

Volusia 2018-19 K-12 Comprehensive Research-Based Reading Plan

Contact Information

The district contact should be the person ultimately responsible for the plan. This person will be FDOE's contact for the K-12 Comprehensive Research-Based Reading Plan. Please designate one contact for your district.

District Contact: Desiree Rybinski

Contact Email: dlrybins@volusia.k12.fl.us

Contact Telephone: 386-734-7190 ext. 20570

District-Level Leadership

District-level administrators must look at schools on an individual basis and distribute resources based on students' and teachers' levels of need. To describe the district system for monitoring reading instruction that differentiates school-level services, please address the following.

- 1. Districts should match or exceed the State Board goals for increasing FSA-ELA achievement by six percentile points, increasing the percentage of students making learning gains on the FSA-ELA by seven percentile points and reducing the achievement gap for the identified sub groups on the FSA-ELA by at least one-third by 2020. Please fill out the charts below with the actual results from the 2015-2016 and 2016-2017 FSA-ELA and the interim district goals for 2020 identified in the 2017-2018 Comprehensive Reading Plan.**

Performance Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Overall FSA-ELA	52	*	54	*	56	*	58
District Overall FSA-ELA	51	52	52	54	53	56	57

Growth (Learning Gains) Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Gains FSA-ELA	52	*	54	*	54	*	59
District Gains FSA-ELA	48	49	51	51	50	53	55

State Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
White/African American	29	*	29	*	28	*	21
White/Hispanic	15	*	16	*	14	*	10
Economically Disadvantaged/Non-Economically Disadvantaged	27	*	27	*	26	*	19
Students with Disabilities/Students without Disabilities	37	*	38	*	38	*	25
English Language Learners/ Non-English Language Learners	30	*	32	*	31	*	20

District Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
White/African American	28	26	29	24	29	22	19
White/Hispanic	17	16	18	15	18	13	11
Economically Disadvantaged/Non-Economically Disadvantaged	26	24	25	22	25	19	17
Students with Disabilities/Students without Disabilities	43	40	43	37	43	33	29
English Language Learners/ Non-English Language Learners	30	28	32	26	32	23	20

* Values for subsequent years will be entered once results are available in order to track progress toward the 2020 goal.

2. Explain how expenditures from the allocation are expected to impact student achievement in relation to your district goals.

Expenditures from the allocation fund school-based literacy coaches and intervention teachers, district ELA/Reading curriculum support, and professional learning in ELA/Reading supporting the implementation of the Language Arts Florida Standards to increase student achievement.

3. In regard to district-level monitoring of student achievement progress, please address the following:

A. Who at the district level is responsible for collecting and reviewing student progress monitoring data?

The following district personnel are responsible for collecting and reviewing student progress monitoring data:

Rachel Hazel: K-12 Curriculum Director

Eric Holland: Assistant Director of Digital Learning and Assessment

Kimberly Gilliland: Director of Exceptional Student Education

Desiree Rybinski: Elementary ELA Curriculum Specialist

Tracy Blinn: Secondary ELA/Reading Curriculum Specialist

Gianna Acevedo Alamo: ESOL/Migrant/Immigrant/Title III Coordinator

B. What specific school-level progress monitoring data will be collected at the district level to determine that students are progressing toward the district goals stated above? Please specify which grade levels are associated with specific school-level progress monitoring tools discussed in this section.

K: Star Early Literacy Data, VPAS (Volusia Phonological Awareness Assessment, DRA)

1st: VPAS, SIPPS Progress Monitoring Data, DRA

2nd: Volusia Literacy Tests (VLT)

3rd: FAIR FS, Volusia Literacy Tests (VLT)

4th: Volusia Literacy Tests (VLT)

5th: Volusia Literacy Tests (VLT), FAIR FS (AP 3 Only)

6th-8th: FAIR FS, Volusia Literacy Tests (VLT), District Interim Assessments (DIA)

9th-10th: Volusia Literacy Tests (VLT), District Interim Assessments (DIA), FAIR FS

11th-12th: Volusia Literacy Tests (VLT), FAIR FS

C. How often will student progress monitoring data be collected and reviewed by the district?

Star Early Literacy Data VPAS & DRA data will be reviewed after administration and data collection.

FAIR FS data/IReady will be reviewed 3 times a year after administration

DIA and VLT data will be collected at the end of the 1st and 2nd Nine Week instructional periods. Teachers are required to enter student assessment data into the assessment platform (eduphoria). Data is monitored and reviewed by School Leadership teams and district level staff to make decisions about instructional implications. Progress monitoring data is collected and reviewed by the district quarterly.

4. Who at the district level is responsible for ensuring the fidelity of students not progressing towards district goals receiving appropriate interventions?

Rachel Hazel: K-12 Curriculum Director
Eric Holland: Assistant Director of Digital Learning and Assessment
Kimberly Gilliland: Director of Exceptional Student Education
Desiree Rybinski: Elementary ELA Curriculum Specialist
Tracy Blinn: Secondary ELA/Reading Curriculum Specialist
Gianna Acevedo Alamo: ESOL/Migrant/Immigrant/Title III Coordinator
Lida Grillo: Elementary Coordinator of ESE Programs
Sheryl Sandvoss: Secondary ESE Coordinator

5. In regard to district-level monitoring of instructional alignment to grade-level Florida Standards, please address the following:

A. Who at the district-level is responsible for ensuring classroom instruction is aligned to grade-level Florida Standards?

Rachel Hazel: K-12 Curriculum Director
Eric Holland: Assistant Director of Digital Learning and Assessment
Kimberly Gilliland: Director of Exceptional Student Education
Desiree Rybinski: Elementary ELA Curriculum Specialist
Tracy Blinn: Secondary ELA/Reading Curriculum Specialist
Gianna Acevedo Alamo: ESOL/Migrant/Immigrant/Title III Coordinator
Lida Grillo: Elementary Coordinator of ESE Programs
Sheryl Sandvoss: Secondary ESE Coordinator
Kathryn Dyer: Coordinator of Professional Learning and School Improvement

B. What evidence will be collected to demonstrate that classroom instruction is aligned to grade-level Florida Standards?

1. Lesson plans
2. Debriefing notes from curriculum coaching
3. Data from Learning Walks (IPG)
4. Data from Liaison data walks

C. How often will this evidence be collected at the district level?

District level staff work with schools based on a tiered system of support. Data is collected more frequently for Tier 3.0 and 2.5 schools. School-based administration monitor lesson plans ensuring that they are aligned to the Florida Standards and reflect the recommendations of implementation of the district-aligned ELA modules or aligned resources.

6. In regard to access to informational text for each content area in a variety of mediums, please address the following:

A. Who at the district level will be responsible for ensuring that schools have access to informational text for each content areas in a variety of mediums?

Rachel Hazel: K-12 Curriculum Director
Desiree Rybinski: Elementary ELA Curriculum Specialist
Tracy Blinn: Secondary ELA/Reading Curriculum Specialist
Gianna Acevedo Alamo: ESOL/Migrant/Immigrant/Title III Coordinator
Lida Grillo: Elementary Coordinator of ESE Programs
Sheryl Sandvoss: Secondary ESE Coordinator
Christine Cyrier: Media and Instructional Materials Specialist
Robert Milholland: Secondary Social Studies & Advance Programs Specialist
Jeremy Blinn: Secondary Science Curriculum Specialist
Rebecca Lucas: Elementary Science Specialist
Monty Musgrave: Performing Arts Specialist
Grace Kellermeier: Program Specialist for World Languages, PE/Health

B. In addition to using texts from core, supplemental and intervention programs, what will the district do to ensure that schools have access to informational text for each content area in a variety of mediums?

District departments collaborate to ensure that appropriate availability of more flexible and accessible materials are provided for learner variability. In addition to current district adopted and supplemental curricula, students can access informational texts for each content area by way of various digital tools including, but not limited to,

- Adobe Pro DC-Accessibility features and editing tools
- Audacity
- Beeline Reader Google Extension
- Bookshare (for eligible Students with Disabilities)
- Microsoft OneNote 2016- Learning Tools Plug-In
- Microsoft Word-Accessibility Features
- Natural Reader (www.naturalreaders.com)
- Safari Montage
- Talking Web Google Extension
- WriteOutLoud (K-5)

All teachers and students have access to digital resources for science and social studies textbook materials. Additionally, Secondary ELA textbook materials are available digitally.

7. In regard to Universal Design for Learning (UDL), please address the following:

A. Who at the district level will ensure that the all classroom instruction is accessible to the full range of learners using UDL principles?

Rachel Hazel: K-12 Curriculum Director
Kimberly Gilliland: Director, Exceptional Student Education
Desiree Rybinski: Elementary ELA Curriculum Specialist
Tracy Blinn: Secondary ELA/Reading Curriculum Specialist
Gianna Acevedo Alamo: ESOL/Migrant/Immigrant/Title III Coordinator
Lida Grillo: Elementary Coordinator of ESE Programs
Sheryl Sandvoss: Secondary ESE Coordinator
Christine Cyrier: Media and Instructional Materials Specialist

B. What evidence will the district collect to demonstrate that all classroom instruction is accessible to the full range of learners using UDL principles for effective instructional design (planning) and delivery (teaching)?

Volusia County Schools will provide evidence that classroom instruction is accessible to the full range of learners using the Universal Design for Learning(UDL) principles for effective instructional design and delivery by way of the annual teacher evaluation, which is collected by school administration. In order for educators (including school and district leadership) to incorporate the UDL principles of providing Multiple Means of Engagement, Representation, and Action & Expression, into their work on a regular basis, it is essential for them to be guided by the Crosswalk between Universal Design for Learning (UDL) and the Danielson Framework for Teaching (FfT) designed by CAST and the Danielson Group. As our educators strengthen their practices of UDL, their performance with the Danielson Framework will naturally improve.

Elementary ELA Modules have been designed with the UDL principles. These modules provide multiple means of engagement through student choice, high interest topics, and collaboration with peers. Multiple means of representation is addressed via accessible instructional materials, use of essential questions, and opportunities for both visual and auditory access to information. The ELA modules also provide structures for multiple means of action and expression through multi-media products demonstrating learning and the use of gradual release to support learning at all stages.

