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
Secondary ELA	Tracy Blinn	Specialist, Secondary ELA/Reading	Thblinn@volusia.k12.fl.us	386-734-7190, Ext. 20683
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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 Tina Skipper	Coordinator of Master Scheduling Assistant Director of Reporting	Sworkma@volusia.k12.fl.us Teskippe@volusia.k12.fl.us	386-734-7190, ext.20073 386-734-7190, ext.20063
Summer Reading Camp	Desiree Rybinski	Specialist, Elementary ELA	dlrybins@volusia.k12.fl.us	386-734-7190 Ext. 20570
3rd 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 Volusia Phonological Awareness Screener (VPAS)	Screener Diagnostic, Progress Monitoring	iReady platform, School City Teachers collect data locally	3x per year Every 3 weeks for identified students
Phonics	i-Ready Diagnostic: Vocabulary Phonics Survey SIPPS Placement Test SIPPS Mastery Tests	Screener Diagnostic Diagnostic Progress Monitoring	iReady platform, School City Teachers collect data locally SIPPS Learning Hub, teachers collect locally SIPPS Learning Hub, teachers collect locally	3x per year Every 3 weeks for identified students 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
Comprehension	i-Ready Diagnostic: Comprehension: Literature, Informational Text VCS Progress Monitoring Assessments Volusia Literacy Tests	Screener Progress Monitoring, formative Progress Monitoring, summative	iReady platform, School City	3x per year 1-2 per quarter 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.

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

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

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

	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.

	District ELA/Reading curriculum specialists/resource teachers in conjunction with building level leadership.	teachers during regularly scheduled staff meetings and/or PLCs			
Other: (Specify)					

Implementation and Progress-monitoring		
What problem-solving steps are in place for making decisions based on data?	How are concerns communicated if it is determined that the plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students?	How will district leadership provide plan implementation oversight, support and follow-up?
School leaders have regular contact with district staff in support of analyzing aggregated data from assessments to make data driven decisions.	Concerns will be addressed with school leaders, by district leadership, to provide support and ensure explicit implementation of the K-12 Reading Plan.	- Oversight: walkthroughs of classrooms by district level leadership, including the curriculum directors, coordinators and specialists - Support with creating master schedules that allow for reading intervention to occur - Support and follow-up with curriculum members going to school-based PLCs, modeling of lessons and intervention practices with classroom teachers and reviewing student and school-based data with PLCs and school-based administration

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 PLCs	Assistant Superintendents and Directors will share Master Schedule design expectations with principals.	Administrative attendance at PLC meetings, PLC minutes	Meeting minutes uploaded monthly for Title I At the beginning of the year, principals will submit Master Schedule	Assistant Superintendent & Directors	Assistant Superintendent & Directors

Instruction

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

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

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 elementary schools	0
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 ☒ No ☐

If yes, which grade levels? 2nd 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 ☒ No ☐
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:
  - the major reading components, as needed, based on an analysis of student performance data
  - administration and analysis of instructional assessments
  - 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 requirements being communicated to principals?	*How are coaches recording their time and tasks?*	*Who at the district level is monitoring this?*	*How often is the data being reviewed?*	*What problem-solving steps are in place for making decisions based on the data?*
Role of the coach is communicated	New Teacher Center online	Professional Learning Office	Monthly and shared with administrators and	Bi-weekly meetings between

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

Use the following decision tree template to address ALL district students. What follows is one tree that can be copied as needed. 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 Level(s): Kindergarten-5th

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**

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.

McGraw Hill Wonders 2017-Using guidance from EdReports and Achieve the Core, the Volusia County Schools Curriculum maps reflect adjustments in the pacing and standards-aligned instruction. McGraw Hill Wonders resources are used for whole group and small group instruction.

Whole group instruction-Direct instruction to all students in foundational skills, vocabulary, and comprehension standards to include collaborative practices that develop speaking and listening skills.

Small group instruction-Differentiated instruction to remediate and reinforce foundational skills, vocabulary, and comprehension.

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? School-based monthly review of Progress Monitoring and Volusia Literacy Test data using School City	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?*** Weekly administrative reading walkthroughs, training of literacy coaches, support from curriculum department	
	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 performing teachers collaborate with the district curriculum department to revise curriculum resources based on assessment data and implementation feedback	
	How is instruction modified for students who receive instruction through distance learning? In distance learning, teachers use resources in Canvas along with digital access to Wonders textbook materials to instruct students.		

