Volusia County Schools' District Comprehensive Evidence-Based Reading Plan

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

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

1) Contact Information

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

Point of Contact	Name	Email	Phone
Main Reading Contact	Heather Norris	hrnorris@volusia.k12.fl.us	386-734-7190
Data Element	Kyle Schicker	kbschick@volusia.k12.fl.us	386-734-7190
Third Grade Promotion	Kristy Castellanos	kjcastel@volusia.k12.fl.us	386-734-7190
Multi-Tiered System of Supports	Yvonne Rushing	ycrushin@volusia.k12.fl.us	386-734-7190
Elementary ELA	Katherine Klynstra	ktklynst@volusia.k12.fl.us	386-734-7190
Middle School ELA	Mirelys Goode	mgoode@volusia.k12.fl.us	386-734-7190
High School ELA	Stacie Rich	slrich@volusia.k12.fl.us	386-734-7190

2) District Expenditures

Comprehensive System of Reading Instruction Expenditures (Rule 6A-6.053**(9)(b)3.b., F.A.C.**)
The reading funding included in the Florida Education Finance Program (FEFP) base funding is intended to provide comprehensive reading instruction to students in prekindergarten (PreK) through grade 12. Districts will include salaries and benefits, professional learning, assessment, programs/materials, tutoring and incentives required to effectively implement the district's plan. The expenditures must prioritize Voluntary Prekindergarten (VPK) students who have a substantial reading deficiency in early literacy skills and K-3 students who have a substantial reading deficiency or characteristics of dyslexia. Charter schools must utilize their proportionate share in accordance with ss. 1002.33(7)(a)2.a., 1003.4201 and 1008.25(3)(a), F.S. *Note: All intensive reading interventions specified by the charter must be delivered by a teacher who has a literacy micro-credential or is certified or endorsed in reading.*

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Elementary Expenses		
Literacy coaches	$1,346,546.00	20
Intervention teachers	$349,051.00	5
Scientifically researched and evidence-based supplemental instructional materials	$255,649.00	
Third grade summer reading camps	$300,000.00	
Summer reading camps		
Secondary Expenses		
Literacy coaches	$871,515.00	12
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials	$369,887.00	
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction	$2000.00	
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification		
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning		
Family engagement activities		
Other – Please Describe (**Add additional rows as needed.**)		
Estimated Sum of Expenditures	$3,494,648.00	

A. Measurable Student Achievement Goals (Rule 6A-6.053(**9**)(b)3.d., F.A.C.**)**
Goals for the plan year should increase from the previous year in order to meet statewide literacy achievement goals.

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Urgent Intervention <10th percentile	**Urgent Intervention** <10th percentile	At & Above Benchmark 40th percentile & above	**At & Above Benchmark** 40th percentile & above
VPK	2%	1%	88%	91%

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

By scheduling quarterly data chats between VPK teachers and district Early Learning staff, both district and state assessment data is analyzed, and students are identified by performance level (quartiles). Teachers and staff then identify instructional strategies and resources to use with those students. One curriculum we have adopted specifically designed to support struggling readers is the Nemours Reading Brightstart early literacy program. This targeted daily small group instruction focuses on emergent literacy using a multisensory approach to learning. A progress monitoring tool is built into the curriculum to track student progress. Secondly, all students scoring below the 40 Percentile Rate on the FAST VPK Star Early Literacy Assessment are provided the New World's Reading Initiative application to encourage and support reading outside the classroom. Last, Volusia County Schools utilizes the Waterford Reading Academy (Smartstart) for our PreK students. Students participate in this emergent literacy software program daily and is available for use at home as well.

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

FAST				
Grade	Previous School Year – % of Students Scoring Level 1	Goal for Plan Year – % of Students Scoring Level 1	Previous School Year – % of Students Scoring Levels 3-5	Goal for Plan Year – % of Students Scoring Levels 3-5
K	20%	17%	58%	61%
1	27%	24%	57%	60%
2	27%	24%	51%	54%
3	23%	20%	57%	60%
4	23%	20%	55%	58%
5	19%	16%	56%	59%
6	24%	21%	53%	56%
7	24%	21%	52%	55%
8	23%	20%	52%	55%
9	24%	21%	51%	54%
10	21%	18%	54%	57%

B. Plan Implementation and Monitoring (Rule 6A-6.053(**10), F.A.C.**)
Districts must monitor the implementation of the District CERP at the district and school level, including charter schools sponsored by a district.

1. Provide an explanation of the following:

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	FAST PM-3 X a year Volusia Benchmark Assessments-3 X a year	FAST PM-3 X a year Volusia Benchmark Assessments-3 X a year VPAS-Volusia Phonological Awareness Screener-2 X a month Quick Phonics Assessment-2 X a month

		DIBELS Next-2 X a month i-Ready Diagnostic Grades 1-5 X2 a year
Actions for continuous support and improvement	-Executive Directors, Directors, K-12 ELA Coordinator, Curriculum Specialists, Resource Teachers - Oversight: walkthroughs of classrooms by district-level leadership, including the curriculum directors, coordinators, and specialists - Support with creating master schedules that allow for reading intervention to occur - Support and follow-up with the curriculum team: • PLCs • Lesson modeling • supporting small group instruction • Data review and next steps	-School leadership reviews ongoing assessment data for trends and shares school-level or grade-level concerns with teachers. -Monthly, School-Based Teams engage in data chats in PLCs for remediation and enrichment decisions with the support of the literacy coach and district ELA Resource Teachers. -Quarterly District leaders and School-Based Teams reflect on the School Improvement plan and create next steps for professional learning and support including side by side coaching, demonstration lessons from literacy coaches and district resource teachers
Grades 6-8	**District Level**	**School Level**
Data that will be collected and frequency of review	FAST PMs- 3 X a year Volusia Benchmark Assessment-3 X a year	FAST PMs- 3 X a year Volusia Benchmark Assessment-3 X a year Achieve 3000 Level Set-3X a year Reading Progress- biweekly
Actions for continuous support and improvement	-Executive Directors, Directors, K-12 ELA Coordinator, Curriculum Specialists, Resource Teachers - Oversight: walkthroughs of classrooms by district-level leadership, including the curriculum directors, coordinators, and specialists - Support with creating master schedules and student placement recommendations that allow for reading intervention to occur	- School leadership reviews ongoing assessment data for trends and shares school-level or grade-level concerns with teachers. - Monthly, School-Based Teams engage in data chats in PLCs for remediation and enrichment decisions with the support of the literacy coach and district ELA Resource Teachers. -Quarterly District leaders and School-Based Teams reflect on the School Improvement plan and create

	- Support and follow-up with the curriculum team: • PLCs • Lesson modeling • supporting small group instruction • Data review and next steps	next steps for professional learning and support including side by side coaching, demonstration lessons from literacy coaches and district resource teachers
Grades 9-12	**District Level**	**School Level**
Data that will be collected and frequency of review	FAST PMs- 3 X a year Volusia Benchmark Assessment-3 X a year	FAST PMs- 3 X a year Volusia Benchmark Assessment-3 X a year Achieve 3000 Level Set-3X a year Reading Progress- biweekly
Actions for continuous support and improvement	-Executive Directors, Directors, K-12 ELA Coordinator, Curriculum Specialists, Resource Teachers - Oversight: walkthroughs of classrooms by district-level leadership, including the curriculum directors, coordinators, and specialists - Support with creating master schedules and student placement recommendations that allow for reading intervention to occur - Support and follow-up with the curriculum team: • PLCs • Lesson modeling • supporting small group instruction • Data review and next steps	- School leadership reviews ongoing assessment data for trends and shares school-level or grade-level concerns with teachers. - Monthly, School-Based Teams engage in data chats in PLCs for remediation and enrichment decisions with the support of the literacy coach and district ELA Resource Teachers. -Quarterly District leaders and School-Based Teams reflect on the School Improvement plan and create next steps for professional learning and support including side by side coaching, demonstration lessons from literacy coaches and district resource teachers

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

Based on the results of our reflection tool, there is a clear need to deepen understanding of the science of reading at all levels—from school-based administrators to classroom teachers. To address this, we will launch a district-wide, K–12 professional learning initiative beginning this summer, starting with administrators to ensure a top-down approach to implementation.Our reflection also revealed a consistent decline in proficiency levels from the previous year in 2nd and 6th grades. Integrating professional learning on the science of reading will help us implement research-based

strategies to strengthen instructional practices across all grade levels, with targeted support for 2nd and 6th grade teachers.