Volusia County Schools is in the beginning stages of providing professional learning for teachers and administrators in using the principles of UDL. As part of this action plan, opportunities for professional learning will be offered during the summer and throughout the school year. Additionally, FDLRS is offering a book study available to all teachers.

School-based administrators will be provided UDL professional learning throughout the school year during the monthly Administrator Institutes.

All ELA/Reading Coaches will be provide with professional learning during content coaching sessions to support implementation of UDL Principles.

Coaches logs, PLC agendas, and minutes from PLC agendas provide evidence of implementation of UDL Principles

C. How often will this evidence be collected at the district level?

Evidence will be collected by district administrators based on the Volusia County Schools Tiered System of Support in which schools are tiered based on academic performance. Tier 3.0 and 2.5 schools receive semester visits in which feedback will be provided about UDL

District Curriculum Specialists will monitor and discuss coaches observations in regards to UDL during scheduled coaches forums.

- 8. As a separate attachment please provide the meeting agenda which demonstrates the district contact for the K-12 Comprehensive Research-Based Reading Plan has met with the district contact for Exceptional Student Education (ESE) to discuss the alignment between the District's Special Programs and Procedures (SP&P) requirements and the district's 2018-2019 K-12 Comprehensive Research-Based Reading Plan, as well as documentation that the district contact for the K-12 Comprehensive Research-Based Reading Plan has met with the district ELL contact to discuss alignment with their district ELL plan.**

See Appendix A.

Research-Based Reading Instruction Allocation

As per Section 1011.62(c), F.S., funds allocated under this subsection must be used to provide a system of comprehensive reading instruction to students enrolled in the K-12 programs, which may include the following:

- An additional hour per day of intensive reading instruction to students in the 300 lowest-performing elementary schools by teachers and reading specialists who are effective in teaching reading;
- Kindergarten through grade 5 reading intervention teachers to provide intensive intervention during the school day and in the required extra hour for students identified as having a reading deficiency;
- Highly qualified reading coaches to specifically support teachers in making instructional decisions based on student data and improve teacher delivery of effective reading instruction, intervention and reading in the content areas based on student need;
- Professional development for school district teachers in evidence-based reading instruction, including strategies to teach reading in content areas with an emphasis on technical and informational text;
- Summer reading camps, using only teachers or other district personnel who are certified or endorsed in reading consistent with Section 1008.25(7)(b)(3), F.S., for all students in kindergarten through grade 2 who demonstrate a reading deficiency as determined by district and state assessments, and students in grades 3 through 5 who score at Level 1 on the statewide, standardized English Language Arts (ELA) assessment;
- Supplemental instructional materials that are grounded in evidence-based reading research; and
- Intensive interventions for students in kindergarten through grade 12 who have been identified as having a reading deficiency or who are reading below grade level as determined by the statewide, standardized English Language Arts assessment.

The following sections will require districts to submit their budget for these expenditures and to answer questions regarding the implementation of the plan.

Professional Development

As per Section 1012.98, F.S. each school district shall develop a professional development system which must include a master plan for inservice activities for all district employees, from all fund sources. The *Just Read, Florida!* Office will review professional development related to reading instruction listed in this plan during monitoring. Please answer the following questions to assist with this process:

- 1. Who is responsible for ensuring every professional development activity funded through the Research-Based Reading Instruction Allocation is appropriately entered into the district master inservice plan?**

Kathryn Dyer: Coordinator of Professional Learning and School Improvement

- 2. What is the total amount budgeted from the Research-Based Reading Allocation for these inservice activities?.**

\$75,000

- 3. Within the district professional development system, Section 1012.98 (4)(b)(11), F.S., states the district must provide training to reading coaches, classroom teachers, and school administrators in effective methods of identifying characteristics of conditions such as dyslexia and other causes of diminished phonological processing skills; incorporating instructional techniques into the general education setting which are proven to improve reading performance for all students; and using predictive and other data to make instructional decisions based on individual student needs. The training must help teachers integrate phonemic awareness; phonics, word study, and spelling; reading fluency; vocabulary, including academic vocabulary; and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies. Each district must provide all elementary grades instructional personnel access to training sufficient to meet the requirements of Section 1012.585(3)(f), F.S..**

Who is responsible for ensuring this training is entered into the master inservice plan and is subsequently provided to reading coaches, classroom teachers and school administrators?

Kathryn Dyer: Coordinator of Professional Learning and School Improvement

Tracy Blinn: Secondary ELA Curriculum Specialist

Desiree Rybinski: Elementary ELA Curriculum Specialist

Sheryl Sandvoss: Secondary ESE Coordinator

Lida Grillo: Elementary ESE Coordinator

Rachel Hazel: K-12 Curriculum Director

4. Was the training in question #3 funded through the Research-Based Reading Allocation? If not, please list the funding source for this training.

Multiple fund sources are used (FEFP, General Fund, Instructional Leadership & Faculty Development Grant) Coaches will be trained during scheduled curriculum content forums. Administrators will be trained during Administrative Institutes. Teachers will be trained through school based literacy coaches and Professional Learning Facilitators and scheduled school-based Early Release Professional Development Days

Reading/Literacy Coaches

The *Just Read, Florida!* Office strongly encourages district leadership to allocate reading/literacy coaches for schools determined to have the greatest need based on student performance data, especially achievement gaps.

Please answer the following questions regarding reading/literacy coaches:

1. What are the qualifications for reading/literacy coaches in your district? If there is a posted job description you may submit the link.

Reading/literacy coaches must have experience as successful classroom teachers. Coaches must exhibit knowledge of scientifically based reading research, special expertise in quality reading instruction and infusing reading strategies into content area instruction, and data management skills. They must have a strong knowledge base in working with adult learners. Coaches must be excellent communicators with outstanding presentation, interpersonal, and time management skills. The coach must have a minimum of a bachelor's degree and advanced coursework or professional development in reading is required. The reading/literacy coach must be endorsed or K-12 certified in the area of reading, or working toward that status by completing a minimum of two (2) reading endorsement competencies of sixty (60) in-service hours each or six (6) semester hours of college coursework in reading per year.

Starting in the 2018-2019 school year, Volusia County Schools will require that all Instructional Coaches be accepted into the coaching pool. All candidates participate in an interview process and must complete two pre-selected micro-credentials. The interview process consists of three parts: a writing section consisting of three to four writing prompts, designing and presenting an 8 minute collaborative presentation that is presented to the interview panel, and a reflection on the process. The two selected microcredentials include Aligning Standards and Assessments and Data-Driven Interventions.

2. Which schools have reading/literacy coaches funded from the Research-Based Reading Instruction Allocation?

George Marks Elementary, Spruce Creek Elementary, Horizon Elementary, Campbell Middle School, Creekside Middle School, DeLand Middle School, Deltona Middle School, Galaxy Middle School, Heritage Middle School, Hinson Middle School, Holly Hill School, New Smyrna Beach Middle School, Ormond Beach Middle School, River Springs Middle School, Silver Sands Middle School, Southwester Middle School, Taylor Middle/High School, Atlantic High School, Deland High School, Deltona High School, Mainland High School, New Smyrna Beach High School, Pine Ridge High School, Seabreeze High School, Spruce Creek High School, University High School

- 3. Were these schools identified to have the greatest need based on a review of student achievement data? If not, please explain why reading/literacy coaches were placed at these schools.**

Volusia County Schools' philosophy is to provide an instructional coach for all elementary, middle and high schools. All middle schools and high schools have literacy coaches to support literacy across content areas with the goal of increasing student achievement. Other fund sources are also used to accomplish this.

- 4. How many total positions will be funded at each level using the Research-Based Reading Instruction Allocation:**

- a. Elementary:5
- b. Middle:14
- c. High:9

- 5. How is the effectiveness of reading/literacy coaches measured in your district?**

The effectiveness of reading/literacy coaches is measured by their impact on teachers and students through the use of NTC coaching tools, FSA ELA data and IPG data collection.

- 6. What is the total amount from the Research-Based Reading Instruction Allocation that will be expended on reading/literacy coaches?**

\$1,987, 245

Supports for Identification and Intervention of Students With Reading Deficiencies

Districts are required to submit Identification and Intervention Decision Trees which can be found in Appendix B.

Please answer the following questions regarding the use of the Research-Based Reading Instruction Allocation in support of the identification and intervention of students with reading deficiencies:

- 1. Which schools will be provided reading intervention teachers to provide intensive interventions funded through the Research-Based Reading Instruction Allocation?**

Department of Juvenile Justice site has a reading intervention teacher specifically paid for by the Reading FEP budget. The positions detailed in number three are district resource teachers that support schools in the identification and intervention of students with reading deficiencies. Elementary schools serviced are Horizon Elementary, Longstreet Elementary, Port Orange Elementary, Campbell Middle, Atlantic High School, and Holly Hill School

- 2. Were these schools identified to have the greatest need based on a review of the students achievement data? If not, please explain why reading intervention teachers were placed at these schools.**

Yes

3. How many total positions will be funded at each level through the Research-Based Reading Instruction Allocation:

- a. Elementary:1.5
- b. Middle:1.5
- c. High:1.8

4. What is the total amount expended on these positions funded through the Research-Based Reading Instruction Allocation?

\$ 342, 207

5. Please list any supplemental instructional materials, or interventions, which will be purchased using funds from the Research-Based Reading Instruction Allocation. These will be reviewed by the *Just Read, Florida!* Office to ensure the materials, or interventions, meet the requirements of Section 1001.215(8), F.S.:

Read 180 R-Skills Books (Grades 6-10)
SIPPS (K-3)

6. What is the total amount expended from the Research-Based Reading Instruction Allocation on supplemental instructional materials, or interventions?

\$40,000

7. If the intensive, explicit, systematic and multisensory interventions required to be provided to students in grades K-3 were not purchased using the Research-Based Reading Instruction Allocation, please list the funding source.

General Fund

Summer Reading Camps

Please complete the following questions regarding SRC.