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**

TIER 1 instruction and TIER 2 interventions

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 & Duration	***TIER 2 Progress Monitoring***			
	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

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 3rd 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 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 0-5 letters correct OR VPAS Tasks 1 & 2 (0%-20%)

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:

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

TIER 3 Programs/Materials/Strategies & Duration	***TIER 3 Progress Monitoring***		
	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	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 more than one VPAS Task* **Beginning of Year** Task 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	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 more than one VPAS Task* **Beginning of Year** Task 1 or 2 **Mid-Year** Tasks 1-5 **End of Year** Tasks 1-6
ABC Foundations, Road to the Code, Collaborative Classroom Letter Naming	Letter Naming Fluency Every 2-3 Weeks	**Beginning of Year** 6-9 correct letters **Mid-Year** 15-29 correct letters **End of Year** 20-39 correct letters	**Beginning of Year** <6 correct letters **Mid-Year** <15 correct letters **End of Year** <20 correct letters

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 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. *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**

TIER 1 instruction and TIER 2 interventions

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 & Duration	***TIER 2 Progress Monitoring***			
	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, 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 **Or** 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 Oral Reading Fluency (ORF) Every 2-3 Weeks	DIBELS ORF **Minimal Risk** (DIBELS 8th Edition Fluency Flow Chart)	DIBELS ORF **Some Risk** (DIBELS 8th Edition Fluency Flow Chart)	DIBELS ORF **At Risk** (DIBELS 8th Edition Fluency Flow Chart)

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, 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 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: 1st

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: • extended time • targeted instruction based on student need • small group or one-on-one instruction • accommodations (IEP, ESOL, or 504) • more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions • *additional **time allotted is in addition** to core instruction and tier 2 interventions*
	TIER 3 Progress Monitoring

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 8th 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 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.

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 Level: 2nd

IF: Student meets the following criteria at beginning of school year:
iReady Overall Reading Scale Score 380-418

THEN: **TIER 1 instruction and TIER 2 interventions**

TIER 1 instruction and TIER 2 interventions

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 & Duration	***TIER 2 Progress Monitoring***			
	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 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	<50% on Phonics Survey/QPA Tasks 2-6b
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 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 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: 2nd

IF: Student meets the following criteria at beginning of school year:
iReady Overall Reading Scale Score <380

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:
- extended time
- targeted instruction based on student need
- small group or one-on-one instruction
- accommodations (IEP, ESOL, or 504)
- more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions
- *additional **time allotted is in addition** to core instruction and tier 2 interventions*

TIER 3 Programs/Materials/Strategies & Duration	***TIER 3 Progress Monitoring***		
	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, SIPPS Extension	Volusia Phonological Awareness Screener (VPAS) Every 2-3 Weeks	21--79% on VPAS Tasks Tasks #1-11a & Task 12a	0-20% on more than one VPAS Task Tasks #1-11a & Task 12a
SIPPS Beginning with Intensive Multisensory Instruction, SIPPS Extension with Intensive Multisensory Instruction	Phonics Survey/QPA: Every 2-3 weeks after instruction **Or** 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
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)

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 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: 3rd

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**

TIER 1 instruction and TIER 2 interventions

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 & Duration	***TIER 2 Progress Monitoring***			
	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
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

	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 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 Level: 3rd		
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: • extended time • targeted instruction based on student need • small group or one-on-one instruction • accommodations (IEP, ESOL, or 504) • more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions • *additional **time allotted is in addition** to core instruction and tier 2 interventions*	
		TIER 3 Progress Monitoring

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 **Or** 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 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 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 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**

TIER 1 instruction and TIER 2 interventions

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 & Duration	***TIER 2 Progress Monitoring***			
	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 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, REWARDS	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 (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: 4th

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 interventions, and TIER 3 intensive interventions

TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions

Immediate, intensive intervention:

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

TIER 3 Programs/Materials/Strategies & Duration	***TIER 3 Progress Monitoring***		
	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 Plus	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 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 more than one Phonics Survey/QPA Tasks 2-9a
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)
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 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 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.

