

## Volusia 2019-20 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.12k.fl.us](mailto:dlrybins@volusia.12k.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, 2016-2017 and 2017-2018 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
						22	19
White/African American	28	26	29	24	29		
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, Reading Endorsement coursework, and professional learning in ELA/Reading supporting the implementation of the Language Arts Florida Standards to increase reading achievement (Topics such as dyslexia, explicit instruction in reading, UDL and Read 180 implementation).

**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: Interim Chief Academic Officer

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.**

All Schools:

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

1<sup>st</sup>: VPAS, i-Ready Diagnostic (3x per year with growth monitoring for Tier 2 & Tier 3 students)

2<sup>nd</sup>: i-Ready Diagnostic (3x per year with growth monitoring for Tier 2 & Tier 3 students)

3<sup>rd</sup>: i-Ready Diagnostic (3x per year with growth monitoring for Tier 2 & Tier 3 students)

4<sup>th</sup>: i-Ready Diagnostic (3x per year with growth monitoring for Tier 2 & Tier 3 students)

5<sup>th</sup>: i-Ready Diagnostic (3x per year with growth monitoring for Tier 2 & Tier 3 students)

6<sup>th</sup>-8<sup>th</sup>: Volusia Literacy Tests (VLT), District Interim Assessments (DIA), i-Ready Diagnostic

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

11<sup>th</sup>-12<sup>th</sup>: Volusia Literacy Tests (VLT), FAIR FS, ACT NCR

Schools not meeting the District Performance Goals for Increasing FSA ELA Achievement:

2<sup>nd</sup>-5<sup>th</sup> Grades- Administration of Wonders Benchmark Assessment 1 (mid-year), and Benchmark Assessment 2 (end of year)

6<sup>th</sup>-12<sup>th</sup> Grades- Administration of Assessment of Standards (AOS) (2 times per year)

Secondary Intensive Reading Intervention

6<sup>th</sup>-10<sup>th</sup> grades-Reading Inventory/Phonics Inventory from Read 180 & System 44

Lowest 300 & D Schools

All requirements listed above and

1. Administration of Core Curriculum Unit Assessments

2. Administration of Fluency Monitoring (Beginning, Middle, & End of Year)

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

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

FAIR FS data/i-Ready will be reviewed 3 times a year after administration.

DIA and VLT data will be collected at the end of the 1<sup>st</sup> and 2<sup>nd</sup> 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: Interim Chief Academic Officer, 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: Interim Chief Academic Officer  
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. IPG data entry into district dashboard
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 administrators monitor lesson plans ensuring that they are aligned to the Florida Standards and reflect the recommendations of implementation of the district recommended ELA/Reading resources that are aligned to the LAFS.

- 6. As a separate attachment, please provide the meeting agenda which demonstrates the district contact for the K-12 Comprehensive Research-Based Reading Plan has developed the plan along with: the district contact for Exceptional Student Education (ESE) to discuss the alignment between the District's Special Programs and Procedures (SP&P) requirements, the district contact for Multi-Tiered Systems of Supports(MTSS), the district Management Information Systems (MIS) contact to ensure accurate data reporting, the district ELL contact, a school based principal and a teacher.**

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 Professional Learning Catalog pursuant to 6A-5.071 F.A.C.?**

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..**

**Please list the course numbers from your district Professional Learning Catalog which cover this training.**

2013003, 1700002, 2013007, 2408054, 2100066, 2408052, 2408031, 2012008, 1013009, 1013010, 1013017, 2008001, 1013021, 1013013, 2013005, 2013012, 1013026, 1013027, 1013028, 1013029, 1013030, 2013002, 1016005

### **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.

Volusia County Schools requires that all Instructional Coaches, including reading/literacy coaches, be accepted into the coaching pool. All candidates participate in an interview process. 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. Candidates must also complete two pre-selected micro-credentials. The two selected microcredentials include Aligning Standards & Assessments and Data-Driven Interventions.

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

Elementary Schools- Holly Hill School K-8  
Middle Schools – Campbell, Creekside, DeLand, Deltona, Galaxy, Heritage, David C. Hinson, New Smyrna Beach, Ormond Beach, River Springs, Silver Sands, Southwestern, T. Dewitt Taylor Middle-High  
High Schools- Atlantic, DeLand, Deltona, Mainland, New Smyrna Beach, Pine Ridge, Seabreeze, Spruce Creek, University

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

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

- a. Elementary:1
- b. Middle:13
- c. High:8

**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?**

1,864,425

**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 FEFP budget. The positions detailed in number three are district resource teachers that support schools in the identification and intervention of students with reading deficiencies.

**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-5) to include multisensory guide  
Phonemic Awareness in Young Children  
ABC Foundations

**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.**

Schools purchase additional intervention materials using school-based Title I funds and general funds.

**Summer Reading Camps**

Please complete the following questions regarding SRC:

- 1. SRC Supervisor Name:**Desiree Rybinski
- 2. Email Address:**[dlrybins@volusia.k12.fl.us](mailto:dlrybins@volusia.k12.fl.us)
- 3. Phone Number:**386-734-7190 ext. 20570
- 4. Please list the schools which will host a SRC:**

Cypress Creek Elementary  
Debary Elementary  
Forest Lake Elementary  
Freedom Elementary  
Indian River Elementary  
Palm Terrace Elementary  
Pierson Elementary  
Pine Trail Elementary  
Spirit Elementary  
Starke Elementary  
Sugar Mill Elementary

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

- a. **Start Date:** July 1, 2019
- b. **Which days of the week is SRC offered:** Monday-Thursday
- c. **Number of instructional hours per day in reading:** 5 hours
- d. **End Date:** July 25, 2019
- e. **Total number of instructional hours of reading:** 80 hours

**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 advertises for summer program teaching positions, including 3<sup>rd</sup> Grade 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, Highly Qualified, and Reading Endorsed. When the list of Highly Effective, Highly Qualified, and Reading Endorsed applicants is exhausted, principal recommendations and district curriculum specialist recommendations are used to select applicants to staff the allocated positions.

**7. What is the anticipated teacher/student ratio?**

1:12

**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?**

i-Ready Diagnostic Overall Reading Scale Score (pre/post)  
DIBELS ORF (weekly)  
3<sup>rd</sup> Grade Portfolio Assessments

**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	1,864,425
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 schools on the list of 300 lowest performing elementary schools	0
Flexible Categorial Spending	0
Sum of Expenditures	2,658,864
Amount of district research-based reading intruction allocation for 2019-2020	2,658,864

# Agenda

**K-12 Comprehensive Research-Based Reading Plan Collaboration Meeting**  
 4/17/2019  
 3:30-5:00

**Invitees:**

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

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

**ESE:** L. Grillo, S. Sandvoss, K. Gilliland

**Professional Learning:** K. Dyer

**Principals:** W. Dunnigan, C. Devaney

**Instructional Staff:** T. Haigh (coach), L. Montgomery (teacher)

**Accountability:** E. Holland, B. Harper

**Title I:** L. Frazee,

**MIS:** Tina Skipper

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3:30-3:35

**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
- Receive input from stakeholders

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3:35-3:40

**Introductions**

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3:40-4:40

**Digging into the K-12 Comprehensive Research-Based Reading Plan**

Overview of plan

Achievement Goals

Professional Development

Budget

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4:40-5:00

**Questions and discussion**

**Notes:**

## 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 identify students for intervention. For each grade level on each chart, districts must include a description of which students will be reported in the Student Information System with an appropriate code for the Reading Intervention Component; 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;

# Kindergarten Decision Rules

ALL Kindergarten students will receive core reading instruction

FLKRS: Star Early Literacy  
Scale Score  $\geq 437$

NO

YES

**Administer Diagnostic Assessment from MTSS Toolkit**  
**Phonics** – Letter ID Fluency (McGraw Hill)  
If score is less than 10 correct letters  
**Administer VPAS Tasks 1-2**

Utilize core instruction &  
assessments to maintain grade level performance

## Letter ID Fluency

0-5 letters correct- Tier 3 Intervention  
6-9 letters correct- Tier 2 Intervention  
10+ letters correct- Tier 1 Core Instruction

## VPAS

0-20% items correct- Tier 3 Intervention  
30%-70% items correct- Tier 2 Intervention  
80-100% items correct- Tier 1 Core Instruction

In addition to Tier 1 (Core Instruction) provide **Tier 2 & Tier 3** Intervention as indicated in the MTSS Toolkit

**Tier 2-** *The student must receive intervention and must be coded in the Student Information System with an “A” in the Language Arts course to indicate that the student is receiving targeted intervention.*

**Tier 3-** *You must notify the parent of substantial reading deficiency as required in Section 1008.25, F. S.*

*The student must receive **Tier 2 & Tier 3 Interventions***

**AND**

*must be coded in the Student Information System with an “A” in the Language Arts course to indicate that the student is receiving targeted intervention (Tier 2).*

