI or PI within READ 180/System 44
			on initial RI exile or less ke Phonics ory (PI) and is anything dvancing er than this		Continues to struggle with grade level Tier 1 assessments – AOS, DIA, VLT.
	All students receive targeted intervention in fluency, vocabulary, and comprehension. Some students receive instruction in phonics and/or phonemic awareness based on placement in System 44.	System of RE Repo needs until stu	ent is in 44 instead AD 180. eat PI as ed with RI ident is 601		
	All Tier 3 Interventions must be provided by endorsement.		her on RI. Her who is	 certified in reading or has t	the reading
	Number of times a week intervention provid	led	5 times per week	Number of minutes per in session	tervention 45 minute

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?

Dedicated district level Reading Resource teacher spends four of five days a week doing classroom visits, model teaches and side-by-side coaches with the Tier 3 READ 180/System 44 teachers and school-based literacy coaches. She is able to suggest alignment of interventions, small group adjustments, and stretch text activities and options to align with core curriculum.

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

According to What Works Clearinghouse, READ 180/System 44 was found to have positive effects on comprehension and general literacy achievement with potentially positive effects on reading fluency for adolescent readers. During the 2018-2019 school year, 43% of Volusia middle school students enrolled for the full-year in READ 180/System 44 as intervention made Learning Gains as defined by state of Florida measures on the FSA ELA end of year assessment.

How are Tier 3 interventions modified for students who receive interventions through distance learning? On the website evidenceforESSA.org, Five studies of READ 180 met inclusion standards. Two of these had statistically significant positive effects in comparison to control groups, qualifying READ 180 for the ESSA "Strong" category. Read 180/System 44 adaptive computer-based supports continue to be active for students in a distance learning situation. Teachers can also continue to support through use of Microsoft Teams by either calling or doing video supports with students individually or in small groups.

IF:	Student meets the following criteria at be	ginning of schoo	l year:			
	- The student previously scored a leve	l "1" or low level "	2" on the ELA FSA historica	l state reading		
	assessment data					
		AND				
	- identified ESOL/LY and FAIR-FS RC p	ercentile is ≤ 99 an	d both WRT and VKT are <	: 30		
THEN:	TIER 1 instruction, TIER 2 into	erventions, and	TIER 3 intensive inter	ventions		
TIER 1	Immediate, intensive intervention:					
instruction,	 extended time 					
TIER 2	 targeted instruction based on studer 	nt need				
	 small group or one-on-one instruction 	n				
interventions,	 accommodations (IEP, ESOL, or 504) 					
and TIER 3	 more frequent progress monitoring t 	 more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions 				
Intensive	 additional time allotted is in additional 	n to core instructio	n and tier 2 interventions			
Interventions	TIER 3 Programs/Materials/Strategies & TIER 3 Progress Monitoring					
	Duration	Assessment &	Performance Criteria to	Performance Criteria		
		Frequency	remove Tier 3 and continue	that would prompt		
			Tier 2 interventions in	changes to Tier 3		
			addition to Tier 1	interventions		
			instruction			
	(1002381) DEV LA ESOL READING	FAIR-FS	Growth on FAIR-FS	Lack of growth in		
	Read 180 Universal or NG System 44	3 times per year	Improve in WRT and VKT to	WRT and/or VKT in FAIR-FS		
	Nead 180 Offiversal of NG System 44	Reading Inventory	31 or higher	FAIK-FS		
	Duration: Full year	(RI)				
		3 times per year	And/or	Lack of growth on RI		
	In both of these programs, students have			or PI within READ		
	whole group, teacher led small group,	If score on initial RI		180/System 44		
	independent software adaptive small group,	is 600 Lexile or less	and Career Ready Lexile			
	and independent reading with writing log	than take Phonics	level based on RI.	Continues to struggle		
	time along with the opportunity to take	Inventory (PI) and		with grade level Tier 1		
	Reading Counts quizzes.	if score is anything but Advancing	And/or	assessments – AOS, DIA, VLT.		
	All students receive targeted intervention in	Decoder than this	Alla/Ol	DIN, VEI.		
	fluency, vocabulary, and comprehension.	student is in	Improved scores on WIDA			
		l	1 .			