- 1. SRC Supervisor Name:**Desiree Rybinski
- 2. Email Address:**dlrybins@volusia.k12.fl.us
- 3. Phone Number:**386-943-7190 ext. 20570
- 4. Please list the schools which will host a SRC:**

All students scoring an level 1 on FSA ELA will be offered the opportunity to attend 3rd Grade Reading Camp. Summer program sites include:
Champion Elementary
Discovery Elementary
George Marks Elementary
Horizon Elementary
Manatee Cove Elementary

McInnis Elementary
Pride Elementary
Read-Patillo Elementary
Starke Elementary
Tomoka Elementary
Turie T. Small Elementary

5. Provide the following information regarding the length of your district SRC:

- a. **Start Date:**Monday, July 2, 2018
- b. **Which days of the week is SRC offered:**Monday-Thursday (except for week of July 2nd due to Holiday)
- c. **Number of instructional hours per day in reading:**5 hours
- d. **End Date:**Thursday, July 26, 2018
- e. **Total number of instructional hours of reading:**80

6. Per the requirements of Section 1008.25(7)(b)(3), F.S., are all teachers selected to deliver SRC instruction highly effective as determined by their evaluation under Section 1012.34, F.S.?

Volusia County Schools accepts applications for summer programs, including Summer Reading Camp. Summer Reading Camp selection has priority in selecting applicants who have applied for summer programs. Once applicants are selected, their names are submitted to Human Resources for determination of Highly Effective and Highly Qualified. When the list of Highly Effective applicants is exhausted, other applicants are placed in order to be able to staff the allocated positions.

7. What is the anticipated teacher/student ratio?

1:10

8. Will students in grades other than grade 3 be served as well? If so, which grade level(s)?

No

9. What evidence will be collected that demonstrates growth in student achievement was a result of the instruction provided during SRC?

Istation ISIP (pre/post)
DIBELS ORF (weekly monitoring)

300 Lowest-Performing Elementary Schools

Section 1011.62(9)(d)(2), F.S., requires school districts that have one or more of the 300 lowest-performing elementary schools, specifically delineate in the comprehensive reading plan, or in an addendum to the comprehensive reading plan, the implementation design and reading strategies that will be used for the required additional hour of reading instruction.

This may be found in Appendix C.

Budget Review

Estimated proportional share distributed to district charter schools	97,232
District expenditures on reading coaches	1,891,027
District expenditures on intervention teachers	342, 207
District expenditures on supplemental materials or interventions	40,000
District expenditures on professional development	75,000
District expenditures on summer reading camps	240,000
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	0
Flexible Categorical Spending	
Sum of Expenditures	2, 685, 466
Amount of district research-based reading instruction allocation for 2018-2019	2, 685, 466

APPENDIX A

K-12 Comprehensive Research-Based Reading Plan Collaboration Meeting

[Pick the date]

1:30-2:30

Invitees:

Curriculum: D. Rybinski, T. Blinn, R. Hazel,

ELL: B. Sotomayor, G. Acevedo Alamo, M. Santiago, S. Quijana

ESE: L. Grillo, S. Sandvoss, Gilliland

Professional Learning: K. Dyer

1:00-1:05	Purpose of Meeting: Collaborate with Exceptional Student Education contacts to discuss alignment between the District's Special Programs and Procedures (SP&P) and the Reading Plan Collaborate with the ELL contact to discuss alignment with the district ELL plan
1:05-1:10	Introductions
1:10-1:45	Digging into the K-12 Comprehensive Research-Based Reading Plan Achievement Goals UDL District Level Leadership- <ul style="list-style-type: none">• Data-Who is responsible for collecting and reviewing progress monitoring data?• Data-What specific school level progress monitoring data is being collected?• Instruction-Who is responsible for ensuring classroom instruction is aligned to grade-level FL Standards?• Instruction- What evidence will be collected to demonstrate classroom instruction is aligned to grade-level FL Standards?• Access to informational text in a variety of mediums Professional Development <ul style="list-style-type: none">• Inclusion of ELL and ESE teachers in districtwide professional learning sessions for ELA and Reading in 2018-2019
1:45-2:00	Questions and discussion

Notes:

- **Data goals were shared. Volusia met or exceeded overall learning goals as a district based on 2016-2017 FSA ELA data**
- **Data for closing the gap with subgroups was shared and this is where Volusia must focus efforts with our ESE, ELL, and low-income populations**
- **The identification of people from each department who would be named in the plan to support standards aligned instruction was agreed upon and includes members of curriculum, professional learning, ESOL, and ESE departments**
- **Discussion ensued surrounding which data sources are used to determine the gap data with subgroups and how to better support teachers of these populations to move reading achievement forward**
- **Discussion occurred about the decision tree process for secondary level ELL students and making sure that their reading support placements mirrored that of their general education peers who also struggle in reading**
- **Discussion included the addition of System 44 licenses, at the secondary level, to support ESE and general education students in intensive reading who need added support beyond READ 180 as determined by Reading Inventory and Phonics Inventory data**
- **Discussion included summer reading camp support for all students as needed regardless of general education, ELL, and/or ESE identification**

APPENDIX B

Identification of Students with Reading Deficiencies and Intervention Supports

In this section districts will describe how they identify students with substantial reading deficiencies and provide them with required interventions. Districts will create three Identification/Intervention Decision Tree charts to demonstrate how data from screening, diagnostic, progress monitoring, local assessments, statewide assessments or teacher observations will be used to determine specific reading instructional needs and interventions for students. It is important to note that a school may not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial deficiency in reading. If a local assessment is being used for identification, districts should internally analyze their data in order to ensure students are identified at similar rates as on statewide assessments. Districts who use a procured diagnostic, progress monitoring or assessment tool should, at a minimum, use the recommended ranges provided by the instrument developer; however, these districts should also ensure that rates of identification correlate to statewide performance.

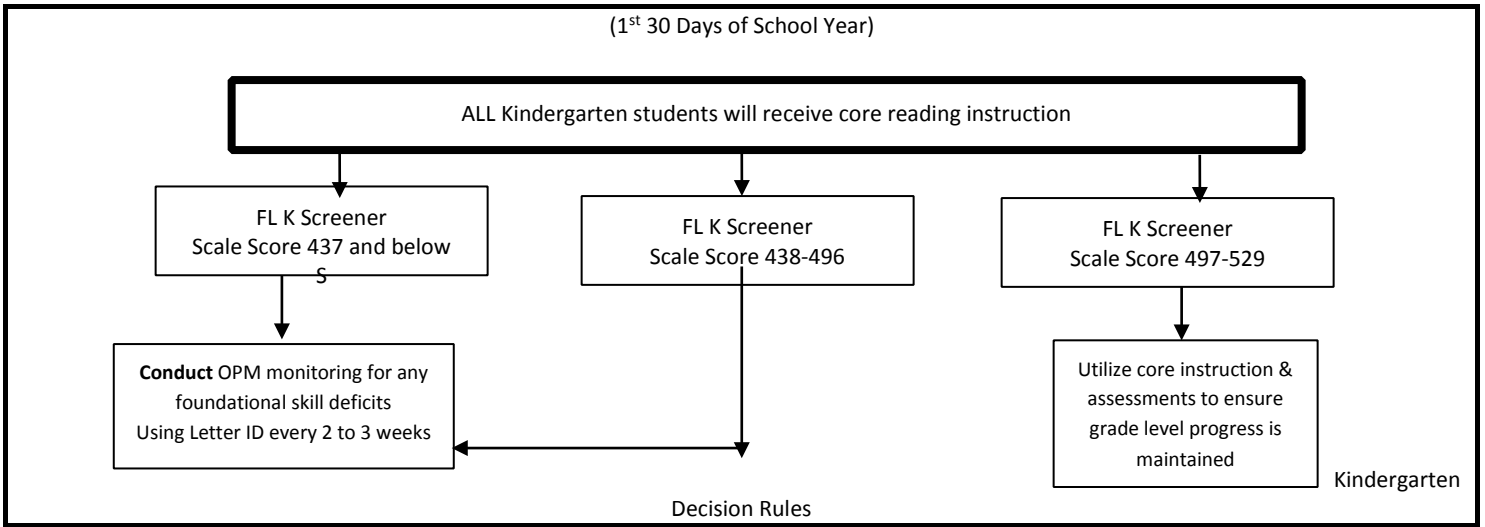
- DT1 – Elementary (K-5)
- DT2 – Middle (6-8)
- DT3 – High (9-12)

The charts must contain the following information:

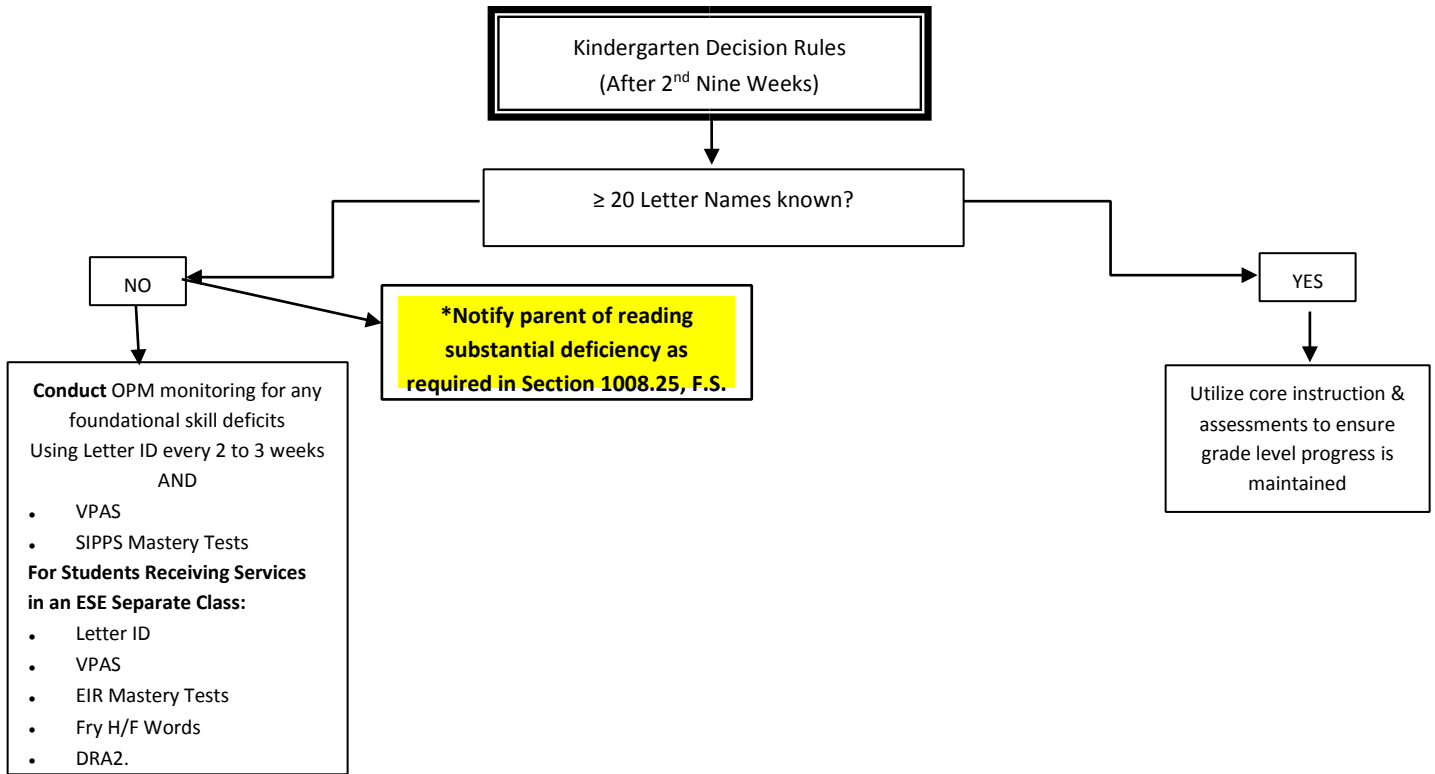
- The grade level(s) of the student;
- Name and performance benchmark on screening, diagnostic, progress monitoring, local assessment, statewide assessment or teacher observations used to identify students with substantial deficiencies in reading and subsequent interventions provided. FSA-ELA scores must be used for appropriate grade levels;
- DT1 must clearly state the conditions the district uses to determine whether a student has a substantial reading deficiency and will subsequently notify the student's parent as required in Section 1008.25, F.S. This also includes a description of the intensive, explicit, systematic, and multisensory reading interventions which will be provided to students in grades K-3;
- DT1 must include information on how the Florida Kindergarten Readiness Screener will be used to plan intervention for students scoring in the following performance levels:
 - 1) Scaled score of 497-529
 - 2) Scaled score of 438-496
 - 3) Scaled score of 437 and below; and
- An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided;

APPENDIX A

(1st 30 Days of School Year)



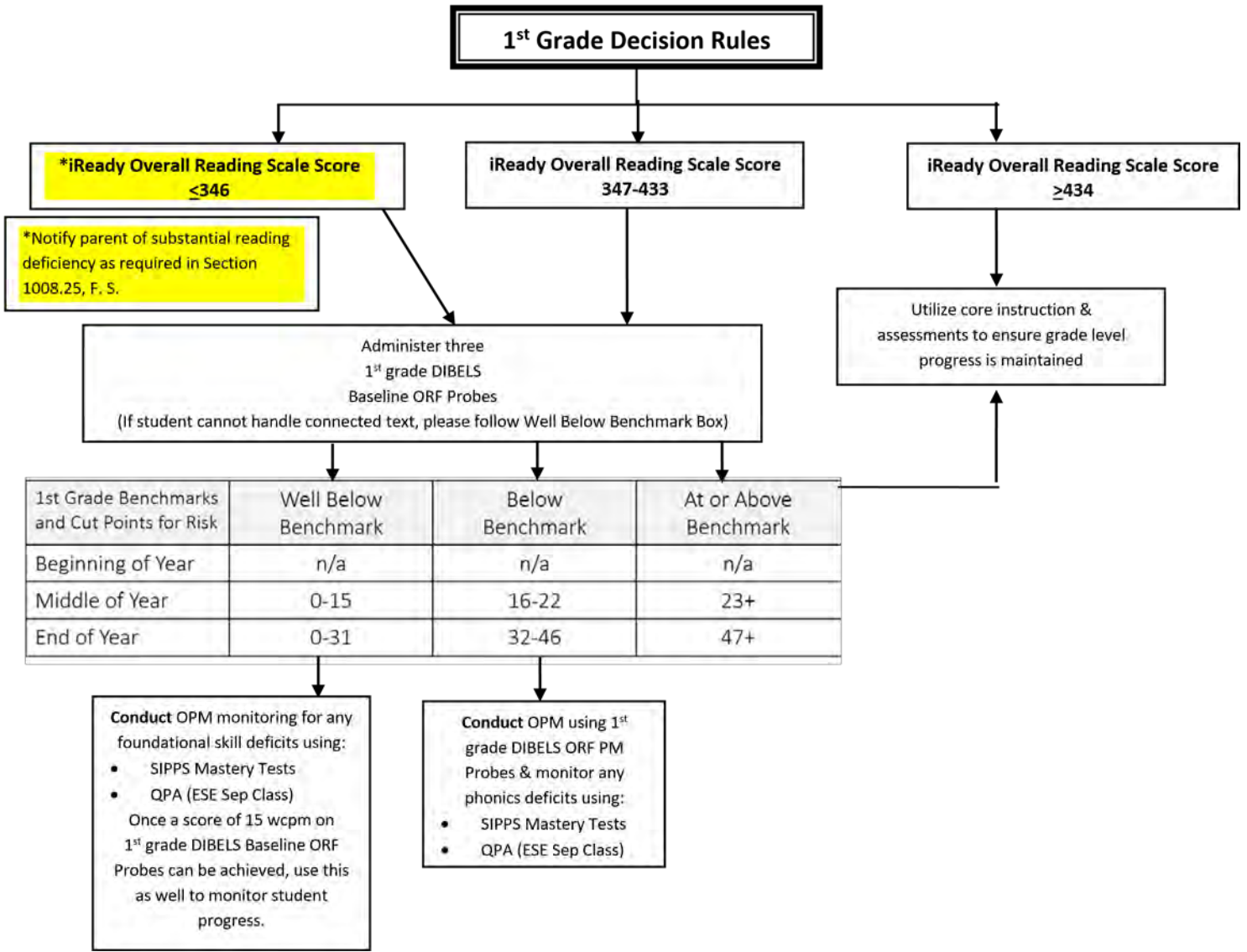
Decision Rules



Instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided. Refer to the document ***Suggested On-Going Progress Monitoring Tools and Reading Interventions for K-5*** for suggested intensive intervention and explicit instruction.

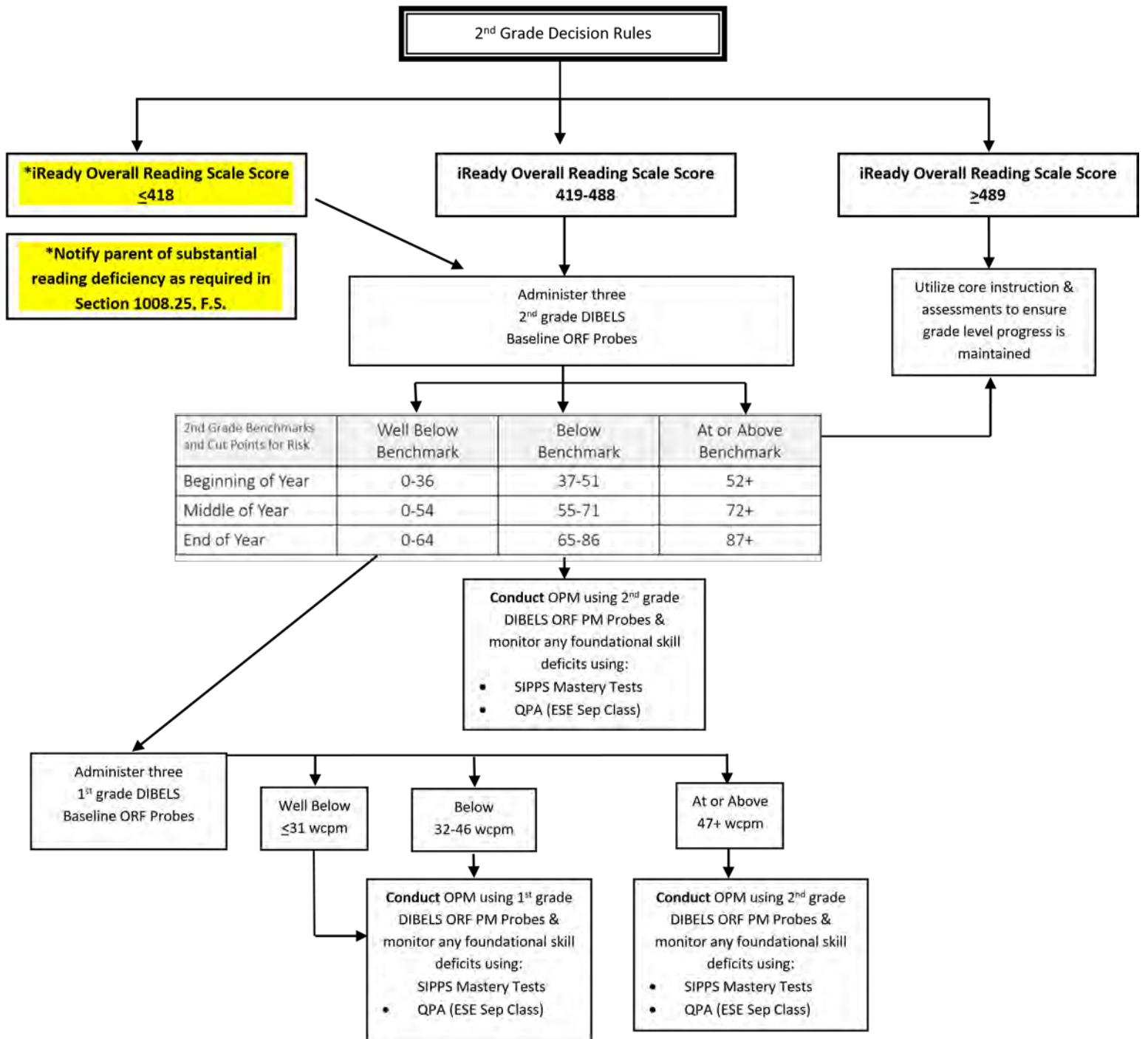
- Volusia Phonological Awareness Screener (VPAS) to monitor phonological awareness skills
- Letter ID monitoring occurs at least quarterly for all students.
- High Frequency Word monitoring occurs for all Kindergarten students.
 - SIPPS High Frequency Words
 - Fry HFW (ESE Separate Class)
- DRA2 end of year expectation is at least a Level 4 with 90% or higher accuracy.