**AND**

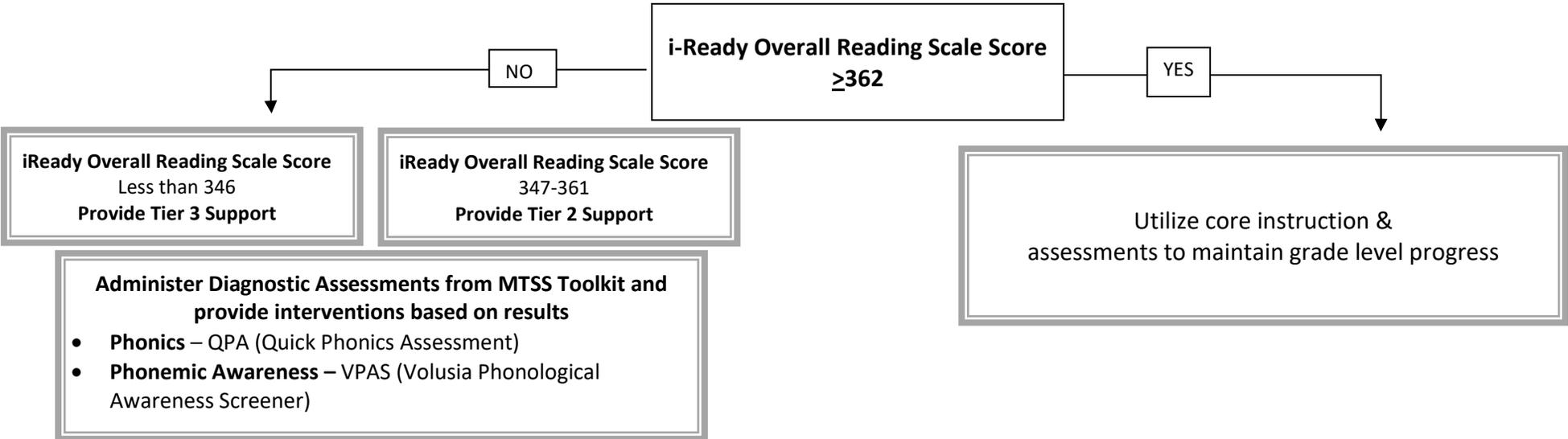
*the student must be enrolled in course 5010020 and coded with “B” to indicate the student is receiving intensive intervention (Tier 3).*

**Multi-tiered System of Support (MTSS) Toolkit  
Kindergarten**

*All interventions should occur in addition to core reading instruction provided during the 90-minute literacy block.  
A Reading Endorsed/Reading Certified Teacher must provide Tier 3 intervention*

	Diagnosti c (Located in <b>OPM</b> tab on Canvas)	Entrance Criteria		Intervention	Progress Monitoring Tool/Frequency	Frequency of Intervention		Exit Criteria	Additional Assessments
		Tier 2	Tier 3			Tier 2	Tier 3		
<b>Phonological Awareness</b>	Volusia Phonologi cal Awarenes s Screener (VPAS)	30%- 70% items correct VPAS Tasks 1-2	0-20% items correct VPAS Tasks 1- 2	-Phonemic Awareness in Young Children - Road to the Code	VPAS/Recommended every 2- 3 weeks after instruction	3-5 days/week  20-30 minutes per day	5 days/week  30 minutes per day	≥80% on VPAS Tasks <b>Middle of Year:</b> Tasks #1- 5 <b>End of Year:</b> Tasks #6-9	McGraw-Hill Wonders® Phonological and Phonemic Awareness Placement & Diagnostic Assessment
<b>Phonics</b>	Letter Naming Fluency	6-9 correct letters	0-5 correct letters	-ABC Foundations -- Road to the Code - Letter Naming (Collaborative Classroom)	Letter Naming Fluency/Recommended every 2-3 weeks after instruction	3-5 days/week  20-30 minutes per day	3-5 days/week  20-30 minutes per day	<b>Fall</b> -10+ correct letters <b>Winter</b> -30+ correct letters <b>Spring</b> -40+ correct letters	McGraw-Hill Wonders® Phonics Survey

# 1<sup>st</sup> Grade Decision Rules



**Tier 2-** *The student must receive intervention and must be coded in the Student Information System with an “A” in the Language Arts course to indicate that the student is receiving targeted intervention.*

**Tier 3-** *You must notify the parent of substantial reading deficiency as required in Section 1008.25, F. S.*  
*The student must receive **Tier 2 & Tier 3 Interventions***  
**AND**  
*must be coded in the Student Information System with an “A” in the Language Arts course to indicate that the student is receiving targeted intervention (Tier 2).*  
**AND**  
*the student must be enrolled in course 5010020 and coded with “B” to indicate the student is receiving intensive intervention (Tier 3).*

**Multi-tiered System of Support (MTSS) Toolkit**

**1<sup>st</sup> Grade**

*Tier 3 intervention **MUST** occur in addition to core reading instruction provided during the 90-minute literacy block.*

*A Reading Endorsed/Reading Certified Teacher **must** provide Tier 3 intervention*

	Diagnostic (Located in OPM tab on Canvas)	Entrance Criteria	Intervention	Progress Monitoring Tool/Frequency	Frequency of Intervention		Exit Criteria	Additional Assessments
					Tier 2	Tier 3		
<b>Phonemic Awareness</b>	Volusia Phonological Awareness Screener (VPAS)	<80% on VPAS Tasks <b>Beginning of Year:</b> Tasks #1-9 <b>Middle of Year:</b> Tasks #1-12a <b>End of Year:</b> Tasks #1-12d	-Phonemic Awareness in Young Children  -SIPPS Beginning	VPAS/Recommended every 2-3 weeks after instruction	3-5 days/week  20-30 minutes per day	5 days/week  30 minutes per day	≥80% on VPAS Tasks Beginning of Year: Tasks #1-9 Middle of Year: Tasks #1-12a End of Year: Tasks #1-12d	McGraw-Hill Wonders® Phonological and Phonemic Awareness Placement & Diagnostic Assessment
<b>Phonics</b>	QPA	<80% on QPA Tasks #1-6a <b>Or</b> SIPPS Placement into Beginning Level	SIPPS Beginning (as determined by QPA/SIPPS placement for skills needed)	<b>QPA/</b> Recommended every 2-3 weeks after instruction  <b>or</b> <b>SIPPS Mastery Tests/</b> Recommended after instruction	3-5 days/week  20-30 minutes per day	5 days/week  30 minutes per day	≥90% on QPA Tasks (Tasks #1-6a)	McGraw-Hill Wonders® Phonics Survey
<b>*Fluency</b>	DIBELS ORF Baseline	Student score is below or well below grade-level benchmark:  <b>Middle of Year:</b> 22 or below <b>End of Year:</b> 46 or below (see page 2 of document)	<i>*Fluency interventions should occur as part of phonics or comprehension interventions</i> <b>Phonics</b> – Embedded in SIPPS <b>Comprehension</b> – Repeated reading with grade-level text	<b>DIBELS ORF Progress Monitoring/</b> Every 2-3 weeks	3-5 days/week  20-30 minutes per day	5 days/week  30 minutes per day	Student score is at or above grade-level benchmark:  <b>Middle of Year:</b> 23 or above <b>End of Year:</b> 47 or above (see page 2 of document)	NA

# DIBELS FLUENCY FLOW CHART

5<sup>th</sup>  
Grade  
Start  
Here

Administer  
**5<sup>th</sup> grade DIBELS**  
Baseline ORF Probes

5 <sup>th</sup> Grade Benchmarks and Cut Points for Risk	Well Below Benchmark	Below Benchmark	At or Above Benchmark
Beginning of Year	0-95	96-110	111+
Middle of Year	0-100	101-119	120+
End of Year	0-104	105-129	130+

Conduct OPM using 5<sup>th</sup>  
grade DIBELS ORF PM  
Probes

4<sup>th</sup>  
Grade  
Start  
Here

Administer  
**4<sup>th</sup> grade DIBELS**  
Baseline ORF Probes

4 <sup>th</sup> Grade Benchmarks and Cut Points for Risk	Well Below Benchmark	Below Benchmark	At or Above Benchmark
Beginning of Year	0-69	70-89	90+
Middle of Year	0-78	79-102	103+
End of Year	0-94	95-114	115+

Conduct OPM using  
4<sup>th</sup> grade DIBELS ORF  
PM Probes

3<sup>rd</sup>  
Grade  
Start  
Here

Administer  
**3<sup>rd</sup> grade DIBELS**  
Baseline ORF Probes

3 <sup>rd</sup> Grade Benchmarks and Cut Points for Risk	Well Below Benchmark	Below Benchmark	At or Above Benchmark
Beginning of Year	0-54	55-69	70+
Middle of Year	0-67	68-85	86+
End of Year	0-79	80-99	100+

Conduct OPM using  
3<sup>rd</sup> grade DIBELS  
ORF PM Probes

2<sup>nd</sup>  
Grade  
Start  
Here

Administer  
**2<sup>nd</sup> grade DIBELS**  
Baseline ORF Probes

2 <sup>nd</sup> Grade Benchmarks and Cut Points for Risk	Well Below Benchmark	Below Benchmark	At or Above Benchmark
Beginning of Year	0-36	37-51	52+
Middle of Year	0-54	55-71	72+
End of Year	0-64	65-86	87+