Grade Level: 5th

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**

TIER 1 instruction and TIER 2 interventions

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 & Duration	***TIER 2 Progress Monitoring***			
	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 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 Comprehension 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	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: 5th

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

TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions

Immediate, intensive intervention:

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

TIER 3 Programs/Materials/Strategies & Duration	***TIER 3 Progress Monitoring***		
	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 Plus	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 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 more than one Phonics Survey/QPA Tasks 2-9a
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)
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 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 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 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, 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 6th 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 instruction and TIER 2 interventions	*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 & Duration	***TIER 2 Progress Monitoring***			
		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 6 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 FSA ELA)	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 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 chart	Scores below 99 in Reading Comprehension (RC) with no growth and Scores in Word Recognition (WRT) and Vocabulary Knowledge (VKT) are both 30 or lower with no growth and/or Erratic or declining performance across grade level AOSs, DIAs, and VLTs from Tier 1 chart
	(10000102) 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 emphasis on comprehension and vocabulary supports. Curriculum differentiates by Lexile level and student tasks are combination of whole group, independent, and teacher led small group. Duration: Full school year (high Level 2 scale score FSA ELA)	and program Level Set assessment	Comprehension (RC) and Scores in Word Recognition (WRT) and Vocabulary Knowledge (VKT) are both 31 or higher and Shows grade level Lexile Level Set scores and/or Meets successful AOS, DIA, and VLT performance criteria from Tier 1 middle school chart.	Comprehension (RC) and/or Scores in the areas of Word Recognition (WRT) and Vocabulary Knowledge (VKT) are both 30 or lower and Shows modest growth on Lexile Level Set scores and/or Erratic performance across grade level AOSs, DIAs, and VLTs from Tier 1 middle school chart.	in Reading Comprehension (RC) with no growth and Scores in Word Recognition (WRT) and Vocabulary Knowledge (VKT) are both 30 or lower with no growth and/or shows a decline in Lexile on Level Set scores and/or Erratic or declining performance across grade level AOSs, DIAs, and VLTs from Tier 1 chart.
	Number of times a week intervention provided	5 times per week	***Number of minutes per intervention session***		45 minutes per session
	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 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 6th 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** - iReady Overall Placement Scale Score from mid-year grade 5 is less than or equal to 495 **and** iReady Vocabulary Scale Score is less than 498 **OR** - student is identified ESOL/LY and iReady Overall Placement Scale Score from mid-year grade 5 is less than 541 **and** iReady Vocabulary Scale Score is less than or equal to 541
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: • extended time • targeted instruction based on student need • small group or one-on-one instruction • accommodations (IEP, ESOL, or 504) • more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions • *additional* ***time allotted is in addition*** *to core instruction and tier 2 interventions*

TIER 3 Programs/Materials/Strategies & Duration	***TIER 3 Progress Monitoring***		
	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***
(10000103) M/J INTENS 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 RI.	Growth on FAIR-FS Improve in WRT and VKT to 31 or higher **And/or** Reach Grade level College and Career Ready Lexile level based on RI.	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 a teacher who is certified in reading or has the reading endorsement.

Number of times a week intervention provided	5 times per week	***Number of minutes per intervention session***	45 minutes

What procedures are in place to identify and solve problems to improve effectiveness of Tier 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. Reading Resource teacher suggests 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 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.
	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.

	Grade Level – Incoming 6th 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** - student is identified ESOL/LY and iReady Overall Placement Scale Score from mid-year grade 5 is less than 541 **and** iReady Vocabulary Scale Score is **less than** 541
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: • extended time • targeted instruction based on student need • small group or one-on-one instruction • accommodations (IEP, ESOL, or 504) • more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions • *additional* ***time allotted is in addition*** *to core instruction and tier 2 interventions*

TIER 3 Programs/Materials/Strategies & Duration	***TIER 3 Progress Monitoring***		
	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 RI.	Growth on FAIR-FS Improve in WRT and VKT to 31 or higher **And/or** Reach Grade level College and Career Ready Lexile level based on RI. **And/or** Improved scores on WIDA	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 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 per week	***Number of minutes per 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?

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.

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.