1st Grade Decision Rules



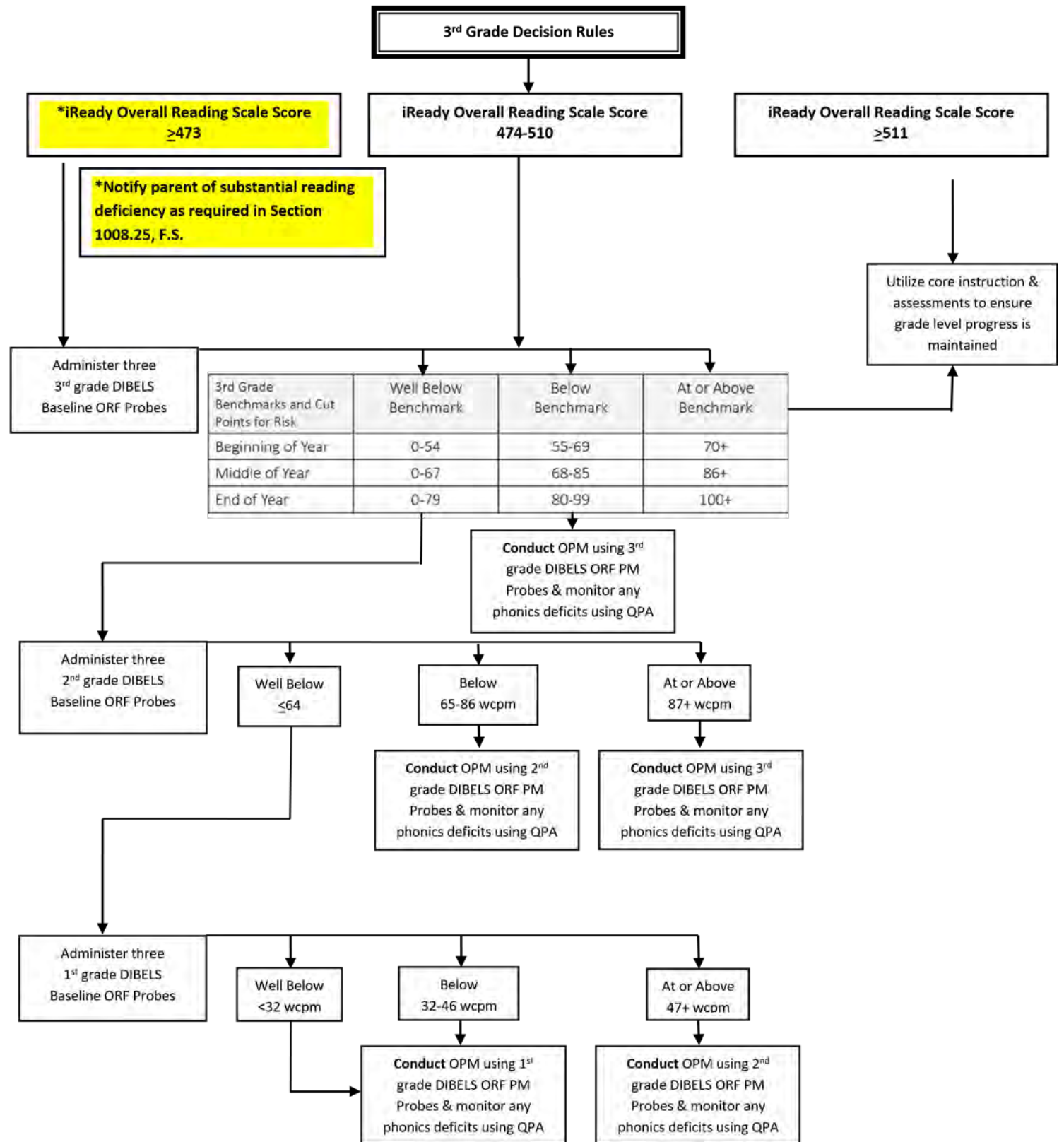
Instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided. Refer to the document ***Suggested On-Going Progress Monitoring Tools and Reading Interventions for K-5*** for suggested intensive intervention and explicit instruction.

- Volusia Phonological Awareness Screener (VPAS) to monitor phonological awareness skills
- High Frequency Word monitoring occurs for all 1st grade students.
 - SIPPS High Frequency Words
 - Fry HFW (ESE Separate Class)
- All levels of ORF accuracy must be 95% or higher.
- Determine accuracy by dividing the number of words read correctly (WCPM) by the total number of words attempted. • PM = Progress Monitoring



Instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided. Refer to the document ***Suggested On-Going Progress Monitoring Tools and Reading Interventions for K-5*** for suggested intensive intervention and explicit instruction.

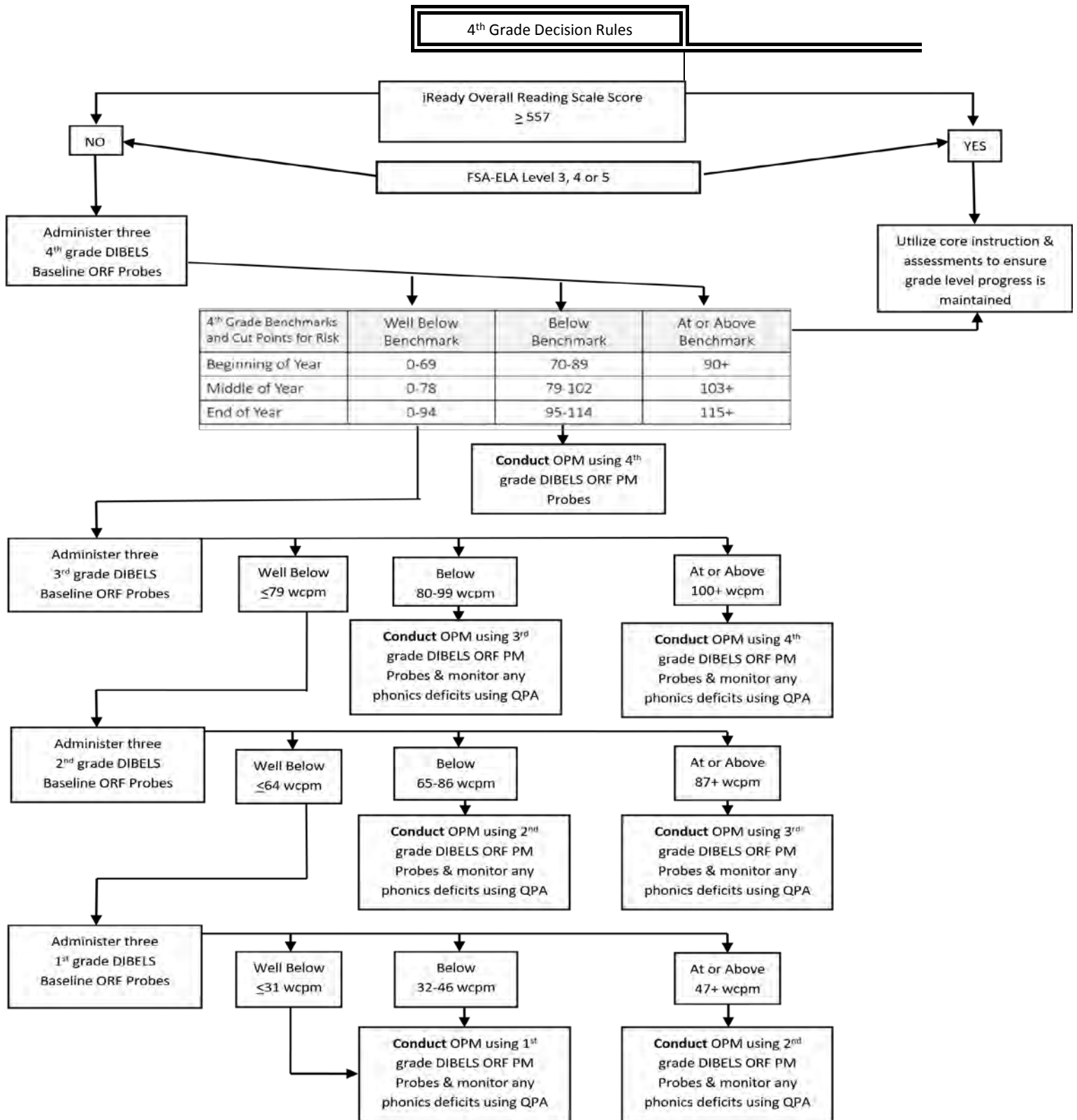
- High Frequency Word monitoring occurs for 2nd graders
 - placing in SIPPS Beginning & Extension Levels
 - in Separate Class ESE (Fry HFW)
 - All levels of ORF accuracy must be 95% or higher.
 - Determine accuracy by dividing the number of words read correctly (WCPM) by the total number of words attempted.
 - PM = Progress Monitoring
- Volusia June
2018



Instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided. Refer to the document ***Suggested On-Going Progress Monitoring Tools and Reading Interventions for K-5*** for suggested intensive intervention and explicit instruction.

PM = Progress Monitoring
 All levels of ORF accuracy must be 95% or higher.
 Determine accuracy by dividing the number of words read correctly (WCPM) by the total number of words attempted.