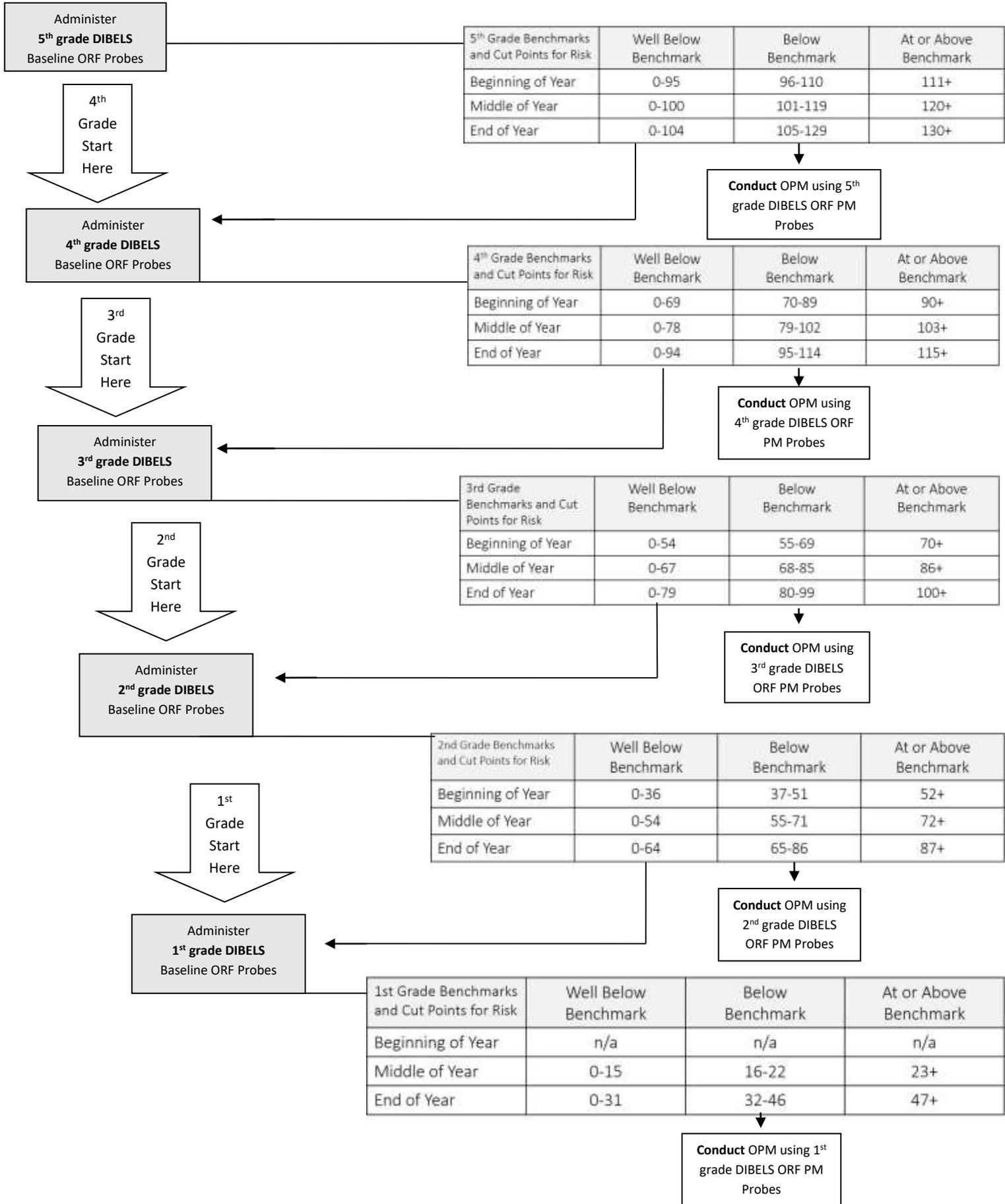
Conduct OPM using  
2<sup>nd</sup> grade DIBELS  
ORF PM Probes

1<sup>st</sup>  
Grade  
Start  
Here

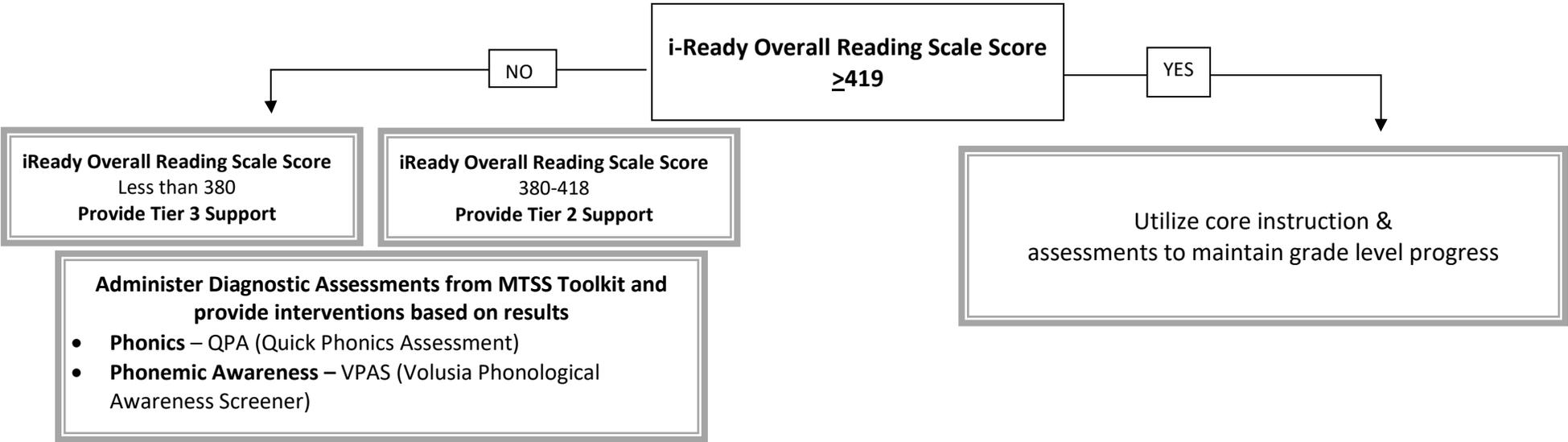
Administer  
**1<sup>st</sup> grade DIBELS**  
Baseline ORF Probes

1 <sup>st</sup> Grade Benchmarks and Cut Points for Risk	Well Below Benchmark	Below Benchmark	At or Above Benchmark
Beginning of Year	n/a	n/a	n/a
Middle of Year	0-15	16-22	23+
End of Year	0-31	32-46	47+

Conduct OPM using 1<sup>st</sup>  
grade DIBELS ORF PM  
Probes



# 2nd Grade Decision Rules



**Tier 2-** *The student must receive intervention and must be coded in the Student Information System with an “A” in the Language Arts course to indicate that the student is receiving targeted intervention.*

**Tier 3-** *You must notify the parent of substantial reading deficiency as required in Section 1008.25, F. S.*

*The student must receive **Tier 2 & Tier 3 Interventions***

**AND**

*must be coded in the Student Information System with an “A” in the Language Arts course to indicate that the student is receiving targeted intervention (Tier 2).*

**AND**

*the student must be enrolled in course 5010020 and coded with “B” to indicate the student is receiving intensive intervention (Tier 3).*

**Multi-tiered System of Support (MTSS) Toolkit**  
**2<sup>nd</sup> Grade**

*Tier 3 intervention **MUST** occur in addition to core reading instruction provided during the 90-minute literacy block.  
 A Reading Endorsed/Reading Certified Teacher **must** provide Tier 3 intervention*

	Diagnostic (Located in OPM tab on Canvas)	Entrance Criteria	Intervention	Progress Monitoring Tool/Frequency	Frequency of Intervention		Exit Criteria	Additional Assessments
					Tier 2	Tier 3		
<b>Phonemic Awareness</b>	Volusia Phonological Awareness Screener (VPAS)	<80% on VPAS Tasks #1-12e	--SIPPS Beginning -SIPPS Extension	VPAS/Recommended every 2-3 weeks after instruction	3-5 days/week  20-30 minutes per day	5 days/week  30 minutes per day	≥80% on VPAS Tasks #1-12e	McGraw-Hill Wonders® Phonological and Phonemic Awareness Placement & Diagnostic Assessment
<b>Phonics</b>	QPA	<80% on QPA Tasks #1-9a <b>Or</b> SIPPS Placement into Beginning or Extension	-SIPPS Beginning -SIPPS Extension (as determined by QPA/SIPPS placement for skills needed)	<b>QPA/</b> Recommended every 2-3 weeks after instruction  or <b>SIPPS Mastery Tests/</b> Recommended after instruction	3-5 days/week  20-30 minutes per day	5 days/week  30 minutes per day	≥90% on QPA Tasks (Tasks #1-9a)	McGraw-Hill Wonders® Phonics Survey
<b>*Fluency</b>	DIBELS ORF Baseline	Student score is <b>well below</b> or <b>below</b> grade-level benchmark.  See attached DIBELS Fluency Flow Chart	<i>*Fluency interventions should occur as part of phonics or comprehension interventions</i> <b>Phonics</b> – Embedded in SIPPS <b>Comprehension</b> – Repeated reading with grade-level text	<b>DIBELS ORF Progress Monitoring/Every 2-3 weeks</b>	3-5 days/week  20-30 minutes per day	5 days/week  30 minutes per day	Student score is at or above grade-level benchmark:  See attached DIBELS Fluency Flow Chart	NA

# DIBELS FLUENCY FLOW CHART

5<sup>th</sup>  
Grade  
Start  
Here

Administer  
**5<sup>th</sup> grade DIBELS**  
Baseline ORF Probes

5 <sup>th</sup> Grade Benchmarks and Cut Points for Risk	Well Below Benchmark	Below Benchmark	At or Above Benchmark
Beginning of Year	0-95	96-110	111+
Middle of Year	0-100	101-119	120+
End of Year	0-104	105-129	130+

4<sup>th</sup>  
Grade  
Start  
Here

Administer  
**4<sup>th</sup> grade DIBELS**  
Baseline ORF Probes

4 <sup>th</sup> Grade Benchmarks and Cut Points for Risk	Well Below Benchmark	Below Benchmark	At or Above Benchmark
Beginning of Year	0-69	70-89	90+
Middle of Year	0-78	79-102	103+
End of Year	0-94	95-114	115+

Conduct OPM using 5<sup>th</sup>  
grade DIBELS ORF PM  
Probes

3<sup>rd</sup>  
Grade  
Start  
Here

Administer  
**3<sup>rd</sup> grade DIBELS**  
Baseline ORF Probes

3 <sup>rd</sup> Grade Benchmarks and Cut Points for Risk	Well Below Benchmark	Below Benchmark	At or Above Benchmark
Beginning of Year	0-54	55-69	70+
Middle of Year	0-67	68-85	86+
End of Year	0-79	80-99	100+

Conduct OPM using  
4<sup>th</sup> grade DIBELS ORF  
PM Probes

2<sup>nd</sup>  
Grade  
Start  
Here

Administer  
**2<sup>nd</sup> grade DIBELS**  
Baseline ORF Probes

2 <sup>nd</sup> Grade Benchmarks and Cut Points for Risk	Well Below Benchmark	Below Benchmark	At or Above Benchmark
Beginning of Year	0-36	37-51	52+
Middle of Year	0-54	55-71	72+
End of Year	0-64	65-86	87+