Grade Level – 9th and 10th grade

Some students receive instruction in phonics	System 44 instead		
and/or phonemic awareness based on	of READ 180.		
placement in System 44.			
, , , , , , , , , , , , , , , , , , ,	Repeat PI as		
	needed with RI		
	until student is 601	L	
	or higher on RI.		
All Tier 3 Interventions must be provided by	a teacher who is c	certified in readina or has the readina	
endorsement and is ESOL endorsed or certifi		yyy	

5 times

Number of minutes per

per week *intervention session*

90

minutes

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?

Number of times a week intervention provided

Dedicated district level Reading Resource teacher spends four of five days a week doing classroom visits, model teaches and side-by-side coaches with the Tier 3 READ 180/System 44 teachers and school-based literacy coaches. She is able to suggest alignment of interventions, small group adjustments, and stretch text activities and options to align with core curriculum. Additionally, these classrooms have support from district-based ESOL Resource Teacher. The increased time allows these identified students to have more minutes to increase language acquisition.

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

On the website evidenceforESSA.org, Five studies of READ 180 met inclusion standards. Two of these had statistically significant positive effects in comparison to control groups, qualifying READ 180 for the ESSA "Strong" category. According to What Works Clearinghouse, READ 180/System 44 was found to have positive effects on comprehension and general literacy achievement with potentially positive effects on reading fluency for adolescent readers. During the 2018-2019 school year, 43% of Volusia middle school students enrolled for the full-year in READ 180/System 44 as intervention made Learning Gains as defined by state of Florida measures on the FSA ELA end of year assessment. Teachers also support students as necessary with Microsoft Translator as a scaffold.

IF:	Student meets the following criteria at beginning of school year:
	- 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
TIER 1	Initial instruction:
	is standards-aligned
	builds background and content knowledge, motivation
	 provides print rich, systematic, scaffolded, and differentiated instruction
	incorporates writing in response to reading
	• includes accommodations (IEP, ESOL or 504)
	incorporates the principles of Universal Design for Learning
	includes specially designed instruction for students with disabilities
	Core Curriculum
	Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate
	evidence, or promising evidence.
	Students are served in core ELA classes using the <i>Florida Collections</i> curriculum from HMH. According to
	edreports.org the instructional materials for HMH Collections HS ELA include varying degrees of alignment
	across the grade levels. As such, the Volusia County Schools curriculum maps for grades 11 and 12 ELA are
	structured as standards-focused units including additional text from Common Lit to build knowledge. The unit
	have been built to add writing and reading context to create more thorough and connected learning

experiences across reading, writing, speaking, and listening component standards including connections to vocabulary and grammar instruction per the 11 and 12 grade Language Arts Florida Standards.

	Progress Monitoring					
Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria to that would prompt addition of Tier 2 interventions				
Quarterly Assessment of Standards (AOS) mid-point check – 4 times per year	Consistently scores 70% or higher average	Charles the section of the section o				
Volusia Literacy Test of Text-based Writing 2 times per year – Argument mode & Informative mode - regular ELA courses	Consistently scores 6 or higher (using the state 10 point FSA ELA Writing rubric)	Student has not yet met graduation requirement through FSA ELA OR ACT/SAT concordance score				
Rhetorical Analysis – ELA, Honors						
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.	What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? 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	What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? 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 modified for students who receive instruction through distance learning?						

In distance learning, teachers utilize Edgenuity curriculum along with digital access to their Florida Collections

textbook materials for instruction of students.

	Grade Level – 11 th and 12 th grade
IF:	 Student meets the following criteria at beginning of school year: 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 and TIER 2 interventions
TIER 1 instruction and TIER 2 interventions	Interventions:

- occurs during time allotted in addition to core instruction
- includes accommodations (IEP, ESOL or 504)