Additionally, program fidelity emerged as an area of concern. By helping educators make explicit connections between the science of reading and program implementation, we aim to increase fidelity of use. This alignment will ultimately lead to improved student outcomes.

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

District leadership meets regularly with school-based administrators to communicate expectations of reading walkthroughs by administrators, the use of assessment data, and the adjustment to instruction based on the data collected. Principals have created Teams to collect data from their teachers to share in PLCs and with district leadership to adjust instruction and target areas of concern. School leaders conduct walkthroughs at least once a week. Depending on the needs of the schools, district leaders (directors and executive directors) will walk at least twice a month to two times a week. Similarly, the ELA department walks at least quarterly at the highest performing schools to weekly through our support plan at schools with more needs.

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

Schools use state FAST data and district assessment data trends to establish literacy goals and use district resources to create an action plan. Monthly principal meetings to review data from FAST, district assessments, and school-based data. Additionally, Achieve 3000, i-Ready, and Waterford data is analyzed for program fidelity and to monitor student growth. Principals collaborate to create action steps based on current trends and needs. These are then reviewed and monitored by directors.

C. Literacy Coaches (Rule 6A-6.053(4), F.A.C.)
   The Just Read, Florida! literacy coach model delineates the roles and responsibilities of literacy coaches.

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

   ☒**Yes**   ☐**No**

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

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

Role of the coach is communicated through administrative meetings, emails, Canvas resources. The Professional Learning Department monitors literacy coach roles and activities through a monitoring system.

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

A designated professional learning specialist will prioritize school support based on feedback from coaches and learning walk data from district-wide data trends. Coaches attend professional learning monthly to address curriculum content, teaching strategies, coaching practices, and data analysis. District resource teachers are assigned to schools as the point of contact from the ELA department.

Resource teachers supports schools either multiple times a week, weekly, bi-weekly, or monthly based on school needs.

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

The Professional Learning Office along with the ELA department and division leadership develop plans that are both district-wide and school-based. Professional learning and ongoing support with data analysis with the Research, Evaluations, and Assessment (REA) Department help schools analyze needs and trends for areas of growth and support. Each month, the coaches professional learning dives into data using our district created data dashboard and develops plans to support teachers with data analysis tools. We also conduct quarterly data meetings with coaches and school leadership to analyze data. District-wide Early Release Professional Learning days are utilized for teachers to dive into their data to support the needs of their students. We also have Best Practices Days to meet with teachers to analyze data needs to then plan lessons and supports based on the needs of their students.

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

The Professional Learning Office has a monitoring system that is used to track and support the implementation of the coaching model.

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

The district analyzes data trends for both proficiency and growth gains to determine if the coach's support of teachers and students has made a positive impact. Coaches use a log to report their activities with the Professional Learning department. These are reviewed for impact.

4) Assessment, Curriculum and Reading Instruction

A. Florida's Formula for Reading Success (Rule 6A-6.053(3)(a), F.A.C.)
   K-12 reading instruction will align with Florida's Formula for Reading Success, 6 + 4 + T1 +T2 + T3, which includes:
   - **Six components of reading**: oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.
   - Four types of classroom assessments: screening, progress monitoring, diagnostic and summative assessment.
   - Three tiers of instruction that are standards-aligned; include accommodations for students with a disability, students with an Individual Educational Plan (IEP) and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in 34 Code of Federal Regulations 200.2(b)(2)(ii).
     - Core Instruction (Tier 1): provides print-rich explicit and systematic, scaffolded, differentiated instruction and corrective feedback; builds background and content knowledge; incorporates writing in response to reading.
     - Supplemental Instruction/Interventions (Tier 2): provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted still(s) and receive corrective feedback; occurs in addition to core instruction.

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

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

The district's 2023–2026 Strategic Plan is for "All students will engage in high levels of learning every day." The second guardrail focuses on enhancing learning for all students. This is fully aligned with Florida's Formula for Reading Success by prioritizing high-quality, evidence-based reading instruction for all students, including students with disabilities and English language learners. Through its focus on Early Literacy and Secondary Literacy, the plan emphasizes the importance of strong foundational skills in oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension—key pillars of Florida's reading framework.

For grades K–5, the strategic plan supports a 90-minute uninterrupted literacy block, 30-minute writing block, and an additional 30-minute intervention block. Instruction is differentiated based on student data, with supports embedded for multilingual learners and students with disabilities. The district employs universal screeners, diagnostic assessments, and the Reading Decision Trees to identify student needs and deliver appropriate interventions, including enrichment, remediation, or intensive support.

In grades 6–12, the plan ensures that all students receive core reading instruction through ELA courses, with targeted intervention provided through intensive reading classes for students requiring Tier 2 or Tier 3 support. Intervention curricula continue to align with Florida's emphasis on foundational reading skills and text comprehension, with instructional adjustments to meet the needs of diverse learners.

Students identified for Tier 3 intervention receive instruction from reading-endorsed or certified educators using research-based methods aligned to state expectations. For English language learners, instruction incorporates scaffolds and language development strategies that align with the Florida English Language Development (ELD) Standards, ensuring access to grade-level content and literacy development

By integrating rigorous progress monitoring, access to supports, and highly trained educators, the district's strategic plan directly supports Florida's Formula for Reading Success and ensures that all students, including students with disabilities and English language learners, develop the literacy skills necessary for academic achievement.

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

All PreK students participate in local assessments to monitor student achievement of the FELDS. Additionally, VPK students participate in the FAST STAR Early Literacy assessment. PreK students

with disabilities are monitored through progress on their IEP goals using the PreK ESE district report card. Data collected from these tools is used to identify students who need intervention and enrichment. The Early Learning Department has established an Multi-Tiered System of Support (MTSS) process to monitor the data and respond to student needs accordingly.

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

Volusia County Schools services students ages 3–5-year-olds through both the Voluntary Prekindergarten (VPK) and PreK ESE programs. All PreK instruction is aligned with the Florida Early Learning Developmental Standards (FELDS), which serve as the foundation for developmentally appropriate teaching and learning. These standards guide educators in promoting key areas of early childhood development, including cognitive, language, social-emotional, and physical growth.

To support this alignment, the district utilizes Frog Street PreK 2020 and Frog Street Threes as the core curriculum resources. These research-based programs provide comprehensive, integrated instruction that emphasizes early literacy, numeracy, social-emotional learning, and language development through engaging, age-appropriate activities.

In addition to the core curriculum, instruction is enhanced by several supplemental programs:

- Waterford Reading Academy: A technology-based early literacy program that delivers individualized instruction in phonics, vocabulary, and comprehension.
- Nemours Reading BrightStart! Program: An evidence-based early literacy initiative that targets children at risk for reading difficulties through screening and targeted interventions.
- Conscious Discipline: A social-emotional learning program that fosters emotional intelligence, self-regulation, and a positive classroom climate through teacher modeling and intentional practices.
- Second Step: A curriculum focused on developing children's social skills, emotional understanding, and problem-solving abilities.

Together, these curricula and supports ensure that PreK instruction is holistic, standards-aligned, and designed to meet the diverse developmental needs of young learners.

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

VPK Teachers and district staff meet after each progress monitoring assessment (PM1,2, &3) to identify the students scoring below the 10th percentile rate on the FAST VPK Star Early Literacy Assessment. These students are then provided daily targeted small group instruction using the Nemours Reading Brightstart Program. This program is specifically geared towards struggling readers and focuses on early literacy to prepare students for kindergarten. It is research based and founded in the science of reading. This program also provides a progress monitoring tool to access progress along the way.