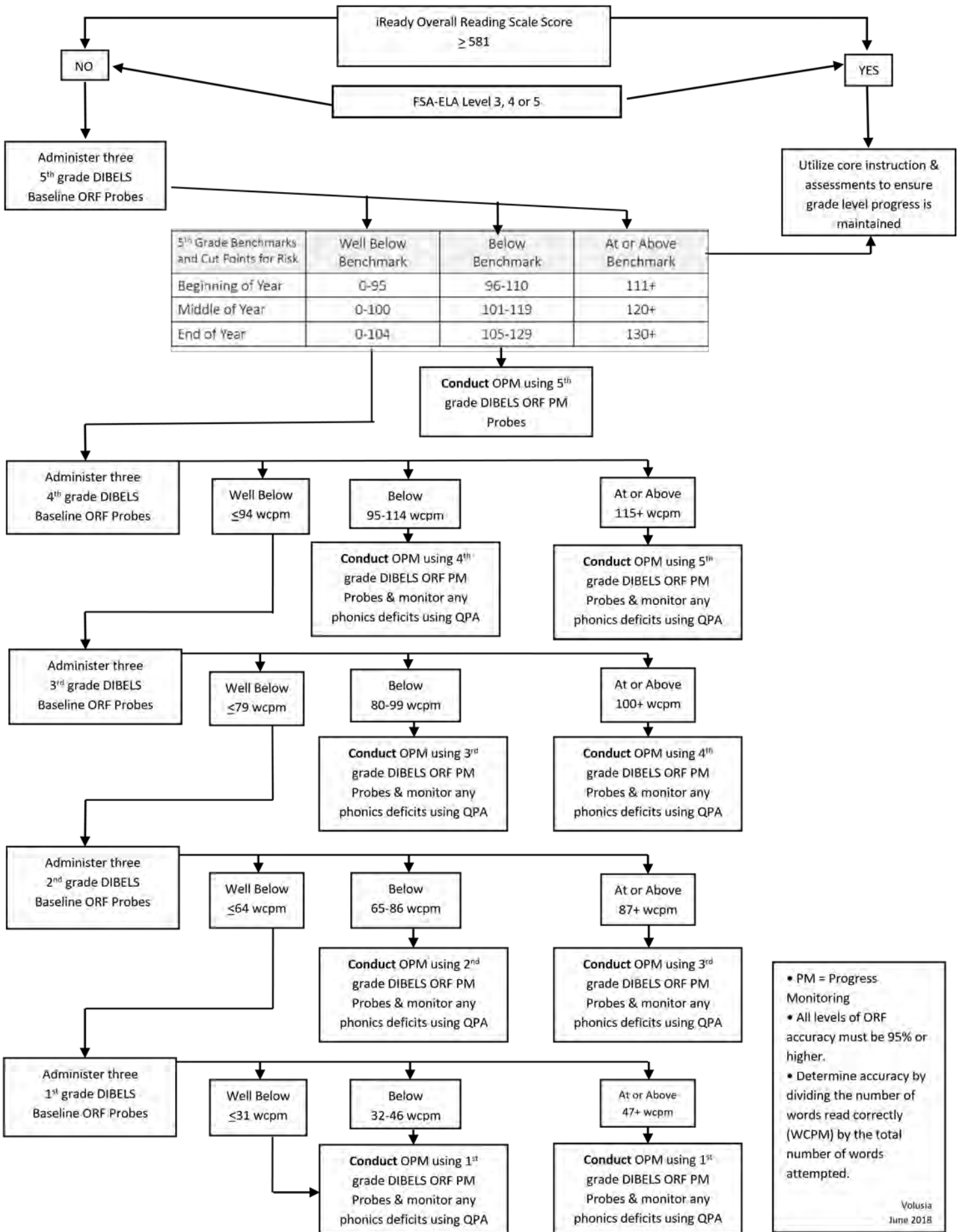
Volusia
June 2018



Instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided. Refer to the document ***Suggested On-Going Progress Monitoring Tools and Reading Interventions for K-5*** for suggested intensive intervention and explicit instruction.

- PM = Progress Monitoring
- All levels of ORF accuracy must be 95% or higher
- .Determine accuracy by dividing the number of words read correctly (WCPM) by the total number of words attempted.

5th Grade Decision Rules



- PM = Progress Monitoring
- All levels of ORF accuracy must be 95% or higher.
- Determine accuracy by dividing the number of words read correctly (WCPM) by the total number of words attempted.

Volusia
June 2018

Volusia County Schools Suggested On-Going Progress Monitoring Tools and Reading Interventions for K-5 (Standard Protocol)

A Multi-Tiered System of Supports (MTSS) is a framework which provides students and educators with targeted supports along the continuum of need. The following evidenced-based interventions and strategies, with accompanying progress monitoring tools, are suggested for students needing support beyond core instruction. For questions, contact your school’s Academic Coach, ELA/SS Regional Resource Teacher, PST Chair, or School Psychologist. This document will be updated as needed.

WHO: This document can be used by classroom teachers, instructional coaches, intervention teachers, Problem Solving Teams, PLCs, and any other educator using data to investigate the need for additional supports for struggling students.

WHAT: This is a working document that provides a standard protocol of reading interventions linked to ongoing progress monitoring tools based on the student’s area of difficulty in reading.

WHEN: This resource should be used when data analysis reveals that a student and/or students would benefit from further supports.

WHERE: This resource can be used individually by classroom teachers or within PLC, PST, and Data meetings.

WHY: Teachers often request further guidance on what intervention(s) would-have the greatest likelihood of supporting the student(s) and how to effectively monitor the progress of the student(s) within the intervention.

HOW: This working document was developed collaboratively by representatives of the ELA, Exceptional Student Education, and School Psychology departments. It is intended to be used as a guide for interventions in a multi-tiered system of supports.

Grade(s)	Core Instruction
K	First Quarter- ABC Foundations and Phonemic Awareness in Young Children Remainder of School Year- SIPPS: Beginning Level (Initial Foundational Skills Instruction) and ELA Modules (Vocabulary, Listening Comprehension, Oral Language, Writing)
1	SIPPS: Extension Level (Initial Foundational Skills Instruction) and ELA Modules (Vocabulary, Listening Comprehension, Oral Language, Writing)
2	SIPPS: Challenge Level (Initial Foundational Skills Instruction), ELA Modules (Vocabulary, Listening/ReadingComprehension, Oral Language) and Ready Writing (Writing)
3-5	ELA Modules (Foundational Skills, Vocabulary, Reading Comprehension, Oral Language) and Ready Writing (Writing) Finishing SIPPS Challenge in 3 rd grade is considered core instruction

Universal Screeners and Diagnostic Assessments

<p>Screeners and diagnostic assessments are typically conducted in the fall, winter, and spring; however, may be administered whenever necessary. They should be administered to new students, to obtain additional information regarding the student's skill acquisition.</p>	<ul style="list-style-type: none"> • Letter naming/knowledge, Letter sounds • Quick Phonics Assessment (QPA) • Phonological Awareness- Volusia Phonological Awareness Screener (VPAS) • SIPPS Placement Test • DIBELS Next Oral Reading Fluency Benchmarking • The Developmental Reading Assessment, Second Edition (DRA-2) • Florida Assessments for Instruction in Reading (FAIR)
--	--

Interventions must have 20 to 30-minutes of targeted intervention per day with an evidence-based intervention

Basic Reading Skills (Foundational Skills)

Progress Monitoring Tools	Interventions: Tiered Supports
Letter Name and Sound Identification Assessment: can give every two to three weeks	<p style="text-align: center;">Supplemental to Core (more support for ALL or most students)</p> <ul style="list-style-type: none"> • SIPPS: K-2 (available at all schools); SIPPS Plus: 3rd-5th (available through school purchase)- beyond core instruction with lessons targeted to address area of need based upon mastery test results • Waterford: K-2nd (available at Title I schools) • iStation: the instructional component (for Non-Title I schools) • SuccessMaker (available at Title I schools) • FCRR Center Activities: used as teacher directed instruction and matched to specific area of concern (free materials at www.fcrr.org) <p style="text-align: center;">More Intensive &/or Explicit Intervention (additional time in a group of five or less with specific support for targeted students)</p> <ul style="list-style-type: none"> • Learning Letter Names published by Collaborative Classrooms • iStation- ONLY letter naming teacher lessons • SIPPS: K-2 (available at all schools); SIPPS Plus: 3rd-5th (available through school purchase)- beyond core instruction with lessons targeted to address area of need based upon mastery test results • Phoneme Grapheme Mapping when used in conjunction with other targeted intervention(s) • Road to the Code • ABC Foundations* (beyond 1st quarter of KG) • Phonemic Awareness in Young Children* (beyond 1st quarter of KG)
Volusia Phonological Awareness Screener (VPAS): can give every three to four weeks; or more frequently if you feel they can pass	
SIPPS Mastery Tests	

Reminders:

- *Other grade levels can access these materials through kindergarten CANVAS (ask for KG CANVAS access) or school library.