TIER 2 Programs/Materials/Strat	tegies &		TIER 2 Prog	ress Monitorin	ng	
Duration		Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performan Criteria indic continuation 2 interventic addition to i	ating of Tier ons in Tier 1	Performance Criteria that would prompt addition of Tier 3 interventions
(100041 02) INTENSIVE READING	Tier 2	FAIR-FS	Scores 99 or	Scores below	w 99	Scores below 99
reading, Retake course		3 times per	higher in the area	in the area	of	in Reading
,		year	of Reading	Reading	5	Comprehension
PWImpact ACT-style Teengageme	ent Units		Comprehension	Comprehen	sion	(RC)
			(RC)	(RC)		with no growth
Cambridge ACT Victory		FSA ELA				
Kahn Academy SAT ELA lessons		Retake	and	and/or		and
Railii Acadelliy SAT ELA lessons		1 or 2 times				
Achieve 3000		per year as	Scores in the	Scores in the		Scores in Word
151.11616		needed	areas of Word	of Word		Recognition
Duration: full year OR semester			Recognition	Recognition (WRT)		(WRT) and
		A CT NICD	(WRT) and	and Vocabu		Vocabulary
		ACT NCR	Vocabulary	Knowledge (Knowledge (VKT) are both 30 or
		1 time per	Knowledge (VKT) are both 31 or	are both 30 lower	J 01	lower
		year	higher	lower		
			nighei	and/or		with no growth
		Other within	and/or	anu/oi		and/or
		program	Meets	Has not yet	met	anu/oi
		assessments	Graduation	Graduatio		Has not yet met
			requirement	requireme		Graduation
			through FSA ELA	through FSA		requirement
			Retake or	Retake or AC		through FSA ELA
			ACT/SAT	concordance	score	Retake or
			concordance			ACT/SAT
			score			concordance
						score
Number of times a week	5 times pe	er week	Number of minu	tes per	45 m	inutes per
intervention provided	·		intervention sess	=	sessio	=
-						

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

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 literacy curriculum and 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.

ESSA Levels are not available at this time for PW Impact Teengagement Units.

ESSA Levels are not available at this time for Kahn Academy ELA SAT lessons.

ESSA Levels are not available at this time for ACT Cambridge lessons.

Evidence for ESSA recognized Achieve3000 for demonstrating *strong* evidence of efficacy based on results from a third-party randomized controlled trial study of its solutions for middle and high school students with a positive effect size of +0.29.

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

During distance learning, intensive reading 11/12 reading retake teachers can have students access

EDgenuity Intensive Reading in addition to supporting students with Kahn Academy and Achieve 3000 if use of that program has been ongoing prior to distance learning. Canvas and Microsoft TEAMS can also be utilized for continuing access to lessons with PW Impact/Teengagement units.

	Grade Level – 11 th or 12th gr	ader			
IF:	Student meets the following criteria		school year:		
	- The student previously scored a high level "1" or level "2" on the ELA FSA historical state reading assessment data AND				
			_	o= /o . =	
	- Has not yet met graduation i	requirement thro	ough FSA ELA retake or A	CI/SAI	
	concordance score	And	/OR		
	- Student is previously identifi < 30 and VKT is ≥ 30	ed as ESOL/LY ar	·	is ≤ 99 and WRT is	
		Allu,	OK		
	- Does not have an ESE assess	ment waiver bas	ed on state and district r	equirements	
THEN:	TIER 1 instruction, TIER 2 in	nterventions, a	nd TIER 3 intensive int	terventions	
TIER 1	Immediate, intensive intervention:				
instruction, TIER	 extended time 				
2 interventions,	 targeted instruction based on s 				
and TIER 3	small group or one-on-one insti				
Intensive	accommodations (IEP, ESOL, or	•		_	
Interventions	more frequent progress monito	_			
interventions	 additional time allotted is in ad TIER 3 Programs/Materials/Strategies & 	laition to core inst	ruction and tier 2 intervent TIER 3 Progress Monitoring		
	Duration	A	1		
		Assessment & Frequency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt changes to Tier 3 interventions	
	(100041 02) INTENSIVE READING	FAIR-FS	Scores below 99	Scores below 99	
	Retake course	3 times per year	in the area of Reading	in Reading	
	PWImpact ACT-style Teengagement		Comprehension (RC)	Comprehension (RC) with no growth	
	Units	FSA ELA Retake	and/or		
	Cambridge ACT Victory	1 or 2 times per	C ' 1	and	
	Kahn Academy SAT ELA lessons	year as needed	Scores in the areas of Word Recognition (WRT)	Scores in Word	
	Achieve 3000	ACT NCR	and Vocabulary Knowledge (VKT) are both	Recognition (WRT) and Vocabulary	
	Duration: full year OR semester	1 time per year	30 or lower	Knowledge (VKT) are both 30 or lower	
			and/or	with no growth	
		Other within	·		
		program	Has not yet met	and/or	
		assessments	Graduation requirement		
			through FSA ELA Retake	Has not yet met	
			or ACT/SAT concordance	Graduation	
			score	requirement through FSA ELA Retake or	

All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading						
endorsement.						
Number of times a week intervention	5 times	Number of minutes per int	tervention 45			
provided	per week	session	minutes			

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?