B. Assessment/Curriculum Decision Trees (Rule 6A-6.053(**9**)(b)4., F.A.C.)
Districts are required to develop Assessment/Curriculum Decision Trees to demonstrate how data will be used to determine specific reading instructional needs and interventions for all students in

grades K-12. Use Assessment/Curriculum Decision Trees to address ALL students. The template can be used for grade bands or for individual grades.

The Decision Trees must contain the following information:

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

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

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

Grades VPK-5

1. Grades VPK-5 Assessments

FAST				
Name of the Assessment	**Target Audience**	**What component of reading is assessed?**	**Assessment Type**	**How often is the data collected?**
FAST Star Early Literacy	☒ VPK ☒ Grade K ☒ Grade 1	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year
FAST Star Reading	☒ Grade 1 ☒ Grade 2	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year
FAST ELA Reading	☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) **(Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
i-Ready diagnostic	☐ VPK ☐ PreK ☐ Grade K ☐ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students ☐ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☒ Other 2 X a year (exception 3rd graders who need good cause)
Volusia Benchmark	☐ VPK ☐ PreK ☐ Grade K	☐ Oral Language ☐ Phonological Awareness	☐ Screening ☒ Progress Monitoring	☐ Weekly ☐ 2 x Month ☐ Monthly

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades PreK-5) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
Assessment (VBA)	☐ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students ☐ Select Students	☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Diagnostic ☒ Summative	☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☒ Other (2nd grade once a year)
VPAS-Volusia Phonological Awareness Screener	☒ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☒ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Wilson Readig System WADE	☒ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☒ Other beginning and end of year, as progress monitoring at each step of the WRS program.
Quick Phonics Assessment (QPA)	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☒ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) **(Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
	☐ All Students ☒ Select Students			
DIBELS Next	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☒ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
QTA (Quick Tool Assessment for FELDS)	☒ VPK ☐ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☒ All Students ☐ Select Students	☒ Oral Language ☒ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☒ 4 times, each quarter

2. Students with a Substantial Deficiency **in Reading (Rule 6A-6.053(6), F.A.C.)**
   Students identified with a substantial deficiency in reading must have an individualized progress monitoring plan that is designed to address the student's specific reading deficiency and that meets the minimum requirements set forth in s. 1008.25(4)(c), F.S. The individualized progress monitoring plan must be developed within forty-five (45) days after the results of the coordinated screening and progress monitoring system become available, and parents must be consulted in the development of the plan.

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

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

   - The student is identified as in need of Tier 3 interventions;

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

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

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

FAST PM 3 data and district assessments are reviewed by district leaders and school-based leadership. They use the 24-25 FAST PM data and the K-3 Decision Trees to identify students that will receive Tier 2 or Tier 3 interventions. Students scoring a level 1 or Urgent Intervention will receive Tier 3 interventions. Students are continually monitored and adjusted and will be with the 25-26 PMs and the district assessments for correcting tiering and MTSS supports. Students in K-2 who are the bottom 10th percentile on FAST PM 1 or 2 will automatically receive Tier 3 intervention and students in 3rd grade who are the bottom 20th percentile will automatically receive Tier 3 intervention. Students who range from 20-40% (or level 2) receive tier 2 interventions.

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

FAST PM 3 data and district assessments are reviewed by district leaders and school-based leadership. They use the 24-25 FAST PM data and the 4-5 Decision Trees to identify students that will receive Tier 2 or Tier 3 interventions. Students scoring a level 1 will receive Tier 3 interventions. Students are continually monitored and adjusted and will be with the 25-26 PMs and the district assessments for correcting tiering and MTSS supports. Students in the bottom 10th percentile on FAST PM1 or PM2 will automatically receive Tier 3 intervention. Students who score level 2 receive tier 2 interventions.

3. Students with Characteristics of Dyslexia (Rule 6A-6.053**(7), F.A.C.)**
Students who have characteristics of dyslexia must be covered by one of the plans described in s. 1008.25(4)(b), F.S., and parents must be consulted in the development of the plan.

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

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The district will utilize the results of the FAST statewide assessment to identify students who are at-risk for having a reading deficiency. Additional diagnostic assessments will be administered to determine if there are specific areas of deficiency related to characteristics of dyslexia. Diagnostic assessments will include letter and sound identification, phonemic awareness, phonics, and oral reading fluency. Data from the diagnostic assessments will be used to determine if the student has characteristics of dyslexia. If data indicates characteristics of dyslexia, targeted explicit, systematic, and multisensory interventions will be determined along with frequency, intensity, and projected duration to remedy the deficiencies.

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

Students with characteristics of dyslexia will be administered diagnostic assessments for letter and sound identification, phonemic awareness, phonics, and oral reading fluency through the i-Ready Early Literacy and Dyslexia Risk Screener. Results of the diagnostic assessments will drive targeted intensive Tier 3 interventions based on district decision trees. This will include the prescribed intervention, frequency, intensity, and projected duration needed to remedy the deficiencies.

Frequent ongoing progress monitoring appropriate to measure progress in area of deficiency, will be conducted at least bi-weekly to guide instructional decision making and to help determine response to the intervention based on state and local norms. If student is making adequate progress, student will continue with the current intervention until the reading deficiency is remedied. If the student is not making adequate progress, intervention will be adjusted. The student may also be referred for comprehensive psychoeducational evaluation for norm referenced academic test to include phonemic awareness, if the achievement gap continues to increase.

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

The effectiveness of Tier 1 instruction is monitored through universal screening of all students three times per year (fall, winter, and spring). Teachers also monitor classroom performance to ensure students are meeting grade-level expectations. If students are not responding to Tier 1 instruction, teachers implement differentiated strategies and monitor progress informally before considering Tier 2 supports.

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

Effectiveness of Tier 2 interventions is monitored using progress monitoring data, collected bi-weekly (every two weeks). Teachers analyze this data to determine if students are responding to the interventions. If students are not showing adequate progress, adjustments are made to intervention strategies, or students may be referred for Tier 3 support.

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

The effectiveness of Tier 3 interventions is monitored through at least bi-weekly progress monitoring and ongoing data team meetings. These meetings are used to analyze student progress, evaluate the impact of interventions, and determine whether the intensity or type of support needs to be adjusted. Data gathered at this level also informs decisions about further evaluation or possible referral for MTSS and/or special education services if progress remains limited despite intensive support.

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

Tier 1 (Core) Only

Beginning of Year Data

Students must meet the following criteria at the beginning of the school year:
K- FAST Star Level 3, 4, 5 (current year PM1)
1st- FAST Star Level 3, 4, 5 (Prior year PM3)
2nd- FAST Star Level 3, 4, 5 (Prior year PM3) OR i-Ready Overall Reading Scale Score >434 (BOY)
3rd- FAST Level 3, 4, 5 (Prior year PM3) OR i-Ready Overall Reading Scale Score >479 (BOY)
4th- FAST Level 3, 4, 5 (Prior year PM3)OR i-Ready Overall Reading Scale Score >517 (BOY)
5th- FAST Level 3, 4, 5 (Prior year PM3) OR i-Ready Overall Reading Scale Score >541 (BOY)

List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students.
i-Ready Diagnostic on grade level; FAST Level 3, 4, 5; District benchmark assessments (3x per year). These assessments mirror FAST and use similar cut scores and are identified with levels and buckets for level 1 and 2. Students earning 3 or higher on these assessments are on level.

What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?
Review of i-Ready data at the beginning and middle of the school year, Review of FAST data 3x per year, analysis of bi-weekly Ongoing Progress Monitoring (These are listed with assessments: VPAS, QPA, DIBELS Next) using Performance Matters and the district created Data Dashboard.

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

Name of Program	Year of Program Adoption
Benchmark Advance	**2021**

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:
i-Ready Diagnostic below grade level, FAST-level 1 or 2, students not making progress based on decision tree criteria and ongoing progress monitoring. These are students that when taking the ongoing progress monitoring (VPAS, QPA, DIBELS Next), are not passing and moving onto the next lessons during intervention time. These are conduct every 2-3 weeks and students should be moving forward in their programs.