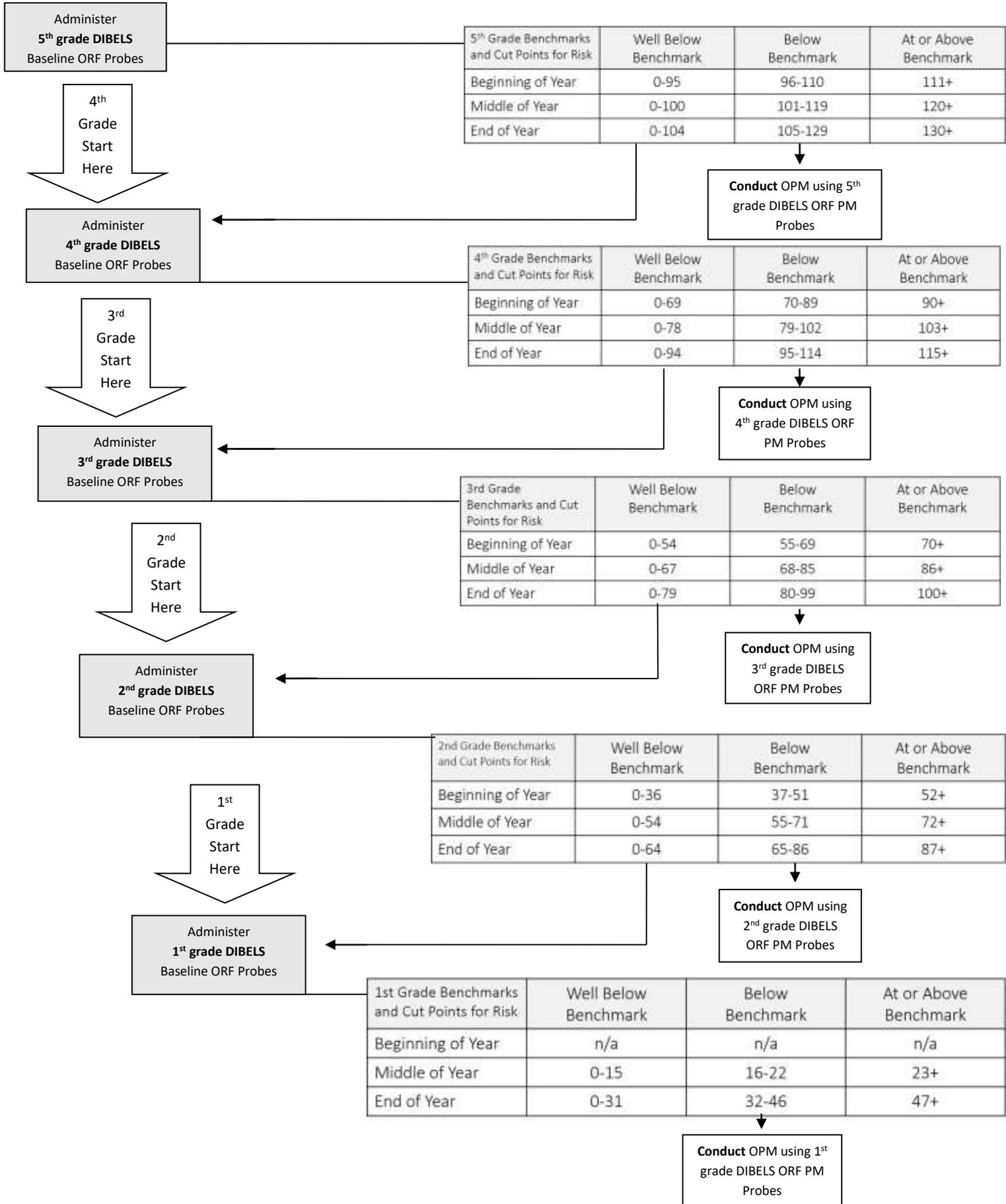
Conduct OPM using  
3<sup>rd</sup> grade DIBELS  
ORF PM Probes

1<sup>st</sup>  
Grade  
Start  
Here

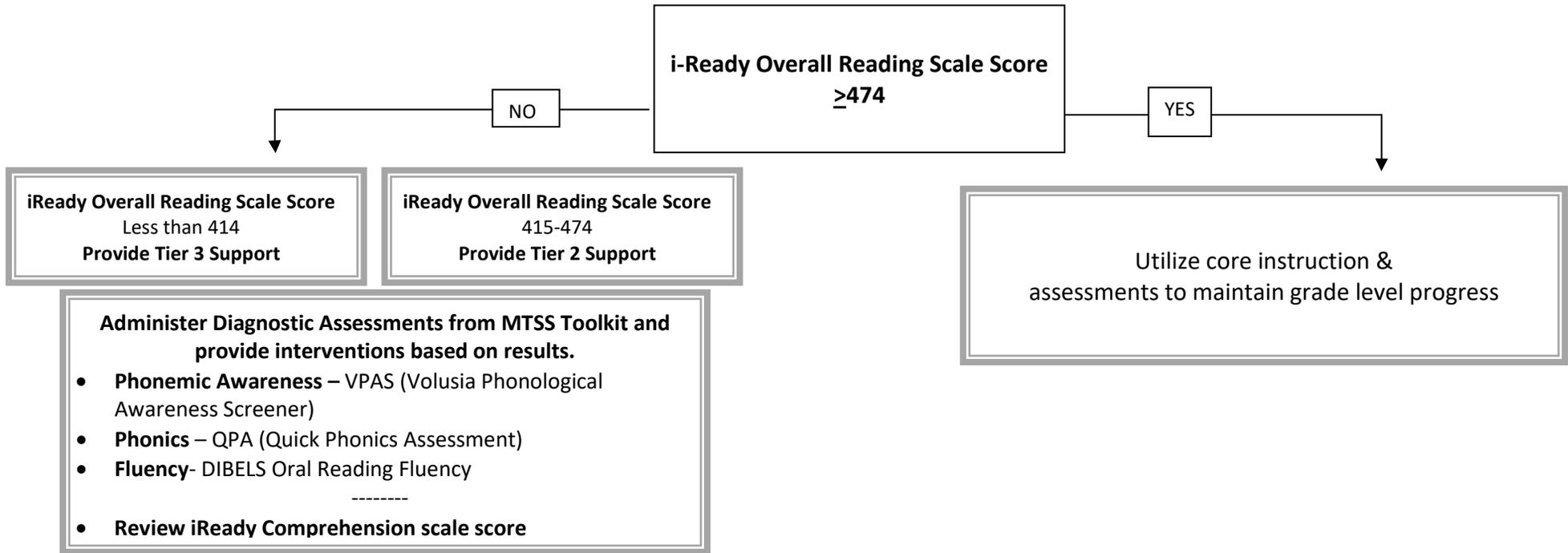
Administer  
**1<sup>st</sup> grade DIBELS**  
Baseline ORF Probes

1 <sup>st</sup> Grade Benchmarks and Cut Points for Risk	Well Below Benchmark	Below Benchmark	At or Above Benchmark
Beginning of Year	n/a	n/a	n/a
Middle of Year	0-15	16-22	23+
End of Year	0-31	32-46	47+

Conduct OPM using 1<sup>st</sup>  
grade DIBELS ORF PM  
Probes



## 3rd Grade Decision Rules



**Tier 2-** *The student must receive intervention and must be coded in the Student Information System with an “A” in the Language Arts course to indicate that the student is receiving targeted intervention.*

**Tier 3-** *You must notify the parent of substantial reading deficiency as required in Section 1008.25, F. S.*

*The student must receive **Tier 2 & Tier 3 Interventions***

**AND**

*must be coded in the Student Information System with an “A” in the Language Arts course to indicate that the student is receiving targeted intervention (Tier 2).*

**AND**

*the student must be enrolled in course 5010020 and coded with “B” to indicate the student is receiving intensive intervention (Tier 3).*

**Multi-tiered System of Support (MTSS) Toolkit**

**3<sup>rd</sup> Grade**

*Tier 3 intervention **MUST** occur in addition to core reading instruction provided during the 90-minute literacy block.*

*A Reading Endorsed/Reading Certified Teacher **must** provide Tier 3 intervention*

	Diagnostic (Located in OPM tab on Canvas)	Entrance Criteria	Intervention	Progress Monitoring Tool/Frequency	Frequency of Intervention/Group Size		Exit Criteria	Additional Assessments
					Tier 2	Tier 3		
<b>Phonemic Awareness</b>	Volusia Phonological Awareness Screener (VPAS)	<80% on VPAS Tasks (Tasks #1-12e)	-SIPPS Beginning -SIPPS Extension (as determined by SIPPS placement for skills needed)	VPAS/Recommended every 2-3 weeks after instruction	3-5 days/week  20-30 minutes per day  8 or fewer students	5 days/week  30 minutes per day  3-5 students	≥80% on VPAS Tasks (Tasks 1-12e)	McGraw-Hill Wonders® Phonological and Phonemic Awareness Placement & Diagnostic Assessment
<b>Phonics</b>	QPA	<80% on QPA Tasks	-SIPPS Beginning -SIPPS Extension -SIPPS Challenge (as determined by QPA/SIPPS placement for skills needed)	QPA/ Recommended every 2-3 weeks after instruction  or <b>SIPPS Mastery Tests/</b> Recommended after instruction	3-5 days/week  20-30 minutes per day  8 or fewer students	5 days/week  30 minutes per day  3-5 students	≥80% on QPA Tasks	McGraw-Hill Wonders® Phonics Survey
<b>*Fluency</b>	DIBELS ORF Baseline	Student score is <b>below</b> or <b>well below</b> grade level benchmark  See attached DIBELS Fluency Flow Chart	<i>*Fluency interventions should occur as part of phonics or comprehension interventions</i> Phonics – Embedded in SIPPS Comprehension – Repeated reading with grade-level text	<b>DIBELS ORF Progress Monitoring/</b> Every 2-3 weeks	3-5 days/week  20-30 minutes per day  8 or fewer students	5 days/week  30 minutes per day  3-5 students	Student score is at or above grade-level benchmark:  See attached DIBELS Fluency Flow Chart	N/A
<b>Comprehension</b>	iReady Comprehension	iReady Comprehension Literature or iReady Comprehension Informational Scale Score < 476	-Ready Reading -Ready Toolbox resources -Reciprocal Teaching	McGraw-Hill Wonders® Weekly Comprehension Assessments (cold read) <i>*Recommended biweekly OR</i> Ready Reading Interim Assessments <i>after instruction</i>	3-5 days/week  20-30 minutes per day  8 or fewer students	5 days/week  30 minutes per day  3-5 students	iReady Comprehension Literature or iReady Comprehension Informational Scale Score 514 or above	-Florida State Assessment (FSA) -McGraw-Hill Wonders® Unit Assessments