ACT/SAT concordance score

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 literacy curriculum and 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.

ESSA Levels are not available at this time for PW Impact Teengagement Units.

ESSA Levels are not available at this time for Kahn Academy ELA SAT lessons.

ESSA Levels are not available at this time for ACT Cambridge lessons.

Evidence for ESSA recognized Achieve3000 for demonstrating *strong* evidence of efficacy based on results from a third-party randomized controlled trial study of its solutions for middle and high school students with a positive effect size of +0.29.

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

During distance learning, intensive reading 11/12 reading retake teachers can have students access EDgenuity Intensive Reading in addition to supporting students with Kahn Academy and Achieve 3000 if use of that program has been ongoing prior to distance learning. Canvas and Microsoft TEAMS can also be utilized for continuing access to lessons with PW Impact/Teengagement units.

	Grade Level – 11 th and 12 th gra	ade			
IF:	Student meets the following criteria at beginning of school year: - The student previously scored a level "1" or low 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 AND - student is identified ESOL/LY and FAIR-FS RC percentile is ≤ 99 and both WRT and VKT are < 30				
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions				
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive	Immediate, intensive intervention:				
Interventions	TIER 3 Programs/Materials/Strategies &		TIER 3 Progress Monitoring	1	
	Duration	Assessment & Frequency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt changes to Tier 3 interventions	

(4000004) DEV44 A TOO	2542440	541B 56	C 1 5415.50	
(1002381) DEV LA ESOL	READING	FAIR-FS	Growth on FAIR-FS	Lack of growth in WRT
Dood 100 Universal on N	C Customs 44	3 times per year	Improve in WRT and VKT to	and/or VKT in FAIR-FS
Read 180 Universal or N	G System 44		31 or higher	
Duration: Full year		Reading Inventory (RI)		
Duration. Full year	uration. Full year			Lack of growth on RI
In both of these programs, students have		3 times per year	And/or	or PI within READ
	whole group, teacher led small group,			180/System 44
- '		If score on initial RI	Reach Grade level College	
independent software ac	•	is 600 Lexile or less	and Career Ready Lexile	And
group, and independent	•	than take Phonics	level based on RI.	
writing log time along wi	th the	Inventory (PI) and		Has not yet met
opportunity to take Read	opportunity to take Reading Counts			Graduation
guizzes.	guizzes.	but Advancing	And/or	requirement through
·		Decoder than this		FSA ELA Retake or
All students receive targe	eted intervention	student is in	Improved scores on WIDA	ACT/SAT concordance
in fluency, vocabulary, ar	in fluency, vocabulary, and			score
comprehension. Some students receive instruction in phonics and/or phonemic awareness based on placement in System		of READ 180.		
		Repeat PI as		
·	ement in System	needed with RI		
44.		until student is 601		
		or higher on RI.		
		FSA ELA Retake		
		1 or 2 times per		
		year as needed		
		ACT NCR		
		1 time per year		

All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement and is ESOL endorsed or certified.

Number of times a week intervention provided	5 times	Number of minutes per intervention	90		
	per week	session	minutes		

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?

Dedicated district level Reading Resource teacher spends four of five days a week doing classroom visits, model teaches and side-by-side coaches with the Tier 3 READ 180/System 44 teachers and school-based literacy coaches. She is able to suggest alignment of interventions, small group adjustments, and stretch text activities and options to align with core curriculum. Additionally, these classrooms have support from district-based ESOL Resource Teacher. The increased time allows these identified students to have more minutes to increase language acquisition.

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

On the website evidenceforESSA.org, Five studies of READ 180 met inclusion standards. Two of these had statistically significant positive effects in comparison to control groups, qualifying READ 180 for the ESSA "Strong" category. According to What Works Clearinghouse, READ 180/System 44 was found to have positive effects on comprehension and general literacy achievement with potentially positive effects on reading fluency for adolescent readers. During the 2018-2019 school year, 43% of Volusia middle school students enrolled for the full-year in READ 180/System 44 as intervention made Learning Gains as defined by state of Florida measures on the FSA ELA end of year assessment. Teachers also support students as necessary with Microsoft Translator as a scaffold.