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:
K-2: FAST Star Levels 1-2 (PM1 data for K and PM3 data for 1-2)
FAST 3rd grade Levels 1-2 (PM3 data)
Grade 4-5 Levels 1-2 (PM3 data)

Number of times per week interventions are provided: 4-5 times a week

Number of minutes per intervention session: 30 minutes

Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Heggerty Phonemic Awareness		Heggerty Phonemic Awareness does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade, Recommendations: Recommendation 2 Develop awareness of the segments of sounds in speech and how they link to letters; Recommendation 3 Teach students to decode words, analyze word parts, and write and recognize words. These recommendations were built into the program by an intentional and systematic progression covering a range of phonological and phonemic awareness skills. The district will support and monitor implementation of this program by training teachers and interventionists, including professional learning through monthly coaches professional learning, and both district resource teacher and school-based literacy coach support.
Sound Partners	Strong	
Benchmark Advance Phonics Intervention		Benchmark Advance Phonics Intervention does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade, Recommendations: Recommendation 2 Develop awareness of the segments of sounds in speech and how they link to letters; Recommendation 3 Teach students to decode words, analyze word parts, and write and recognize words. Recommendation 2 was built into the program by each level of the program including 30 units, with one specific skill targeted across every 10 lessons. This deliberate pacing supports systematic and explicit instruction in both phonemic awareness and phonics ensuring that students have ample time and practice to mast each foundational skill before moving on. It also

		incorporates multimodal instruction, engaging students through visual, auditory, and kinesthetic learning activities to meet the needs of diverse learning styles. It also strengthens the connection between spoken and written letters. It also uses decodable text to reinforce the phonics instruction by allowing students to apply newly learned sound-letter patterns. These texts are based on the phonics patterns and high-frequency words that have been explicitly taught. Recommendation 3 from the WWC Practice Guide emphasizes the importance of teaching students to decode words, analyze word parts, and write and recognize words—skills that are essential for developing strong reading proficiency. The Benchmark Advance Phonics Intervention program aligns with this recommendation through several key instructional strategies. It provides explicit decoding instruction, guiding students to decode words using phonics patterns and syllable types. The program also incorporates word analysis, with lessons that focus on prefixes, suffixes, and root words, enabling students to break down and understand multisyllabic words. Additionally, students engage in writing and word recognition activities, where they practice writing words and sentences. This reinforces orthographic patterns and vocabulary knowledge, supporting both reading and spelling development. The district will support and monitor implementation of this program by training teachers and interventionists, including professional learning through monthly coaches professional learning, virtual training opportunities, and both district resource teacher and school-based literacy coach support.
SIPPS	Moderate	
i-Ready Personalized Instruction	Moderate	
Benchmark Advance Comprehension Intervention		Benchmark Advance Comprehension Intervention does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the program: Providing Reading Interventions for Students in Grades 4-9, Recommendations: Recommendation 3 Routinely use a set of comprehension building practices to help students make sense of the text;

		Recommendation 4 Provide students with opportunities to practice making sense of stretch text that will expose them to complex ideas and information. The Benchmark Advance Comprehension Intervention program aligns closely with two key recommendations from the WWC Practice Guide for reading interventions in grades 4–9. Recommendation 3 emphasizes the importance of explicit comprehension instruction through strategies such as summarizing, questioning, clarifying, and predicting. The program supports this by incorporating scaffolded reteaching of comprehension strategies, allowing students to revisit and deepen their understanding of essential skills. Lessons follow the gradual release of responsibility model ("I do, we do, you do"), which transitions students from guided instruction to independent application. Teachers model comprehension practices, guide students through practice, and then provide opportunities for independent use, helping students internalize effective strategies for understanding text. Recommendation 4 encourages the use of stretch texts—grade-level or above-grade-level materials that expose students to complex ideas and language. The Benchmark Advance Comprehension Intervention program includes such texts, selected specifically to challenge students with advanced vocabulary, sentence structures, and content. Through scaffolded instruction, students receive the support they need to access these texts, even if they are initially beyond their independent reading level. Teachers are equipped to pre-teach vocabulary, build background knowledge, and use targeted questioning strategies to help students engage with and comprehend challenging material. Together, these practices ensure that students are not only supported in their reading development but are also pushed to grow through exposure to rigorous academic content. The district will support and monitor implementation of this program by training teachers, including professional learning through monthly coaches professional learning, virtual training opportunities, and both district resource teacher and school-based literacy coach support.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.		

Students with Disabilities		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
UFLI		UFLI Foundations does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade, Recommendations: Recommendation 2 Develop awareness of the segments of sounds in speech and how they link to letters; Recommendation 3 Teach students to decode words, analyze word parts, and write and recognize words. These recommendations were built into the program by building the foundational skills necessary for reading using a systematic scope and sequence. It uses an eight-step routine for each lesson: phonemic awareness, visual drill, auditory drill, blending drill, new concept, word work, irregular words, and connected to text. This sequence provides opportunities for review, explicit and guided practice, and application. The district will support and monitor implementation of this through FDLRS professional learning and monitoring by both district resource teacher and school-based literacy coach support.
SRA Corrective Reading	promising	
Wilson Reading System	promising	
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**

For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided.
SIPPS Beginning, Extension, Plus and Challenge- The program's systematic scope and sequence provides a structured-literacy approach to instruction through explicit routines focused on phonological awareness, spelling sounds, and sight words. It is based on the premise that beginning literacy is best taught through two distinct strands: one focusing on language comprehension and the other on word recognition. These routines incorporate arm and hand motions, tracing, writing, speaking, listening, reading, and vocalization. The program also includes a teacher handbook and student materials. All SIPPS lessons emphasize visual-auditory-vocal links.

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:
i-Ready Diagnostic below grade level, FAST-level 1, students not making progress based on decision tree criteria and ongoing progress monitoring. These are students that when taking the ongoing progress monitoring (VPAS, QPA, DIBELS Next), are not passing and moving onto the next lessons

during intervention time. These are conduct every 2-3 weeks and students should be moving forward in their programs.

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: K: FAST Urgent Intervention, bottom 10th percentile rank (PM1) FAST grade1-5: FAST Level 1 (prior year PM3) OR any K-3 student who has been previously retained		
Number of times per week interventions are provided: 4-5 times a week **Number of minutes per intervention session:** 30 minutes		
Intensive, Individualized Instruction/Interventions **Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.**		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Heggerty Phonemic Awareness		Heggerty Phonemic Awareness does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade, Recommendations: Recommendation 2 Develop awareness of the segments of sounds in speech and how they link to letters; Recommendation 3 Teach students to decode words, analyze word parts, and write and recognize words. These recommendations were built into the program by an intentional and systematic progression covering a range of phonological and phonemic awareness skills. The district will support and monitor implementation of this program by training teachers and interventionists, including professional learning through monthly coaches professional learning, and both district resource teacher and school-based literacy coach support.
Sound Partners	Strong	
Benchmark Advance Phonics Intervention		Benchmark Advance Phonics Intervention does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade, Recommendations: Recommendation 2 Develop awareness of the segments of sounds in speech and how they link to letters; Recommendation 3 Teach students to decode words, analyze word parts, and

		write and recognize words. Recommendation 2 was built into the program by each level of the program including 30 units, with one specific skill targeted across every 10 lessons. This deliberate pacing supports systematic and explicit instruction in both phonemic awareness and phonics ensuring that students have ample time and practice to mast each foundational skill before moving on. It also incorporates multimodal instruction, engaging students through visual, auditory, and kinesthetic learning activities to meet the needs of diverse learning styles. It also strengthens the connection between spoken and written letters. It also uses decodable text to reinforce the phonics instruction by allowing students to apply newly learned sound-letter patterns. These texts are based on the phonics patterns and high-frequency words that have been explicitly taught. Recommendation 3 from the WWC Practice Guide emphasizes the importance of teaching students to decode words, analyze word parts, and write and recognize words—skills that are essential for developing strong reading proficiency. The Benchmark Advance Phonics Intervention program aligns with this recommendation through several key instructional strategies. It provides explicit decoding instruction, guiding students to decode words using phonics patterns and syllable types. The program also incorporates word analysis, with lessons that focus on prefixes, suffixes, and root words, enabling students to break down and understand multisyllabic words. Additionally, students engage in writing and word recognition activities, where they practice writing words and sentences. This reinforces orthographic patterns and vocabulary knowledge, supporting both reading and spelling development. The district will support and monitor implementation of this program by training teachers and interventionists, including professional learning through monthly coaches professional learning, virtual training opportunities, and both district resource teacher and school-based literacy coach support.
SIPPS	Moderate	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.		