Interventions must have 20 to 30-minutes of targeted intervention per day with an evidence-based intervention

Decoding/Fluency	
Progress Monitoring Tools	Interventions: Tiered Supports
SIPPS High Frequency Words: can give every two weeks	<p align="center">Supplemental to Core (more support for ALL or most students)</p> <ul style="list-style-type: none"> • SIPPS: for K-2nd (available at all schools); 3rd-5th (available through school purchase)- beyond core instruction with lessons targeted to address area of need based upon mastery test results • Waterford: for K-2nd (available at Title I schools) • iStation: the instructional component for K-2nd (for Non-Title I schools only) • SuccessMaker (available at Title I schools) • Build-Up/Spiral-Up: for 1st -5th (available at all schools) <p align="center">More Intensive &/or Explicit Intervention (Additional time in a group of five or less with specific support for targeted students)</p> <ul style="list-style-type: none"> • SIPPS: for K-2nd (available at all schools); SIPPS Plus: for 3rd-5th (available through school purchase)- beyond core instruction with lessons targeted based on area of need upon mastery test results • Phoneme Grapheme Mapping when used in conjunction with other targeted intervention(s) • i-Ready: for 3rd -5th (web-based instruction available through Title I STAR afterschool tutoring in conjunction with direct instruction from a tutor) • iStation: the instructional component for 3rd-5th (for Non-Title I schools only) and is paired with direct instruction from teacher • Early Reading Tutor (SRA): for 1st & 2nd (ESE teachers only) • Phonics for Reading: for 2nd & 3rd • REWARDS: for 4th & 5th (available through school purchase)
SIPPS Mastery Tests	
Quick Phonics Assessment (QPA)- Tasks 2-5 (first grade): can give every two to three weeks	
Quick Phonics Assessment (QPA)- Tasks 2-9a (second grade): can give every two to three weeks	
Quick Phonics Assessment (QPA)- Tasks 2-10 (third grade and higher): can give every two to three weeks	
DIBELS Next Oral Reading Fluency: can give weekly	
<p>Reminders:</p> <ul style="list-style-type: none"> • SIPPS Mastery Tests should be used for K-2 • QPA should be used for grades 3-5 (if not in SIPPS program) • Phonics AND oral reading fluency data is needed for students with phonics deficits (see K-5 Decision Rules for Reading) 	

Interventions must have 20 to 30-minutes of targeted intervention per day with an evidence-based intervention

Reading Comprehension	
Progress Monitoring Tools	Interventions: Tiered Supports
<p>Checklists and/or rubrics from ELA modules with student work</p>	<p align="center">Supplemental to Core (more support for ALL or most students)</p> <ul style="list-style-type: none"> • SuccessMaker (available at Title I schools) • iStation: the instructional component K-2nd (for Non-Title I schools only) • Ready Reading: for 2nd-5th • Ready Toolbox: for 2nd-5th • English Language Arts Formative Assessment System- ELFAS • Reciprocal Teaching (must have received training) • Guided Reading Routine (small group routine) • Making Meaning: for K-5th (available through school purchase) <p align="center">More Intensive &/or Explicit Intervention (Additional time in a group of five or less with specific support for targeted students)</p> <ul style="list-style-type: none"> • Ready Reading: for 2nd-5th • Leveled Literacy Intervention (LLI): for K-5th (available through school purchase) • i-Ready: for 3rd -5th (web-based instruction available through Title I STAR afterschool tutoring in conjunction with direct instruction from a tutor) • iStation: the instructional component K-2nd (for Non-Title I schools only) and is paired with direction instruction from teacher • Reciprocal Teaching (must have received training)
<p>Use the on-going progress monitoring tool that goes along with the specific intervention tool being used</p> <ul style="list-style-type: none"> • Use the Ready Reading independent practice if using Ready Reading • Use LLI assessments if using LLI • Use i-Ready assessments if using i-Ready • Use iStation assessments if using iStation 	
<p>Reminders:</p> <ul style="list-style-type: none"> • For Ready Reading to be an intervention, it must be beyond the core small group instruction in 3rd-5th. 	

Volusia County Schools Decision Tree 2 - Middle School Reading Support Placements Grades 6-8

<i>ASSESSMENT</i>						<i>COURSE/PLACEMENT and CURRICULUM MATERIALS</i>
FAIR FS			FAIR FS			
If the student scores level “1” or “2” on the ELA FSA check historical state reading assessment data	and	RC percentile \leq 99	and	WRT and VKT percentile is $<$ 30 and is an ELL (LY) student	then	(1002181) M/J DE LA ESOL READ 90 minutes Double Block Intensive (ESOL) (LY) Curriculum Materials: NG Read 180 NG System 44
	and	RC percentile is \leq 99	and	WRT and VKT percentile is $<$ 30	then	(1000010) M/J INTENS READ 90 min Double Block Intensive Curriculum Materials: NG Read 180 NG System 44
	and	RC percentile is \leq 99	and	WRT percentile is \geq 30 and VKT \leq 30	then	(1000010) M/J INTENS READ 45 minutes Single Period Intensive UnboundEd ELA Curriculum Modules

Placement	Interventions and Curriculum
Double Block Intensive Reading Double Block Intensive Reading (ESOL)	90 minutes/180 days with 18 or fewer students per class All students receive targeted intervention in fluency, vocabulary, and comprehension. Some students receive instruction in phonics and/or phonemic awareness based on additional diagnostic assessments administered within the intervention class.
Single Period Intensive Reading	45 minutes/180 days with 22 or fewer students per class

	All students receive targeted intervention in vocabulary and comprehension. Students whose fluency indicates a need for additional support will receive continued fluency support and progress monitoring.
English Language Arts	45 minutes/180 days with 22 or fewer students per class All students levels (1-5) will receive yearly instruction in ELA with the HMH/Collections curriculum materials.

Assessments	IF	THEN	Interventions and Curriculum
Historical state data and screening assessment data from the end of the prior year	Students have not responded to a specific reading intervention delivered with fidelity with the initial intensity (time and group size) provided during the prior school year	Reading intervention and curriculum change based on student data as well as parent, teacher, and/or literacy coach recommendation	Use of in-class intervention materials: Materials include appropriate reading intervention materials based on student data and teacher recommendation. Students not making progress in a particular reading intervention will not be served with the same materials for more than two years. (Time varies based on student placement)

Volusia County Schools Decision Tree 3 – High School Reading Support Placements Grades 9-12

<i>ASSESSMENT</i>						<i>COURSE/PLACEMENT and CURRICULUM MATERIALS</i>
FAIR FS			FAIR FS			
If the student scores a level “1” or “2” on the ELA FSA check historical state reading assessment data	and	RC percentile ≤ 99	and	WRT and VKT percentile is < 30 and is an ELL (LY) student	then	(1002381) DEV LANG ARTS ESOL – R 90 minutes Double Block Intensive (ESOL)(LY)_Grades 9-12 NG Read 180 NG System 44
	and	RC percentile is ≤ 99	and	WRT and VKT percentile is < 30	then	(1000410) INTENSIVE READING 90 minutes Double Block Intensive Grades 9 &10 NG Read 180 NG System 44
	and	RC percentile is ≤ 99	and	WRT percentile is ≥ 30 and VKT ≤ 30	then	(1000410) INTENSIVE READING 45 minutes Single Period Intensive Grades 9&10 UnboundEd ELA Curriculum Modules
	and	RC percentile is ≤ 99	and	WRT percentile is < 40	then	(1000410) INTENSIVE READING 45 minutes Single Period Intensive Grades 11&12 PWImpact Cambridge ACT VICTORY
	and	RC percentile is ≤ 99	and	VKT percentile is ≥ 40	then	(1000410) INTENSIVE READING 45 minutes Single Period Intensive Grades 11&12 or ELA classrooms with reading support & progress monitoring

Placement		Interventions and Curriculum	
Double Block Intensive Reading Double Block Intensive Reading (ESOL)		90 minutes/180 days with 18 or fewer students per class All students receive targeted intervention in fluency, vocabulary, and comprehension. Some students receive instruction in phonics and/or phonemic awareness based on additional diagnostic assessments administered within the intervention class.	
Single Period Intensive Reading Intensive Reading for Grades 11/12		45 minutes/180 days with 25 or fewer students per class All students receive targeted intervention in vocabulary and comprehension. Students whose fluency indicates a need for additional support will receive continued fluency support and progress monitoring.	
English Language Arts		45 minutes/180 days with 25 or fewer students per class All students (FSA ELA levels 1-5) will receive yearly instruction in ELA utilizing the HMH/ <i>Collections</i> curriculum materials.	
Assessments	IF	THEN	Interventions and Curriculum
Historical state data and screening assessment data from the end of the prior year	Students have not responded to a specific reading intervention delivered with fidelity with the initial intensity (time and group size) provided during the prior school year	Reading intervention and curriculum change based on student data as well as parent, teacher, and/or literacy coach recommendation	Use of in-class intervention materials: Materials include appropriate reading intervention materials based on student data and teacher recommendation. Students not making progress in a particular reading intervention will not be served with the same materials for more than two years. (Time varies based on student placement)

APPENDIX C

300 Lowest-Performing Elementary School Additional Hour of Reading Instruction Implementation Plan

Please complete the following questions to be included as an addendum to the 2018-2019 K-12 District Comprehensive Reading Plan for all schools in your district who are on the list of 300 Lowest Performing Elementary Schools. A district may submit one set of answers for multiple schools in the district if every school is using the same implementation plan.

Section 1: Contact Information

- 1. District name:** Volusia County
- 2. Contact name for schools covered on this plan:** Desiree Rybinski
- 3. Contact phone number:** 386-734-7190 ext. 20570
- 4. Contact email:** dlrybins@volusia.k12.fl.us
- 5. Schools covered by this plan:** Palm Terrace Elementary, Turie T. Small Elementary, Starke Elementary, Westside Elementary

Section 2: Length of School Day

F.A.C. Rule 6A-6.053 requires 90 minutes of reading instruction in grades K-5, and section 1011.62(9) F.S. requires an additional hour of reading instruction, which may be covered within the school day, for a minimum total of 150 minutes. Please answer the following questions regarding the length of the school day and the number of instructional minutes provided.

- 1. School start time:** 8:00AM
- 2. School dismissal time:** 3:20PM
- 3. Total number of instructional minutes per day:** 340 minutes
- 4. Minutes per day of reading instruction (must be at least 150):** 160

Section 3. Instructional Design

- 1. Students enrolled in these schools who earned a level 4 or level 5 on the statewide standardized English Language Arts assessment for the previous school year may participate in the extra hour of instruction. Describe the process your district/school uses to serve these students.**

FSA Level 4 and Level 5 students are provided opportunities for enrichment during the additional hour of reading instruction. These students are provided opportunities to engage with complex text that aligns to the social studies and science topics to continue to build knowledge and critical thinking. Letters were sent to parents of students scoring FSA Level 4 or 5 providing the option to opt out of the additional hour.

APPENDIX C

- 2. The additional hour per day of intensive reading instruction must be provided by teachers and reading specialists who have demonstrated effectiveness in teaching reading. Describe the process your district/school uses to ensure this occurs.**

Classroom teachers provide reading instruction to students while students requiring specialized instruction receive services from intervention teachers, certified tutors, ESE teachers and ESOL teachers. All teachers receive instructional support from a school-based coach as well as a district resource teacher and curriculum specialist.