# DIBELS FLUENCY FLOW CHART

5<sup>th</sup>  
Grade  
Start  
Here

Administer  
**5<sup>th</sup> grade DIBELS**  
Baseline ORF Probes

5 <sup>th</sup> Grade Benchmarks and Cut Points for Risk	Well Below Benchmark	Below Benchmark	At or Above Benchmark
Beginning of Year	0-95	96-110	111+
Middle of Year	0-100	101-119	120+
End of Year	0-104	105-129	130+

4<sup>th</sup>  
Grade  
Start  
Here

Administer  
**4<sup>th</sup> grade DIBELS**  
Baseline ORF Probes

4 <sup>th</sup> Grade Benchmarks and Cut Points for Risk	Well Below Benchmark	Below Benchmark	At or Above Benchmark
Beginning of Year	0-69	70-89	90+
Middle of Year	0-78	79-102	103+
End of Year	0-94	95-114	115+

Conduct OPM using 5<sup>th</sup>  
grade DIBELS ORF PM  
Probes

3<sup>rd</sup>  
Grade  
Start  
Here

Administer  
**3<sup>rd</sup> grade DIBELS**  
Baseline ORF Probes

3 <sup>rd</sup> Grade Benchmarks and Cut Points for Risk	Well Below Benchmark	Below Benchmark	At or Above Benchmark
Beginning of Year	0-54	55-69	70+
Middle of Year	0-67	68-85	86+
End of Year	0-79	80-99	100+

Conduct OPM using  
4<sup>th</sup> grade DIBELS ORF  
PM Probes

2<sup>nd</sup>  
Grade  
Start  
Here

Administer  
**2<sup>nd</sup> grade DIBELS**  
Baseline ORF Probes

2 <sup>nd</sup> Grade Benchmarks and Cut Points for Risk	Well Below Benchmark	Below Benchmark	At or Above Benchmark
Beginning of Year	0-36	37-51	52+
Middle of Year	0-54	55-71	72+
End of Year	0-64	65-86	87+

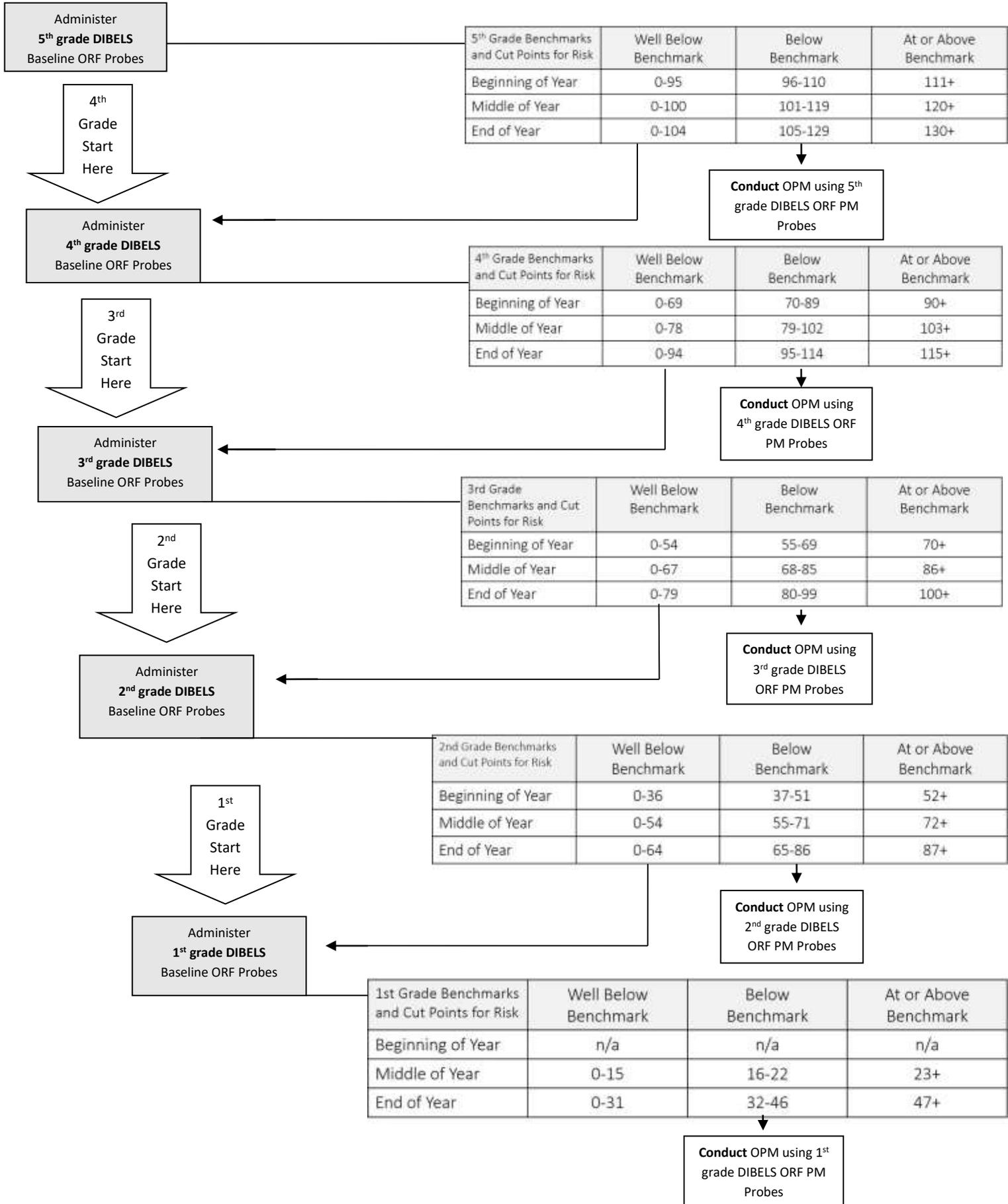
Conduct OPM using  
3<sup>rd</sup> grade DIBELS  
ORF PM Probes

1<sup>st</sup>  
Grade  
Start  
Here

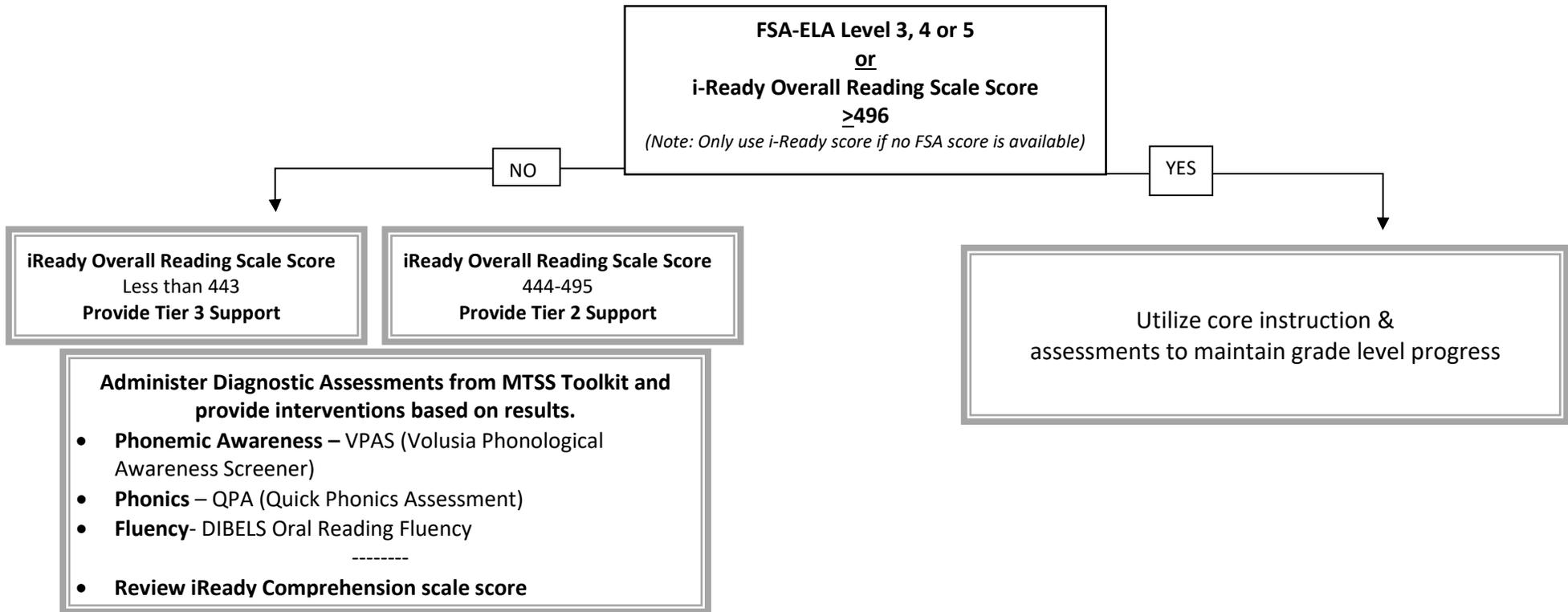
Administer  
**1<sup>st</sup> grade DIBELS**  
Baseline ORF Probes

1 <sup>st</sup> Grade Benchmarks and Cut Points for Risk	Well Below Benchmark	Below Benchmark	At or Above Benchmark
Beginning of Year	n/a	n/a	n/a
Middle of Year	0-15	16-22	23+
End of Year	0-31	32-46	47+

Conduct OPM using 1<sup>st</sup>  
grade DIBELS ORF PM  
Probes



# 4th Grade Decision Rules



**Tier 2-** The student *must* receive intervention and *must* be coded in the Student Information System with an “A” in the Language Arts course to indicate that the student is receiving targeted intervention.