Students with Disabilities		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
UFLI Foundations		UFLI Foundations does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade, Recommendations: Recommendation 2 Develop awareness of the segments of sounds in speech and how they link to letters; Recommendation 3 Teach students to decode words, analyze word parts, and write and recognize words. These recommendations were built into the program by building the foundational skills necessary for reading using a systematic scope and sequence. It uses an eight-step routine for each lesson: phonemic awareness, visual drill, auditory drill, blending drill, new concept, word work, irregular words, and connected to text. This sequence provides opportunities for review, explicit and guided practice, and application. The district will support and monitor implementation of this through FDLRS professional learning and monitoring by both district resource teacher and school-based literacy coach support.
SRA Corrective Reading	promising	
Wilson Reading System	promising	

English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**

For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided.
SIPPS Beginning, Extension, Plus and Challenge- The program's systematic scope and sequence provides a structured-literacy approach to instruction through explicit routines focused on phonological awareness, spelling sounds, and sight words. It is based on the premise that beginning literacy is best taught through two distinct strands: one focusing on language comprehension and the other on word recognition. These routines incorporate arm and hand motions, tracing, writing, speaking, listening, reading, and vocalization. The program also includes a teacher handbook and student materials. All SIPPS lessons emphasize visual-auditory-vocal links.

What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?
Data discussions at PLCs, Classroom learning walks/visits with dedicated school-based literacy coaches and dedicated district-based reading resource teachers improve the effectiveness of Tier 3 small group. 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.

Monitoring:
Effectiveness is monitored through:
Volusia Phonological Awareness Screener (VPAS) Every 2-3 Weeks
Letter Naming Fluency every 2-3 weeks
Phonics Survey or SIPPS Mastery Tests Every 2-3 weeks
DIBELS Oral Reading Fluency (ORF) Every 2-3 Weeks
i-Ready Beginning and Middle of the year diagnostic
District Progress Monitoring Comprehension Assessments every 3-4 weeks

7. Summer Reading Camps (Rule 6A-6.053**(8), F.A.C.**)
   Requirements of Summer Reading Camps pursuant to s. 1008.25(8), F.S., include:

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

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

Summer Reading Camps for Retained Grade 3 Students	
Schedule:	
Time	**Activity**
15 min.	Review procedures take attendance, morning meeting/message, etc.
60 min.	**Whole Group Reading (includes whole group fluency practice)** See *Daily Schedule Overview* for text titles & lessons to follow.
90 min. Divide block into 3 30-minute groups	**Small Group/Centers** Review center activities and call first group to table. Choose an appropriate Small Group lesson for each group based on portfolio data. **Center Activities when not with teacher** 1. i-Ready 2. Student Read & Respond Literacy Activities Packet (See *Daily Schedule Overview* for weekly activity title)
30 min.	**Read Aloud** Continue with chosen read-aloud.
30 min.	**Lunch (based on school schedule)**

45 min.	**Foundational Skills Instruction**
	SIPPS Challenge Lessons (See *Daily Schedule Overview* for lesson(s) to teach)
	– Administer Progress Monitoring Assessment **1B**
	Record on Student Assessment Recording Form & input into School City
	– Administer Progress Monitoring Assessment **2B**
	Record on Student Assessment Recording Form & input in School City
30 min.	**Independent Daily Reading**
	Students read books from RAZ Kids or the classroom library books provided. Teachers will meet with 2-3 students per day to goal set and check-in on i-Ready lessons and literacy center tasks.
30 min.	**Closing/Writing Reflection**
	Quickly review the lessons from today.
	• Review the Learning Target from the daily whole group lesson.
	• Briefly review the content learned during the day.
	• Students will write a reflection on what they learned today.
1:35	**Dismissal**

 Sample Pacing Calendar:

Monday, July 14	Tuesday, July 15	Wednesday, July 16	Thursday, July 17	Friday, July 18
Informational Whole Group-*Glow in the Dark Animals*; **Day 1** **Learning Target:** <u>V.1.3</u> Students will use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.	**Informational Whole Group**-*Glow in the Dark Animals*; **Day 2** **Learning Target:** **R.2.1** Students will explain how text features contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts.	**Informational Whole Group**-*Glow in the Dark Animals*; **Day 3** **Learning Target:** **R.2.1 and R.2.2** Students will identify the central idea and explain how relevant details support that idea in a text. Students will explain how text features contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts.	**Informational Whole Group**-*Glow in the Dark Animals*; **Day 4** **Learning Target:** **R.2.2** Students will identify the central idea and explain how relevant details support that idea in a text. **Bioluminescence /STEM Activity**	**NO SCHOOL**
Small Group- *Use small group teacher manual to determine which lesson to teach each group based on	**Small Group**- *Use small group teacher manual to determine which lesson to teach each group based	**Small Group**- *Use small group teacher manual to determine which lesson to teach each group based	**Small Group**- *Use small group teacher manual to determine which lesson to teach each group based on	

portfolio points needed.	on portfolio points needed.	on portfolio points needed.	portfolio points needed.	
Centers- -i-Ready & RAZ Kids -**Literacy Activity:** **"Adapting to Survive in the Wild"**	**Centers**- -i-Ready & RAZ Kids -**Literacy Activity:** **"Adapting to Survive in the Wild"**	**Centers**- -i-Ready & RAZ Kids -**Literacy Activity:** **"Adapting to Survive in the Wild"**	**Centers**- -i-Ready & RAZ Kids - **Literacy Activity:** **"Adapting to Survive in the Wild"**	
SIPPS- Lessons **11 & 12**	**SIPPS**- Lessons **13 & 14**	**SIPPS**- Lessons **15 & 16**	**SIPPS**- Lessons **17 & 18**	

Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. **7801(21)(A)(i):**
SIPPS i-Ready Benchmark
Alternative Assessment Used:
i-Ready Diagnostic
Additional Information (optional):

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

Summer Reading Camps for Students in Grades K-5
Will the district implement this option?
☒**Yes**   ☐**No**
If yes**, please describe the grade level(s) that will be invited to participate.** Second-grade Tier 3 students in Title I schools are invited to attend the Second Grade Summer Camp.

Grades 6-8

8. Grades 6-8 Assessments

FAST				
Name of the Assessment	**Target Audience**	**What component of reading is assessed?**	**Assessment Type**	**How often is the data collected?**
FAST ELA Reading	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-8**) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
Volusia Benchmark Assessment (VBA)	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Achieve 3000 Level Set	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Student	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Wilson Reading System WADE	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Student	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☒ beginning and end of year, as progress monitoring at each step of the WRS program.
Teams Reading Progress- Fluency and comprehension	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Student	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☒ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other

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

Assessment data is reviewed by district leaders and school-based coaches, and the placement recommendation is given to the school for master scheduling. The district uses 24-25 FAST PM data, Volusia Benchmark Assessment data, and Level Set data to determine which students should receive Tier 2/Tier 3 interventions.

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

The effectiveness of Tier 1 instruction is monitored through data reviews at both the school and district levels, as well as through classroom learning walks conducted collaboratively by district curriculum staff and school-based leadership or coaching teams. Additionally, high-performing teachers partner with the district curriculum department to revise curriculum maps and resources. School-based leaders collect tier 1 instruction trends using the look-for tool.