Grade Level – incoming 7th or 8th 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 state reading assessment data

AND

- **FAIR-FS RC** percentile is ≤ 99 and **WRT** percentile is < 30 and **VKT** Percentile is ≥ 30 OR **WRT** percentile is ≥ 30 and **VKT** is < 30

THEN: **TIER 1 instruction and TIER 2 interventions**

TIER 1 instruction and TIER 2 interventions

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 & Duration	***TIER 2 Progress Monitoring***			
	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 Vocabulary Knowledge (VKT) are both 30 or lower	Scores below 99 in Reading Comprehension (RC) with no growth and Scores in Word Recognition (WRT) and Vocabulary

	(high level 1 and low level 2 from FSA ELA data)		are both 31 or higher and/or Meets successful AOS, DIA, and VLT performance criteria from Tier 1 chart	and/or Erratic performance across grade level AOSs, DIAs, and VLTs from Tier 1 chart	Knowledge (VKT) are both 30 or lower with no growth and/or Erratic or declining performance across grade level AOSs, DIAs, and VLTs from Tier 1 chart
	(10000102) M/J INTENS READ course, Tier 2 reading, section level 1ACH **Achieve 3000** Curriculum with emphasis on comprehension and vocabulary supports. Curriculum differentiates by Lexile level and student tasks are combination of whole group, independent, and teacher led small group. Duration: Full school year (high Level 2 scale score from FSA ELA data)	FAIR-FS 3 times per year and program Level Set assessment	Scores 99 or higher Reading Comprehension (RC) and Scores in Word Recognition (WRT) and Vocabulary Knowledge (VKT) are both 31 or higher and Shows grade level Lexile Level Set scores and/or Meets successful AOS, DIA, and VLT performance criteria from Tier 1 middle school 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 Shows modest growth on Lexile Level Set scores and/or Erratic performance across grade level AOSs, DIAs, and VLTs from Tier 1 middle school chart.	Scores below 99 in Reading Comprehension (RC) with no growth and Scores in Word Recognition (WRT) and Vocabulary Knowledge (VKT) are both 30 or lower with no growth and/or shows a decline in Lexile on Level Set scores and/or Erratic or declining performance across grade level AOSs, DIAs, and VLTs from Tier 1 chart.
	Number of times a week intervention provided	5 times per week	***Number of minutes per intervention session***	45 minutes per session	
	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 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 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 and VKT is ≥ 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: • extended time • targeted instruction based on student need • small group or one-on-one instruction • accommodations (IEP, ESOL, or 504) • more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions • *additional **time allotted is in addition** to core instruction and tier 2 interventions*			
	TIER 3 Programs/Materials/Strategies & Duration	***TIER 3 Progress Monitoring***		
		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***
	(10000103) M/J INTENS 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	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	Growth on FAIR-FS Improve in WRT and VKT to 31 or higher **And/or** Reach Grade level College and Career Ready Lexile level based on RI.	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.

	comprehension. Some students receive instruction in phonics and/or phonemic awareness based on placement in System 44.	System 44 instead of READ 180. Repeat PI as needed with RI 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.			
	Number of times a week intervention provided	5 times per week	***Number of minutes per intervention session***	45 minutes
	What procedures are in place to identify and solve problems to improve effectiveness of Tier 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. 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.			
	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.			

	Grade Level – incoming 7th or 8th 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** - 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 Interventions	Immediate, intensive intervention: • extended time • targeted instruction based on student need • small group or one-on-one instruction • accommodations (IEP, ESOL, or 504) • more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions • *additional* ***time allotted is in addition*** *to core instruction and tier 2 interventions*			
	TIER 3 Programs/Materials/Strategies & Duration	***TIER 3 Progress Monitoring***		
		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	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 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.	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 RI.	Reach Grade level College and Career Ready Lexile level based on RI. And/or Improved scores on WIDA	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 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 per week	***Number of minutes per 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?

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.

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.