**Tier 3-** You must notify the parent of substantial reading deficiency as required in Section 1008.25, F. S.

The student must receive **Tier 2 & Tier 3 Interventions**

**AND**

must be coded in the Student Information System with an “A” in the Language Arts course to indicate that the student is receiving targeted intervention (Tier 2).

**AND**

the student must be enrolled in course 5010020 and coded with “B” to indicate the student is receiving intensive intervention (Tier 3).

**Multi-tiered System of Support (MTSS) Toolkit**

**4th Grade**

*Tier 3 intervention **MUST** occur in addition to core reading instruction provided during the 90-minute literacy block.*

*A Reading Endorsed/Reading Certified Teacher **must** provide Tier 3 intervention.*

	Diagnostic (Located in OPM tab on Canvas)	Entrance Criteria	Intervention	Progress Monitoring Tool/Frequency	Frequency of Intervention/Group Size		Exit Criteria	Additional Assessments
					Tier 2	Tier 3		
<b>Phonemic Awareness</b>	Volusia Phonological Awareness Screener (VPAS)	<80% on VPAS Tasks (Tasks #1-12e)	-SIPPS Beginning -SIPPS Extension (as determined by SIPPS placement for skills needed)	VPAS/Recommended every 2-3 weeks after instruction	3-5 days/week  20-30 minutes per day  8 or fewer students	5 days/week  30 minutes per day  3-5 students	≥80% on VPAS Tasks (Tasks 1-12e)	McGraw-Hill Wonders® Phonological and Phonemic Awareness Placement & Diagnostic Assessment
<b>Phonics</b>	QPA	<80% on QPA Tasks	-SIPPS Beginning -SIPPS Extension -SIPPS Challenge (as determined by QPA/SIPPS placement for skills needed)	QPA/ Recommended every 2-3 weeks after instruction  or <b>SIPPS Mastery Tests/</b> Recommended after instruction	3-5 days/week  20-30 minutes per day  8 or fewer students	5 days/week  30 minutes per day  3-5 students	≥80% on QPA Tasks	McGraw-Hill Wonders® Phonics Survey
<b>*Fluency</b>	DIBELS ORF Baseline	Student score is <b>below</b> or <b>well below</b> grade level benchmark  See attached DIBELS Fluency Flow Chart	<i>*Fluency interventions should occur as part of phonics or comprehension interventions</i> Phonics – Embedded in SIPPS Comprehension – Repeated reading with grade-level text	<b>DIBELS ORF Progress Monitoring/</b> Every 2-3 weeks	3-5 days/week  20-30 minutes per day  8 or fewer students	5 days/week  30 minutes per day  3-5 students	Student score is at or above grade-level benchmark:  See attached DIBELS Fluency Flow Chart	N/A
<b>Comprehension</b>	iReady Comprehension	iReady Comprehension Literature or iReady Comprehension Informational Scale Score < 499	-Ready Reading -Ready Toolbox resources -Reciprocal Teaching	McGraw-Hill Wonders® Weekly Comprehension Assessments (cold read) <i>*Recommended biweekly OR</i> Ready Reading Interim Assessments <i>after instruction</i>	3-5 days/week  20-30 minutes per day  8 or fewer students	5 days/week  30 minutes per day  3-5 students	iReady Comprehension Literature or iReady Comprehension Informational Scale Score 552 or above	-Florida State Assessment (FSA) -McGraw-Hill Wonders® Unit Assessments

# DIBELS FLUENCY FLOW CHART

5<sup>th</sup>  
Grade  
Start  
Here

Administer  
**5<sup>th</sup> grade DIBELS**  
Baseline ORF Probes

5 <sup>th</sup> Grade Benchmarks and Cut Points for Risk	Well Below Benchmark	Below Benchmark	At or Above Benchmark
Beginning of Year	0-95	96-110	111+
Middle of Year	0-100	101-119	120+
End of Year	0-104	105-129	130+

4<sup>th</sup>  
Grade  
Start  
Here

Administer  
**4<sup>th</sup> grade DIBELS**  
Baseline ORF Probes

4 <sup>th</sup> Grade Benchmarks and Cut Points for Risk	Well Below Benchmark	Below Benchmark	At or Above Benchmark
Beginning of Year	0-69	70-89	90+
Middle of Year	0-78	79-102	103+
End of Year	0-94	95-114	115+

Conduct OPM using 5<sup>th</sup>  
grade DIBELS ORF PM  
Probes

3<sup>rd</sup>  
Grade  
Start  
Here

Administer  
**3<sup>rd</sup> grade DIBELS**  
Baseline ORF Probes

3 <sup>rd</sup> Grade Benchmarks and Cut Points for Risk	Well Below Benchmark	Below Benchmark	At or Above Benchmark
Beginning of Year	0-54	55-69	70+
Middle of Year	0-67	68-85	86+
End of Year	0-79	80-99	100+

Conduct OPM using  
4<sup>th</sup> grade DIBELS ORF  
PM Probes

2<sup>nd</sup>  
Grade  
Start  
Here

Administer  
**2<sup>nd</sup> grade DIBELS**  
Baseline ORF Probes

2 <sup>nd</sup> Grade Benchmarks and Cut Points for Risk	Well Below Benchmark	Below Benchmark	At or Above Benchmark
Beginning of Year	0-36	37-51	52+
Middle of Year	0-54	55-71	72+
End of Year	0-64	65-86	87+

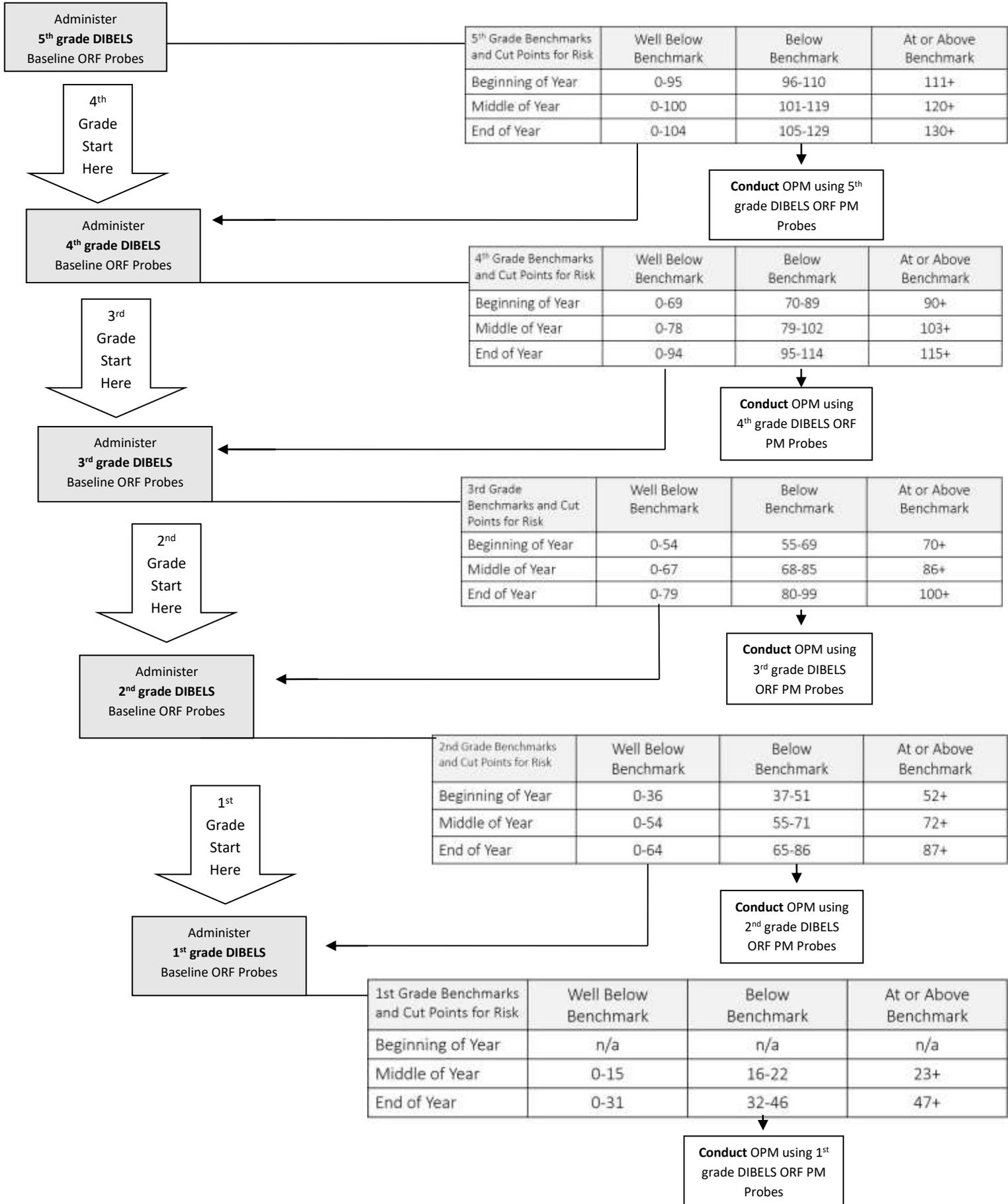
Conduct OPM using  
3<sup>rd</sup> grade DIBELS  
ORF PM Probes