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

Tier 2 intervention effectiveness is monitored using assessment data from tools such as FAST PM, the Volusia Benchmark Assessment, and the Achieve 3000 Level Set. These assessments provide screening, progress monitoring, and summative data collected three times per year. Students receive Tier 2 support through small group instruction in core ELA and are scheduled into specific intervention courses (e.g., M/J Intensive Reading, DLA) to receive evidence-based instruction (e.g., Achieve 3000) for 45 minutes daily. Ongoing progress monitoring ensures that the interventions are adjusted as needed based on student growth.

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

Effectiveness of Tier 3 interventions is monitored through classroom learning walks/visits conducted by school-based literacy coaches and district reading resource teachers. These visits assess the fidelity and pacing of instruction in small group settings and ensure alignment with both foundational and grade-level reading standards. Assessment data (e.g., FAST PMs, VBAs, Lexile growth) is used to evaluate progress. Students receive daily 45-minute sessions in designated reading intervention courses using strong evidence-based programs like Achieve 3000 and Wilson Reading. Additional support is provided by district ESOL resource teachers and the ESE department for English learners and students with disabilities.

Grades 6-8 Decision Tree
Tier 1 (Core) Only
Beginning of Year Data
Students must meet the following criteria at the beginning of the school year: 6th- FAST Level 3, 4, 5 (prior year PM3) and/or Lexile on Achieve 3000 Level Set >555 7th- FAST Level 3, 4, 5 (prior year PM3) and/or Lexile on Achieve 3000 Level Set >625 8th- FAST Level 3, 4, 5 (prior year PM3) and/or Lexile on Achieve 3000 Level Set >660
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Tier 1 instruction is monitored by data review at the school & district level and by classroom learning walks as a combined effort of the district curriculum team and school-based leadership/coaching teams. District benchmark assessments (3x per year) are used to monitor core instructional data. These assessments mirror FAST and use similar cut scores and are identified with levels and buckets for level 1 and 2. Students earning 3 or higher on these assessments are on level.

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

The district team conducts walkthroughs and data analysis with school teams to create action plans and to identify areas of support. The district solicits feedback from teachers to identify areas of improvement in literacy curriculum. High impact and high performing teachers collaborate with the district curriculum department to revise curriculum maps and supporting resources.

Core Instruction Indicate the core curriculum utilized. Add additional rows as needed.	
Name of Program	**Year of Program Adoption**
HMH Into Literature	2021

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

FAST PM3 Below Satisfactory Level 1 or 2. Students who are level 1 or 2 on PM1 and PM2 as well as Level 1 or 2 on the district's benchmark assessments that are given 3 times a year.

Tier 1 Instruction + Tier 2 Interventions
Beginning of Year Data
Students who meet the following criteria at the beginning of the school year: The student scored a FAST PM 3 Level 1 or 2
Number of times per week interventions are provided: 5
Number of minutes per intervention session: 45 minutes
Course(s) where interventions take place: Intensive Reading: M/J INTENSIVE READING 1, 2, or 3 and M/J DEVELOPMENTAL LANGUAGE ARTS THROUGH ESOL – READING (DLA)

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

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Achieve 3000	strong	

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

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Wilson Reading System	promising	
Achieve 3000	strong	

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Achieve 3000	strong	

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

FAST PM3 Below Satisfactory Level 1. Students who are level 1 on PM1 and PM2 as well as Level 1 or 2 on the district's benchmark assessments that are given 3 times a year. Students in reading are monitored to show growth on their Achieve 3000 Level Sets (and over time through their Just Right

levels in the program). Students should grow between 50-75 lexile points in a year. So when monitoring we are looking from Level Set 1 to Set 2 for 25-37 points of growth. And the same rate of growth between Set 2 to Set 3. We also monitor that they are completing 2 articles a week with a 75% or higher on quizzes.

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

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:
FAST PM3 Below Satisfactory Level 1 and if they were in reading the previous year, students who did not show growth in lexile from Achieve 3000 Level Set 1 to Set 3 between 50-75 lexile points.

Number of times per week interventions are provided: 5

Number of minutes per intervention session: 45 minutes for tier 3 in reading additional tier 2 support is given in small group in core ELA course as well.

Course(s) where interventions take place: Intensive Reading: M/J INTENSIVE READING 1, 2, or 3 and M/J DEVELOPMENTAL LANGUAGE ARTS THROUGH ESOL – READING (DLA)

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

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Achieve 3000- teacher led whole group and small group rotations.	strong	

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

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Wilson Reading System	promising	
Achieve 3000- teacher led whole group and small group rotations.	strong	

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Achieve 3000- teacher led whole group and small group rotations.	strong	

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?
The district team conducts walkthroughs and data analysis with school teams to create action plans and to identify areas of support. Support includes improving the effectiveness of Tier 3 small group instruction and lesson pacing to align instruction to the B.E.S.T. ELA Secondary Foundational Standards. ELA resource teachers collaborate with the ESOL and ESE resource teachers to support targeted teachers and students in specific intervention practices.

13. Grades 9-12 Assessments

FAST				
Name of the Assessment	**Target Audience (Grades 9-12)**	**What component of reading is assessed?**	**Assessment Type**	**How often is the data collected?**
FAST ELA Reading	☒ Grade 9 ☒ Grade 10	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

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

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades 9-12) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
Volusia Benchmark Assessment (VBA)	☒ Grade 9 ☒ Grade 10 ☐ Grade 11 ☐ Grade 12 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Achieve 3000 Level Set	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Wilson Reading System WADE	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades 9-12) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
	☐ All Students ☒ Select Students	☒ Vocabulary ☒ Comprehension		☐ 3 x Year ☐ Annually ☐ As Needed ☒ beginning and end of year, as progress monitoring at each step of the WRS program.
Teams Reading Progress Fluency and comprehension	☒ Grade 9 ☒ Grade 10 ☐ Grade 11 ☐ Grade 12 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☒ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
SAT	☐ Grade 9 ☐ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☒ 2 X Year
ACT NCR	☐ Grade 9 ☐ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☒ 2 X Year
CLT	☐ Grade 9 ☐ Grade 10 ☒ Grade 11 ☒ Grade 12	☐ Oral Language ☐ Phonological Awareness ☐ Phonics	☐ Screening ☐ Progress Monitoring ☐ Diagnostic	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades 9-12) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
	☐ All Students ☒ Select Students	☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Summative	☐ 3 x Year ☐ Annually ☒ As Needed ☐ 2 X Year

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

Assessment data is reviewed by district leaders and school-based coaches, and the placement recommendation is given to the school for master scheduling. The district uses 24-25 FAST PM data, Volusia Benchmark Assessment data, and Level Set data to determine which students should receive Tier 2/Tier 3 interventions.

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

The effectiveness of Tier 1 instruction is monitored through data reviews at both the school and district levels, as well as through classroom learning walks conducted collaboratively by district curriculum staff and school-based leadership or coaching teams. Additionally, high-performing teachers partner with the district curriculum department to revise curriculum maps and resources. School-based leaders collect tier 1 instruction trends using the look-for tool.

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

Tier 2 intervention effectiveness is monitored using assessment data from tools such as FAST PM, the Volusia Benchmark Assessment, and the Achieve 3000 Level Set. These assessments provide screening, progress monitoring, and summative data collected three times per year. Students receive Tier 2 supports through small group instruction in core ELA and are scheduled into specific intervention courses (e.g., Intensive Reading I, DLA) to receive evidence-based instruction (e.g., Achieve 3000) for 45 minutes daily. Ongoing progress monitoring ensures that the interventions are adjusted as needed based on student growth.

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

Effectiveness of Tier 3 interventions is monitored through classroom learning walks/visits conducted by school-based literacy coaches and district reading resource teachers. These visits assess the fidelity and pacing of instruction in small group settings and ensure alignment with both foundational and grade-level reading standards. Assessment data (e.g., FAST PMs, VBAs, Lexile growth) is used to evaluate progress. Students receive daily 45-minute sessions in designated reading intervention courses using strong evidence-based programs like Achieve 3000 and Wilson Reading. Additional support is provided by district ESOL resource teachers and the ESE department for English learners and students with disabilities.