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 9 and 10

IF:

Student meets the following criteria at beginning of school year:

- 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 standards-focused 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 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? 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	***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

	assessments to identify areas of weakness within the curriculum needing revision	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 – 9th and 10th 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** - **FAIR-FS RC** percentile is ≤ 99 and WRT is ≤ 30 and VKT percentile is ≥ 30 **or** WRT percentile is ≥ 30				
THEN:	**TIER 1 instruction and TIER 2 interventions**				
TIER 1 instruction and TIER 2 interventions	*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 & Duration	***TIER 2 Progress Monitoring***			
		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***
	(10004102) INTENSIVE READING Tier 2 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	Scores below 99 in Reading Comprehension (RC) with no growth and Scores in Word Recognition (WRT) and Vocabulary Knowledge (VKT) are both 30 or lower with no growth and/or Erratic or declining performance across grade level AOSs, DIAs, and VLTs from Tier 1 9th & 10th grade chart

	(10004102) INTENSIVE READING Tier 2 reading, section level 1ACH **Achieve 3000** Curriculum with emphasis on comprehension and vocabulary supports. Curriculum differentiates by Lexile level and student tasks are combination of whole group, independent, and teacher led small group. Duration: Full school year (high Level 2 scale score from FSA ELA data)	FAIR-FS 3 times per year and program Level Set assessment	Scores 99 or higher Reading Comprehension (RC) and Scores in Word Recognition (WRT) and Vocabulary Knowledge (VKT) are both 31 or higher and Shows grade level Lexile Level Set scores and/or Meets successful AOS, DIA, and VLT performance criteria from Tier 1 9^{th} – 10^{th} 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 Shows modest growth on Lexile Level Set scores and/or Erratic performance across grade level AOSs, DIAs, and VLTs from Tier 1 9^{th} -10^{th} grade chart.	Scores below 99 in Reading Comprehension (RC) with no growth and Scores in Word Recognition (WRT) and Vocabulary Knowledge (VKT) are both 30 or lower with no growth and/or shows a decline in Lexile on Level Set scores and/or Erratic or declining performance across grade level AOSs, DIAs, and VLTs from Tier 1 chart.

Number of times a week intervention provided	5 times per week	***Number of minutes per intervention session***	45 minutes per session

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 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 – 9th or 10th 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 and VKT is ≥ 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: • extended time • targeted instruction based on student need • small group or one-on-one instruction • accommodations (IEP, ESOL, or 504) • more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions • *additional **time allotted is in addition** to core instruction and tier 2 interventions*			
	TIER 3 Programs/Materials/Strategies & Duration	***TIER 3 Progress Monitoring***		
		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***
	(10004103) INTENSIVE READING Read 180 Universal, Stage C 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 RI.	Growth on FAIR-FS Improve in WRT and VKT to 31 or higher **And/or** Reach Grade level College and Career Ready Lexile level based on RI.	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 a teacher who is certified in reading or has the reading endorsement.			
	Number of times a week intervention provided	5 times per week	***Number of minutes per intervention session***	45 minutes

	What procedures are in place to identify and solve problems to improve effectiveness of Tier 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.

	Grade Level – 9th and 10th grade			
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** - 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 Interventions	Immediate, intensive intervention: • extended time • targeted instruction based on student need • small group or one-on-one instruction • accommodations (IEP, ESOL, or 504) • more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions • *additional **time allotted is in addition** to core instruction and tier 2 interventions*			
	TIER 3 Programs/Materials/Strategies & Duration	***TIER 3 Progress Monitoring***		
		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***
	(1002381) DEV LA ESOL READING 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.	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	Growth on FAIR-FS Improve in WRT and VKT to 31 or higher **And/or** Reach Grade level College and Career Ready Lexile level based on RI. And/or Improved scores on WIDA	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.

	Some students receive instruction in phonics and/or phonemic awareness based on placement in System 44.	System 44 instead of READ 180. Repeat PI as needed with RI 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 per week	***Number of minutes per 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? 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.			
	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.			