1<sup>st</sup>  
Grade  
Start  
Here

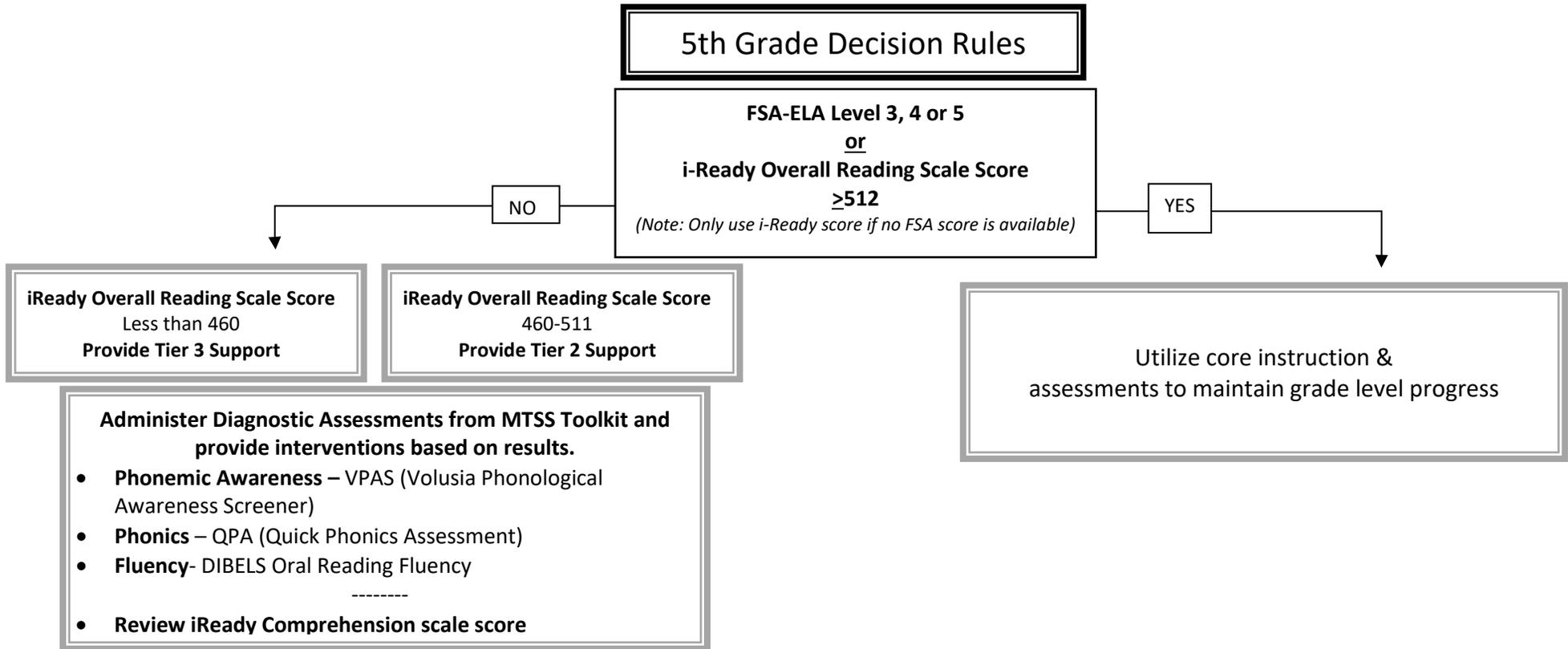
Administer  
**1<sup>st</sup> grade DIBELS**  
Baseline ORF Probes

1 <sup>st</sup> Grade Benchmarks and Cut Points for Risk	Well Below Benchmark	Below Benchmark	At or Above Benchmark
Beginning of Year	n/a	n/a	n/a
Middle of Year	0-15	16-22	23+
End of Year	0-31	32-46	47+

Conduct OPM using 1<sup>st</sup>  
grade DIBELS ORF PM  
Probes



# 5th Grade Decision Rules



**Tier 2-** *The student must receive intervention and must be coded in the Student Information System with an “A” in the Language Arts course to indicate that the student is receiving targeted intervention.*

**Tier 3-** *The student must receive **Tier 2 & Tier 3 Interventions***

**AND**

*the student must be coded in the Student Information System with an “A” in the Language Arts course to indicate that the student is receiving targeted intervention (Tier 2).*

**AND**

*the student must be enrolled in course 5010020 and coded with “B” to indicate the student is receiving intensive intervention (Tier 3).*

**Multi-tiered System of Support (MTSS) Toolkit**

**5th Grade**

*Tier 3 intervention **MUST** occur in addition to core reading instruction provided during the 90-minute literacy block.  
A Reading Endorsed/Reading Certified Teacher **must** provide Tier 3 intervention.*

	Diagnostic (Located in OPM tab on Canvas)	Entrance Criteria	Intervention	Progress Monitoring Tool/Frequency	Frequency of Intervention/Group Size		Exit Criteria	Additional Assessments
					Tier 2	Tier 3		
<b>Phonemic Awareness</b>	Volusia Phonological Awareness Screener (VPAS)	<80% on VPAS Tasks (Tasks #1-12e)	-SIPPS Plus (as determined by SIPPS placement for skills needed)	VPAS/Recommended every 2-3 weeks after instruction	3-5 days/week 20-30 minutes per day 8 or fewer students	5 days/week 30 minutes per day 3-5 students	≥80% on VPAS Tasks (Tasks 1-12e)	McGraw-Hill Wonders® Phonological and Phonemic Awareness Placement & Diagnostic Assessment
<b>Phonics</b>	QPA	<80% on QPA Tasks	-SIPPS Challenge -SIPPS Plus (as determined by QPA/SIPPS placement for skills needed)	QPA/ Recommended every 2-3 weeks after instruction or <b>SIPPS Mastery Tests/</b> Recommended after instruction	3-5 days/week 20-30 minutes per day 8 or fewer students	5 days/week 30 minutes per day 3-5 students	≥80% on QPA Tasks	McGraw-Hill Wonders® Phonics Survey
<b>*Fluency</b>	DIBELS ORF Baseline	Student score is <b>below</b> or <b>well below</b> grade level benchmark  See attached DIBELS Fluency Flow Chart	<i>*Fluency interventions should occur as part of phonics or comprehension interventions</i> Phonics – Embedded in SIPPS Comprehension – Repeated reading with grade-level text	<b>DIBELS ORF Progress Monitoring/</b> Every 2-3 weeks	3-5 days/week 20-30 minutes per day 8 or fewer students	5 days/week 30 minutes per day 3-5 students	Student score is at or above grade-level benchmark:  See attached DIBELS Fluency Flow Chart	N/A
<b>Comprehension</b>	iReady Comprehension	iReady Comprehension Literature or iReady Comprehension Informational Scale Score < 537	-Ready Reading -Ready Toolbox resources -Reciprocal Teaching	McGraw-Hill Wonders® Weekly Comprehension Assessments (cold read) <i>*Recommended biweekly OR</i> Ready Reading Interim Assessments <i>after instruction</i>	3-5 days/week 20-30 minutes per day 8 or fewer students	5 days/week 30 minutes per day 3-5 students	iReady Comprehension Literature or iReady Comprehension Informational Scale Score 576 or above	-Florida State Assessment (FSA) -McGraw-Hill Wonders® Unit Assessments

# DIBELS FLUENCY FLOW CHART

5<sup>th</sup>  
Grade  
Start  
Here

Administer  
**5<sup>th</sup> grade DIBELS**  
Baseline ORF Probes

5 <sup>th</sup> Grade Benchmarks and Cut Points for Risk	Well Below Benchmark	Below Benchmark	At or Above Benchmark
Beginning of Year	0-95	96-110	111+
Middle of Year	0-100	101-119	120+
End of Year	0-104	105-129	130+

4<sup>th</sup>  
Grade  
Start  
Here

Administer  
**4<sup>th</sup> grade DIBELS**  
Baseline ORF Probes

4 <sup>th</sup> Grade Benchmarks and Cut Points for Risk	Well Below Benchmark	Below Benchmark	At or Above Benchmark
Beginning of Year	0-69	70-89	90+
Middle of Year	0-78	79-102	103+
End of Year	0-94	95-114	115+

Conduct OPM using 5<sup>th</sup>  
grade DIBELS ORF PM  
Probes

3<sup>rd</sup>  
Grade  
Start  
Here

Administer  
**3<sup>rd</sup> grade DIBELS**  
Baseline ORF Probes

3 <sup>rd</sup> Grade Benchmarks and Cut Points for Risk	Well Below Benchmark	Below Benchmark	At or Above Benchmark
Beginning of Year	0-54	55-69	70+
Middle of Year	0-67	68-85	86+
End of Year	0-79	80-99	100+

Conduct OPM using  
4<sup>th</sup> grade DIBELS ORF  
PM Probes

2<sup>nd</sup>  
Grade  
Start  
Here

Administer  
**2<sup>nd</sup> grade DIBELS**  
Baseline ORF Probes

2 <sup>nd</sup> Grade Benchmarks and Cut Points for Risk	Well Below Benchmark	Below Benchmark	At or Above Benchmark
Beginning of Year	0-36	37-51	52+
Middle of Year	0-54	55-71	72+
End of Year	0-64	65-86	87+