Grades 9-12 Decision Tree
Tier 1 (Core) Only

Beginning of Year Data

Students must meet the following criteria at the beginning of the school year:
9th- FAST Level 3, 4, 5 (prior year PM3) and/or Lexile on Achieve 3000 Level Set >775
10th- FAST Level 3, 4, 5 (prior year PM3) and/or Lexile on Achieve 3000 Level Set >830
11th- no communication concordant and/or Lexile on Achieve 3000 Level Set >950
12th- no communication concordant and/or Lexile on Achieve 3000 Level Set >950

List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.
Tier 1 instruction is monitored by data review at the school & district level and by classroom learning walks as a combined effort of the district curriculum team and school-based leadership/coaching teams. District benchmark assessments (3x per year) are used to monitor core instructional data. These assessments mirror FAST and use similar cut scores and are identified with levels and buckets for level 1 and 2. Students earning 3 or higher on these assessments are on level.

What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction and/or curriculum provided to students?
The district team conducts walkthroughs and data analysis with school teams to create action plans and to identify areas of support. The district solicits feedback from teachers to identify areas of improvement in literacy curriculum. High impact and high performing teachers collaborate with the district curriculum department to revise curriculum maps and supporting resources.

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

Name of Program	Year of Program Adoption
HMH Into Literature	2021

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:
FAST PM3 Below Satisfactory Level 1 or 2. Students who are level 1 or 2 on PM1 and PM2 as well as Level 1 or 2 on the district's benchmark assessments that are given 3 times a year.

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:
The student scored a FAST PM 3 Level 1 or 2

Number of times per week interventions are provided: 5

Number of minutes per intervention session: 45 minutes

Course(s) where interventions take place: Intensive Reading: INTENSIVE READING 1, 2, 3, and 4, DEVELOPMENTAL LANGUAGE ARTS THROUGH ESOL – READING (DLA)

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

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Achieve 3000	strong	

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

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Wilson Reading System	promising	
Achieve 3000	strong	

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Achieve 3000	strong	

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:
FAST PM3 Below Satisfactory Level 1. Students who are level 1 on PM1 and PM2 as well as Level 1 or 2 on the district's benchmark assessments that are given 3 times a year. Students in reading are monitored to show growth on their Achieve 3000 Level Sets (and over time through their Just Right levels in the program). Students should grow between 25-50 lexile points in a year. So when monitoring we are looking from Level Set 1 to Set 2 for 12-25 points of growth. And the same rate of growth between Set 2 to Set 3. We also monitor that they are completing 2 articles a week with a 75% or higher on quizzes.

<div align="center">

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

</div>

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:
FAST PM3 Below Satisfactory Level 1 and if they were in reading the previous year, students who did not growth in lexile from Achieve 3000 Level Set 1 to Set 3 between 25-50 lexile points.

Number of times per week interventions are provided: 5

Number of minutes per intervention session: 45 minutes for tier 3 in reading additional tier 2 support is given in small group in core ELA course as well.

Course(s) where interventions take place: INTENSIVE READING 1, 2, 3, and 4, DEVELOPMENTAL LANGUAGE ARTS THROUGH ESOL – READING (DLA)

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

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Achieve 3000 teacher led whole group and small group rotations.	strong	

Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Wilson Reading System	promising	
Achieve 3000 teacher led whole group and small group rotations.	strong	
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Achieve 3000 teacher led whole group and small group rotations.	strong	
What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? The district team conducts walkthroughs and data analysis with school teams to create action plans and to identify areas of support. Support includes improving the effectiveness of Tier 3 small group instruction and lesson pacing to align instruction to the B.E.S.T. ELA Secondary Foundational Standards. ELA resource teachers collaborate with the ESOL and ESE resource teachers to support targeted teachers and students in specific intervention practices.		

5) Professional Learning (Rule 6A-6.053(9)(b)3.f. – j., F.A.C.)

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

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

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

Name of Professional Learning	Target Audience	Description
Collaborative Classrooms Being a Reader and SIPPS	K-5	Collaborative Classroom's training on Being a Reader and SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) is designed to help educators implement evidence-based literacy instruction with consistency, integrity, and student-centered practices. In Being a Reader, teachers understand the scope and sequence of foundational reading instruction. Learn to implement developmentally appropriate reading groups. Gain strategies for formative assessment and adjusting instruction accordingly. In SIPPS, teachers learn Multisensory phonics instruction with scaffolded routines, emphasis on syllable types, spelling patterns, and sight word mastery, clear, scripted lessons to ensure fidelity while allowing for differentiation.
Waterford	VPK-2	We have three sessions we run throughout the year: Getting Started- allows teachers to understand the portal, set up classes; Understanding Dashboards and Reports allows teachers to understand the reports and resources; and finally Up and Running allows teachers to understand how to use the library and digital resources.
i-Ready	K-5	There are multiple PLs for i-ready including understanding and using the diagnostic data for grouping and remediation. Personalized instruction- paths and teacher-assigned lessons based on students' levels and to accelerate or remediation skills and benchmarks based on data and scope and sequence. There is also the toolbox- how to use on level Magnetic, the decodable readers, standards-mastery, close reads, texts for scaffolding comprehension, and text for instruction with all these pieces being used based on student needs and time of year.
Benchmark Advance	K-5	Throughout the year, we'll offer a range of opportunities for both new and experienced teachers to engage with our resources and learn how to effectively use data and materials to support student needs. Sessions are organized by grade bands, including introductory sessions for new teachers in K–2 and 3–5, as well as deeper dives tailored to each band.

Benchmark Advance phonics Intervention	K-5	These targeted professional learnings support effective implementation of the Phonics Intervention Kits. These sessions are designed to help educators understand the structure, routines, and instructional strategies embedded in the kits, ensuring they can deliver high-impact, skill-based instruction with fidelity. Teachers will learn how to identify and address foundational skill gaps, differentiate instruction using the materials, and monitor student progress effectively.
Middle School Best Practices	6-8 ELA teachers	These professional learning sessions will guide teachers through our Volusia Benchmark Assessments' data analysis to develop targeted student support plans based on identified trends. We will model how to use gradual release and technology to monitor and hold all students accountable. Participants will explore content-specific small group instructional models, including both teacher-led and student-led approaches, to meet diverse learner needs. Additionally, the sessions will include time for collaborative planning focused on upcoming benchmarks and instructional strategies that align with district "look-fors," facilitated and supported by the district team.
High School Best Practices	9-10 ELA teachers	These professional learning sessions will guide teachers through our Volusia Benchmark Assessments' data analysis to develop targeted student support plans based on identified trends. We will model how to use gradual release and technology to monitor and hold all students accountable. Participants will explore content-specific small group instructional models, including both teacher-led and student-led approaches, to meet diverse learner needs. Additionally, the sessions will include time for collaborative planning focused on upcoming benchmarks and instructional strategies that align with district "look-fors," facilitated and supported by the district team.
Achieve 3000	6-12 Reading Teachers	Achieve3000 offers ongoing virtual professional learning opportunities each month to support educators in maximizing the impact of their literacy solutions. These sessions are designed to deepen teacher understanding of the platform's features, explore best practices for differentiated instruction, and provide actionable strategies to drive student engagement and growth. Each month's focus aligns with instructional priorities,

		including data-driven decision-making, accelerating reading comprehension, and integrating Achieve3000 resources to support the science of reading. Sessions are interactive and research-based, ensuring educators walk away with practical tools they can apply immediately in their classrooms.
Science of Reading	Administrators and K-12 teachers	A series of professional learning emphasizing the methodology of the Science of Reading with a focus on student data and small group instruction.
Writing K-2, 3-5, 6-8, 9-10 bands	K-10	These professional learning sessions are designed to support educators in implementing effective, standards-aligned writing instruction based on the Florida B.E.S.T. Standards. Teachers in grades K–10 (in bands: K-2, 3-5, 6-8, and 9-10) will explore grade-level expectations, instructional strategies, and scaffolding techniques to help students develop as confident, proficient writers. Sessions will focus on the structure and purpose of each mode of writing, as well as best practices for teaching the writing process, integrating mentor texts, and providing actionable feedback. Participants will leave with tools, exemplars, and planning resources to enhance writing instruction and improve student outcomes on statewide assessments and beyond.
AI in the classroom	K-12	In partnership with our Instructional Technology Services department, we will share best practices on how teachers (and students) can leverage district approved AI tools in their classrooms.