Grade Level(s): 11 and 12	
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 *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. 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 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 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	Student has not yet met graduation requirement through FSA ELA OR ACT/SAT concordance score
Volusia Literacy Test of Text-based Writing 2 times per year – Argument mode & Informative mode - regular ELA courses Rhetorical Analysis – ELA, Honors	Consistently scores 6 or higher (using the state 10 point FSA ELA Writing rubric)	
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 – 11th and 12th 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 **And/OR** - Student is previously identified as ESOL/LY and FAIR-FS RC percentile is ≤ 99 and WRT is < 30 and VKT is ≥ 30 **And/OR** - Does not have an ESE assessment waiver based on state and district requirements
THEN:	**TIER 1 instruction and TIER 2 interventions**
TIER 1 instruction and TIER 2 interventions	*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 & Duration	***TIER 2 Progress Monitoring***			
	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***
(10004102) INTENSIVE READING Tier 2 reading, Retake course PWImpact ACT-style Teengagement Units Cambridge ACT Victory Kahn Academy SAT ELA lessons Achieve 3000 Duration: full year OR semester	FAIR-FS 3 times per year FSA ELA Retake 1 or 2 times per year as needed ACT NCR 1 time per year Other within program assessments	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 Graduation requirement through FSA ELA Retake or ACT/SAT concordance score	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 Has not yet met Graduation requirement through FSA ELA Retake or ACT/SAT concordance score	Scores below 99 in Reading Comprehension (RC) with no growth and Scores in Word Recognition (WRT) and Vocabulary Knowledge (VKT) are both 30 or lower with no growth and/or Has not yet met Graduation requirement through FSA ELA Retake or ACT/SAT concordance score

Number of times a week intervention provided	5 times per week	***Number of minutes per intervention session***	45 minutes per session

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.

<table>
<tr><td></td><td colspan="4">Grade Level – 11th or 12th grader</td></tr>
<tr><td>IF:</td><td colspan="4">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
And/OR

- Student is previously identified as ESOL/LY and FAIR-FS RC percentile is ≤ 99 and WRT is < 30 and VKT is ≥ 30
And/OR

- Does not have an ESE assessment waiver based on state and district requirements</td></tr>
<tr><td>THEN:</td><td colspan="4">TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</td></tr>
<tr><td rowspan="3">TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions</td><td colspan="4">Immediate, intensive intervention:
• extended time
• targeted instruction based on student need
• small group or one-on-one instruction
• accommodations (IEP, ESOL, or 504)
• more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions
• additional time allotted is in addition to core instruction and tier 2 interventions</td></tr>
<tr><td>TIER 3 Programs/Materials/Strategies & Duration</td><td colspan="3">TIER 3 Progress Monitoring</td></tr>
<tr><td></td><td>Assessment & Frequency</td><td>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</td><td>Performance Criteria that would prompt changes to Tier 3 interventions</td></tr>
<tr><td></td><td>(10004102) INTENSIVE READING Retake course

PWImpact ACT-style Teengagement Units

Cambridge ACT Victory

Kahn Academy SAT ELA lessons

Achieve 3000

Duration: full year OR semester</td><td>FAIR-FS
3 times per year

FSA ELA Retake
1 or 2 times per year as needed

ACT NCR
1 time per year

Other within program assessments</td><td>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

Has not yet met Graduation requirement through FSA ELA Retake or ACT/SAT concordance score</td><td>Scores below 99 in Reading Comprehension (RC) with no growth

and

Scores in Word Recognition (WRT) and Vocabulary Knowledge (VKT) are both 30 or lower with no growth

and/or

Has not yet met Graduation requirement through FSA ELA Retake or</td></tr>
</table>

				ACT/SAT concordance score
	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	5 times per week	***Number of minutes per intervention session***	45 minutes
	What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 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 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 – 11th and 12th grade			
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 Interventions	Immediate, intensive intervention: • extended time • targeted instruction based on student need • small group or one-on-one instruction • accommodations (IEP, ESOL, or 504) • more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions • *additional* ***time allotted is in addition*** *to core instruction and tier 2 interventions*			
	TIER 3 Programs/Materials/Strategies & Duration	***TIER 3 Progress Monitoring***		
		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***

	(1002381) DEV LA ESOL READING 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 RI. FSA ELA Retake 1 or 2 times per year as needed ACT NCR 1 time per year	Growth on FAIR-FS Improve in WRT and VKT to 31 or higher **And/or** Reach Grade level College and Career Ready Lexile level based on RI. And/or Improved scores on WIDA	Lack of growth in WRT and/or VKT in FAIR-FS Lack of growth on RI or PI within READ 180/System 44 And Has not yet met Graduation requirement through FSA ELA Retake or ACT/SAT concordance score
	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 per week	***Number of minutes per 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? 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.			
	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.			