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

- 3. The intensive reading instruction delivered in this additional hour shall include research-based reading instruction that has been proven to accelerate progress of students exhibiting a reading deficiency. Describe the intensive reading instruction your district/school uses during the additional hour and how your district/school has proven it to accelerate progress of students exhibiting a reading deficiency.**

ABC Foundations, Phonemic Awareness in Young Children, Learning Letter Names, SIPPS, Wilson, Early Interventions in Reading, Early Reading Tutor, Corrective Reading, reciprocal teaching, Ready Reading, Achieve the Core Fluency, FCRR resources, and ELFAS tasks are used to accelerate the progress of students exhibiting reading deficiencies.

Learning Letter Names was added in the 2018-2019 school year to provide additional explicit instruction for struggling kindergarten students.

Wilson was added as a new intervention provided to targeted 2nd grade students with disabilities who were not responding to Tier 2 phonics interventions. This program is accredited by the International Dyslexia Association.

According to FLKRS data, in 2017-2018, an average of 46% percent of kindergarten students began the school year as emergent readers. At the beginning of the 2018-2019 school year, iReady diagnostic data indicates that 89% of 1st grade students are beginning the school year on level in reading. Therefore, ABC Foundations, Phonemic Awareness in Young Children, SIPPS, Early Interventions in Reading and Early Reading Tutor are continuing to be used as reading intervention resources.

The Lowest 300 schools all have less than 50% of students earning learning gains and less than 50 of students in the lowest quartile showing learning gains. During classroom walkthroughs by the district ELA curriculum specialists, it was noted that teachers needed additional support in implementing small group instruction and intensive intervention with the provided resources in order provide the appropriate scaffolding and support necessary to support these learners. Trainings were designed and delivered to the Lowest 300 schools. Significant growth is currently evident via teacher practice and student data will be captured in the December administration of iReady diagnostic.

APPENDIX C

- 4. The intensive reading instruction delivered in this additional hour shall include differentiated instruction based on screening, diagnostic, progress monitoring, or student assessment data to meet students' specific reading needs. Describe the process your district uses to ensure this occurs.**

iReady Reading Diagnostic is administered to all students in grades 1-5 three times a year. Students who place into Tier 2 and Tier 3 on these assessments will be progress monitored monthly using the iReady Growth Monitoring assessment. Additionally, teachers will use the Ongoing Progress Monitoring tools provided through Canvas to target and identify specific reading intervention needs (phonemic awareness, phonics, fluency). FLKRS data and SIPPS program mastery tests will be used to monitor student progress in foundational skills. Schools discuss all of the data above during grade level PLC meetings to ensure that the needs of students are being met.

- 5. The intensive reading instruction delivered in this additional hour shall include explicit and systematic reading strategies to develop phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided practice, error correction, and feedback. Describe the process your school/district uses to ensure this occurs.**

During a walk to intervention model or an extended reading block, i-Ready Reading diagnostic data is used to target students' specific learning needs. In primary grades, foundational skills are instructed using ABC Foundations, Phonemic Awareness in Young Children, Learning Letter Names and SIPPS. Targeted students with disabilities receive instruction using Wilson, Corrective Reading, and Early Reading Intervention. Intermediate students receive intensive intervention using SIPPS and Achieve the Core Fluency resources for those with foundational skill deficiencies. Ready Reading and ELFAS tasks are used to support additional opportunities for standards-based comprehension instruction.

- 6. The intensive reading instruction delivered in this additional hour shall include the integration of social studies, science, and mathematics-text reading, text discussion, and writing in response to reading. Describe the process your district uses to ensure this occurs.**

Content area texts are used for intensive reading instruction through Ready Reading and Ready Writing Resources. The lessons in these resources have the student engage in text-based discussions around the content and text-based written responses based on the content knowledge gained from the text. Social Studies and science texts addressing the content area standards are used both in whole group and small group instruction. Students who need it are provided with scaffolded support to successfully access the grade level text. Additionally, teachers use social studies, science and mathematics texts from Reading A to Z and Newsela for close reading of grade level and complex text.

APPENDIX C

300 Lowest-Performing Elementary School Additional Hour of Reading Instruction Implementation Plan

Please complete the following questions to be included as an addendum to the 2018-2019 K-12 District Comprehensive Reading Plan for all schools in your district who are on the list of 300 Lowest Performing Elementary Schools. A district may submit one set of answers for multiple schools in the district if every school is using the same implementation plan.

Section 1: Contact Information

- 1. District name:** Volusia County
- 2. Contact name for schools covered on this plan:** Desiree Rybinski
- 3. Contact phone number:** 386-734-7190 ext. 20570
- 4. Contact email:** dlrybins@volusia.k12.fl.us
- 5. Schools covered by this plan:** Pierson Elementary, Blue Lake Elementary, McInnis Elementary

Section 2: Length of School Day

F.A.C. Rule 6A-6.053 requires 90 minutes of reading instruction in grades K-5, and section 1011.62(9) F.S. requires an additional hour of reading instruction, which may be covered within the school day, for a minimum total of 150 minutes. Please answer the following questions regarding the length of the school day and the number of instructional minutes provided.

- 1. School start time:** 7:55AM
- 2. School dismissal time:** 2:05 PM
- 3. Total number of instructional minutes per day:** 280 minutes
- 4. Minutes per day of reading instruction (must be at least 150):** 150

Section 3. Instructional Design

- 1. Students enrolled in these schools who earned a level 4 or level 5 on the statewide standardized English Language Arts assessment for the previous school year may participate in the extra hour of instruction. Describe the process your district/school uses to serve these students.**

FSA Level 4 and Level 5 students are provided opportunities for enrichment when students who need intervention are receiving that support. Letters were sent to parents of students scoring FSA Level 4 or 5 providing the option to opt out of the additional hour. Additionally, these students are provided opportunities to engage with complex text that aligns to the social studies and science topics to continue to build knowledge and critical thinking.

APPENDIX C

- 2. The additional hour per day of intensive reading instruction must be provided by teachers and reading specialists who have demonstrated effectiveness in teaching reading. Describe the process your district/school uses to ensure this occurs.**

Classroom teachers provide reading instruction to students while students requiring specialized instruction receive services from intervention teachers, certified tutors, ESE teachers and ESOL teachers. All teachers receive instructional support from a school-based coach as well as a district resource teacher and curriculum specialist.

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

- 3. The intensive reading instruction delivered in this additional hour shall include research-based reading instruction that has been proven to accelerate progress of students exhibiting a reading deficiency. Describe the intensive reading instruction your district/school uses during the additional hour and how your district/school has proven it to accelerate progress of students exhibiting a reading deficiency.**

ABC Foundations, Phonemic Awareness in Young Children, Learning Letter Names, SIPPS, Wilson, Early Interventions in Reading, Early Reading Tutor, Corrective Reading, reciprocal teaching, Ready Reading, Achieve the Core Fluency, FCRR resources, and ELFAS tasks are used to accelerate the progress of students exhibiting reading deficiencies.

Learning Letter Names was added in the 2018-2019 school year to provide additional explicit instruction for struggling kindergarten students.

Wilson was added as a new intervention provided to targeted 2nd grade students with disabilities who were not responding to Tier 2 phonics interventions. This program is accredited by the International Dyslexia Association.

According to FLKRS data, in 2017-2018, an average of 46% percent of kindergarten students began the school year as emergent readers. At the beginning of the 2018-2019 school year, iReady diagnostic data indicates that 89% of 1st grade students are beginning the school year on level in reading. Therefore, ABC Foundations, Phonemic Awareness in Young Children, SIPPS, Early Interventions in Reading and Early Reading Tutor are continuing to be used as reading intervention resources.

The Lowest 300 schools all have less than 50% of students earning learning gains and less than 50 of students in the lowest quartile showing learning gains. During classroom walkthroughs by the district ELA curriculum specialists, it was noted that teachers needed additional support in implementing small group instruction and intensive intervention with the provided resources in order provide the appropriate scaffolding and support necessary to support these learners. Trainings were designed and delivered to the Lowest 300 schools. Significant growth is currently evident via teacher practice and student data will be captured in the December administration of iReady diagnostic.

APPENDIX C

- 4. The intensive reading instruction delivered in this additional hour shall include differentiated instruction based on screening, diagnostic, progress monitoring, or student assessment data to meet students' specific reading needs. Describe the process your district uses to ensure this occurs.**

iReady Reading Diagnostic is administered to all students in grades 1-5 three times a year. Students who place into Tier 2 and Tier 3 on these assessments will be progress monitored monthly using the iReady Growth Monitoring assessment. Additionally, teachers will use the Ongoing Progress Monitoring tools provided through Canvas to target and identify specific reading intervention needs (phonemic awareness, phonics, fluency). FLKRS data and SIPPS program mastery tests will be used to monitor student progress in foundational skills. Schools discuss all data listed above during grade level PLC meetings to ensure that the needs of students are being met.

- 5. The intensive reading instruction delivered in this additional hour shall include explicit and systematic reading strategies to develop phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided practice, error correction, and feedback. Describe the process your school/district uses to ensure this occurs.**

During a walk to intervention model or an extended reading block, i-Ready Reading diagnostic data is used to target students' specific learning needs. In primary grades, foundational skills are instructed using ABC Foundations, Phonemic Awareness in Young Children, Learning Letter Names and SIPPS. Targeted students with disabilities receive instruction using Wilson, Corrective Reading, and Early Reading Intervention. Intermediate students receive intensive intervention using SIPPS and Achieve the Core Fluency resources for those with foundational skill deficiencies. Ready Reading and ELFAS tasks are used to support additional opportunities for standards-based comprehension instruction.

- 6. The intensive reading instruction delivered in this additional hour shall include the integration of social studies, science, and mathematics-text reading, text discussion, and writing in response to reading. Describe the process your district uses to ensure this occurs.**

Content area texts are used for intensive reading instruction through Ready Reading and Ready Writing Resources. The lessons in these resources have the student engage in text-based discussions around the content and text-based written responses based on the content knowledge gained from the text. Social Studies and science texts addressing the content area standards are used both in whole group and small group instruction. Students who need it are provided with scaffolded support to successfully access the grade level text. Additionally, teachers use social studies, science and mathematics texts from Reading A to Z and Newsela for close reading of grade level and complex text.