Instructional Personnel and Certified PreK Teachers
Describe how professional learning is provided to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential or credentials, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction.

Educators who take courses for endorsement or 40-hour renewal are eligible to reimbursement once a course is completed and for the certification add-on fee. These are advertised weekly in our Professional Learning Newsletter to all staff.

BEESE Portal - 40-hour renewal

Florida instructional personnel can enroll in free online courses through the BEESS Portal to earn 40 in-service points. The courses available include topics such as *Reading Difficulties, Disabilities, and Dyslexia*, *Structured Literacy through a Multi-Sensory Approach*, and *Science of Reading*. These courses focus on evidence-based reading instruction, developing phonemic awareness, and implementing multisensory intervention strategies.

RDGESECR PDA Exploring Structured Literacy Online Course**:** This option provides 40 in-service hours and focuses on structured literacy, offered multiple times throughout the year. It is specifically designed for instructional personnel working with students in PreK-12. The course is free and includes group meetings for further support.

Reading Endorsement- Beacon

Beacon's Reading Endorsement program comprises a series of five 60-hour courses, each focusing on a critical component of reading instruction:

1. Reading Competency 1: Foundations of Reading Instruction
   This course provides an in-depth exploration of the reading process, emphasizing the development of emergent literacy skills and progressing through the phases of word reading, culminating in comprehension. It covers the six components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.
2. Reading Competency 2: Application of Evidence-based Instructional Practices
   Building upon the foundational knowledge, this course focuses on applying explicit, systematic, and sequential evidence-based reading instruction. It includes strategies for scaffolding student learning and integrating the six components of reading.
3. Reading Competency 3: Foundations and Applications of Assessments
   Participants learn to select and administer appropriate assessments, analyze data, and use this information to inform evidence-based reading instruction. The course emphasizes identifying characteristics of conditions such as dyslexia and conducting effective progress monitoring.
4. Reading 4: Differentiated Instruction R+
   This course delves into differentiating instruction to meet the diverse needs of students. It covers strategies for modifying content, process, and product to accommodate varying learning profiles, ensuring all students receive effective reading instruction.
5. Reading 5: Demonstration of Accomplishment R+
   Serving as a culminating practicum, this course requires participants to demonstrate their knowledge by implementing a comprehensive, evidence-based reading plan. It involves identifying student needs, providing appropriate interventions, and conducting progress monitoring.

Completion of these courses equips educators with the skills and knowledge necessary to deliver high-quality reading instruction, aligning with Florida's professional learning requirements for reading instruction and students with disabilities.

Additional Professional Development Opportunities- 40-hour renewal

In addition to the Reading Endorsement series, Beacon offers various modules that support the development of reading instruction skills:

- Reading Challenges: Dyslexia and More (20 hours)
  This module explores the learning challenges experienced by students with dyslexia and other reading disorders, emphasizing explicit, systematic, and sequential reading instruction.
- Reading Challenges: Structured Literacy (20 hours)
  Focusing on structured literacy approaches, this course provides strategies for implementing explicit and systematic reading instruction, catering to students with diverse learning needs.

- Reading Challenges: Structured Literacy for All (40 hours)
  An extended module that combines the content of the previous two courses, offering a comprehensive exploration of structured literacy strategies applicable to all students.

Florida Literacy Micro-Credentials

In partnership with the Florida Department of Education and the UF Lastinger Center for Learning, these micro-credentials offer a flexible, self-paced opportunity to deepen educators' understanding of literacy instruction. These credentials are designed to provide on-demand, research-backed professional development with individualized feedback and support.

Differentiated Professional Learning
Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data.

In our district, professional learning is tailored to meet the specific needs of teachers based on what progress monitoring data tells us about their students. We use a variety of data sources—like i-Ready, Achieve3000, Volusia Benchmark Assessments, and classroom formative assessments—to identify areas where students are excelling and where they need more support.

This information helps us provide the right kind of professional learning at the right time. For example, if data shows that a class is struggling with foundational reading skills, we might offer targeted sessions on phonics instruction or small group interventions. Teachers whose students are showing strong growth might focus on extending learning through enrichment strategies or leading collaborative planning with peers.

Professional learning is offered in different formats—by grade band, subject area, or experience level—and includes options like coaching, modeling, or hands-on workshops. The goal is to make sure every teacher has the tools and support they need to respond to their students' needs in real time.

As the year goes on and new data becomes available, we adjust and refine our support to keep it meaningful and relevant.

Mentor Teachers
Describe how mentor teachers are identified and how model classrooms are established and utilized within the school.
Volusia Mentor, a group of teachers who are recommended, function as a district mentor group supporting new teachers in each school. The new teacher mentors are selected by the site-based administration. Volusia Mentor teachers also serve as model classrooms across the district.

Professional Learning Time
Describe how time is provided for teachers to meet weekly for professional learning.
Master schedules reflect the opportunities for teachers to participate in PLC meetings that provide opportunities for professional learning.

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

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

Name of Tutoring Program	Target Audience	Description
RAISE High School Tutoring Program	2nd grade	Rising Juniors and Seniors are invited to participate in July during our 2nd Grade BEST Reading Adventure Summer Program. These high school students work with 2nd grade students that need urgent intervention daily for the duration of the program. Tutoring is offered to students who demonstrate reading deficits at their school sites. Targeted grade levels may vary based on needs and support available.
Lemerand Center of Excellence	3-10	Partnership with Food Brings Hope, The Lemerand Center of Excellence, and Daytona State College work with schools in the 32114 zip code. For those in the middle and high schools, tutors work with the students at the schools. The focus is with students who are level 2 and higher. For those in the elementary schools, they are bussed to Daytona State College to receive instruction by both Volusia County staff and pre-service teachers. The parents and students who are committed to the program also receive incentives, including paying for college. Parents who attend additional programs have benefitted by have their college courses paid for by the organization as well.
At school tutoring	K-12	Each school has their own tutoring program. Many target students who are below level, barely on level, or who still need to earn a concordant score for graduation.

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

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

Parents of students identified with a substantial reading deficiency are notified and provided with a read-at home plan that includes resources for families to engage in literacy activities at home. Families of students receiving Tier 2 and Tier 3 intervention in grades K-5 are notified through Focus School Messenger, the district communication tool, of the New World's Reading Initiative opportunity. Parents also receive monthly communication about their child progress.

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

Schools distribute flyers and personalized letters about New World's Reading Initiative to the targeted families. Volusia County Schools provides quarterly district family engagement nights where families receive curriculum information and resources. Additionally, schools hold evening literacy events to engage families in literacy activities.

8) Highly Effective Teachers

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

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

The district prioritizes the assignment of highly effective teachers in kindergarten through grade 2 to ensure students build strong foundational skills in literacy and numeracy. Staffing decisions for these early grades are informed by student achievement data, teacher evaluation results, and school performance trends. Schools with lower primary-grade proficiency levels are given particular attention when determining teacher placements. Principals consider highly effective teachers first when filling vacancies in K–2 classrooms.

To attract and retain highly effective teachers in these early grades, the district may offers ongoing support structure, including access to literacy specialists, instructional coaches, and high-quality resources. Additionally, school leaders are held accountable for assigning and retaining strong instructional staff in K–2, and may reflect these priorities in their school improvement planning and leadership evaluations. This intentional focus helps ensure that the youngest learners receive high-quality instruction during the most critical years of their academic development.

Initials	Assurance
CB	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that includes phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
CB	b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of s. 1008.25(4)(c), F.S., to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with Rule 6A-6.053(6)(c), F.A.C.
CB	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S. All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
CB	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
CB	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
CB	f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.
CB	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
CB	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
CB	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

Local Educational Agency Chief Executive Officer or Authorized Representative (Printed Name): Carmen Balgobin

Signature:	Date:
	7.29.2025