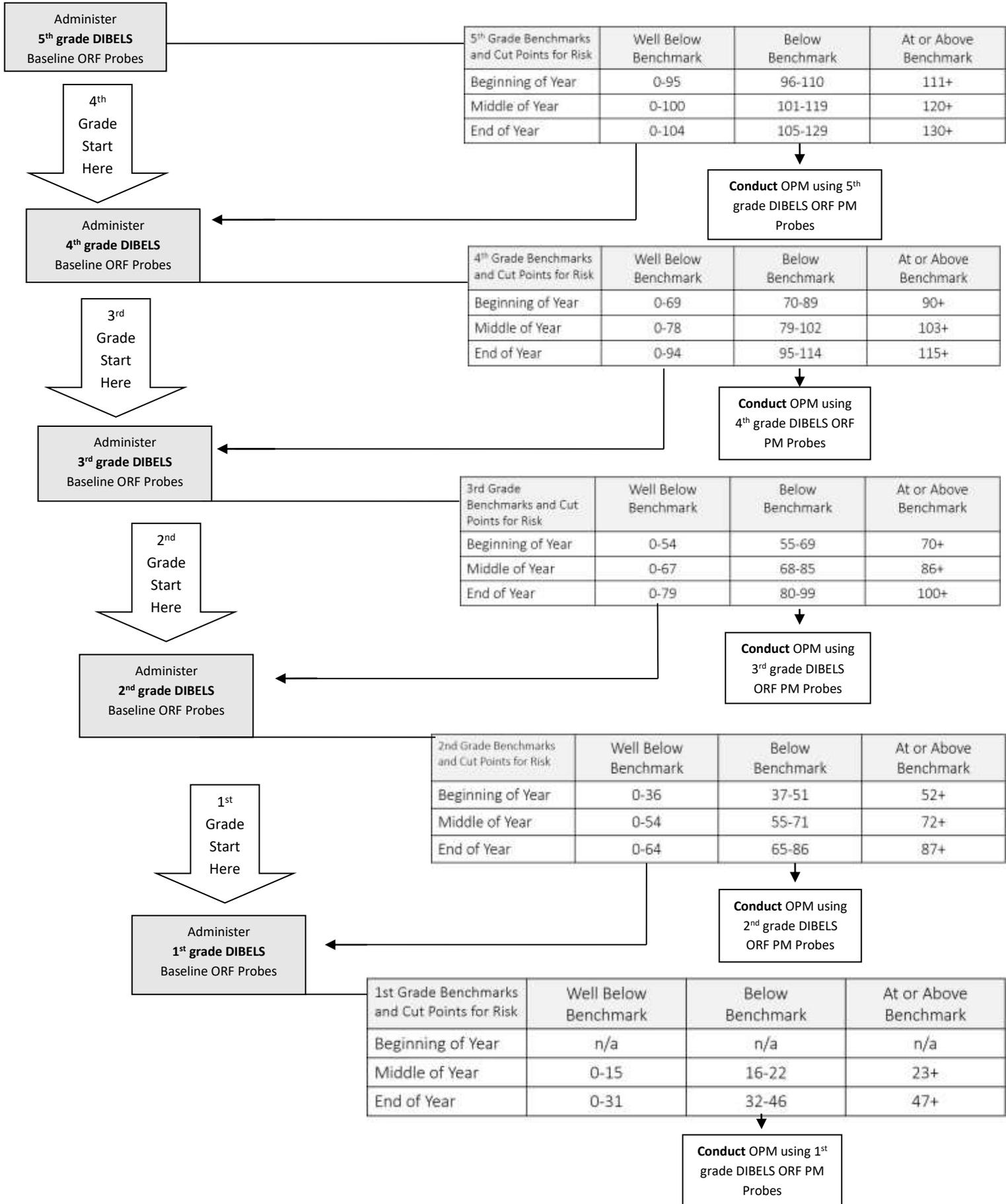
Conduct OPM using  
3<sup>rd</sup> grade DIBELS  
ORF PM Probes

1<sup>st</sup>  
Grade  
Start  
Here

Administer  
**1<sup>st</sup> grade DIBELS**  
Baseline ORF Probes

1 <sup>st</sup> Grade Benchmarks and Cut Points for Risk	Well Below Benchmark	Below Benchmark	At or Above Benchmark
Beginning of Year	n/a	n/a	n/a
Middle of Year	0-15	16-22	23+
End of Year	0-31	32-46	47+

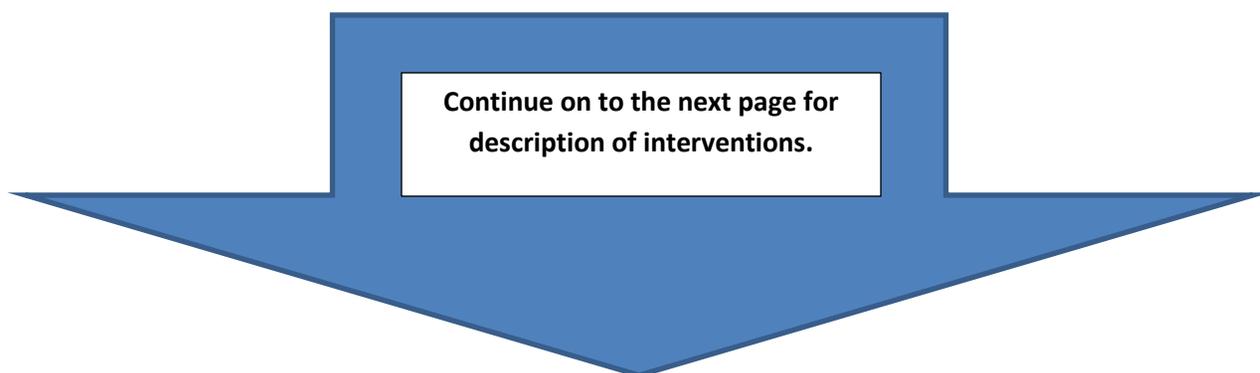
Conduct OPM using 1<sup>st</sup>  
grade DIBELS ORF PM  
Probes



# Volusia County Schools Decision Tree 2 - Middle School Reading Support Placements

## Grades 6-8

<i>ASSESSMENT</i>					<i>COURSE/PLACEMENT and Curriculum Materials</i>	
iReady Overall Placement Scale Score			iReady Vocabulary Scale Score			
<b>If</b> the student scores level “1” or “2” on the ELA FSA check historical state reading assessment data	is <small>(ESOL) (LY)</small> and	5 <sup>th</sup> => 6 <sup>th</sup> <541 6 <sup>th</sup> => 7 <sup>th</sup> <565 7 <sup>th</sup> => 8 <sup>th</sup> <582	and	5 <sup>th</sup> => 6 <sup>th</sup> <541 6 <sup>th</sup> => 7 <sup>th</sup> <565 7 <sup>th</sup> => 8 <sup>th</sup> <582	<b>then</b> students are considered 2 or more years below grade level	(1002181) M/J DE LA ESOL READ <b>90 minutes Double Block Intensive (ESOL) (LY) Tier 3 Intervention</b> Read 180 U and NG System 44
	and	5 <sup>th</sup> => 6 <sup>th</sup> <495 6 <sup>th</sup> => 7 <sup>th</sup> <541 7 <sup>th</sup> => 8 <sup>th</sup> <565	and	5 <sup>th</sup> => 6 <sup>th</sup> <498 6 <sup>th</sup> => 7 <sup>th</sup> <541 7 <sup>th</sup> => 8 <sup>th</sup> <565	<b>then</b> students are considered 3 or more years below grade level	(1000010) M/J INTENS READ <b>45 minutes Intensive Reading – READ180</b> Read 180 U/NG System 44 <b>Tier 3 Intervention</b>
	and	5 <sup>th</sup> => 6 <sup>th</sup> 496 - 580 6 <sup>th</sup> => 7 <sup>th</sup> 542 - 597 7 <sup>th</sup> => 8 <sup>th</sup> 566 - 608			<b>then</b> students are considered 1 – 2 years below grade level	(1000010) M/J INTENS READ <b>45 minutes - Intensive Reading</b> UnboundEd ELA Curriculum Modules <b>Tier 2 Intervention</b>



Placement	Interventions and Curriculum
<b>Tier 3 Intervention</b> Intensive Reading Read180/System 44	90 minutes/180 days with 18 or fewer students per class - <b>ESOL DLA course 1002181</b> 45 minutes/180 days with 18 or fewer students per class- Intensive Reading/READ 180 <b>course 1000010</b> 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.
<b>Tier 2 Intervention</b> Single Period Intensive Reading	45 minutes/180 days with 22 or fewer students per class – <b>course 1000010</b> 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.
<b>Core Instruction</b> English Language Arts	45 minutes/180 days with 22 or fewer students per class All students levels (1-5) will receive instruction in ELA. <b>Students identified as needing intervention through intensive reading should also have priority with a fully certified ELA teacher for core Language Arts instruction.</b>
<b>All interventions listed above to be delivered by a reading endorsed and/or ESOL endorsed teacher as indicated by the course.</b>	

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	<b>Use of in-class intervention materials:</b> 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

<i>ASSESSMENTS</i>					<i>COURSE/PLACEMENT and CURRICULUM MATERIALS</i>	
Rising 9 <sup>th</sup>	iReady Overall Placement Scale Score			iReady Vocabulary Scale Score		
<p><b>If</b> the student scores a level “1” or “2” on the ELA FSA check historical state reading assessment data</p>	is (ESOL) (LY) and 8 <sup>th</sup> => 9 <sup>th</sup> <593	and	8 <sup>th</sup> => 9 <sup>th</sup> <593	then students are considered 2 or more years below grade level	<b>(1002381) DEV LANG ARTS ESOL – R</b> 90 minute Double Block <b>Tier 3 Intervention</b> (ESOL) (LY) <b>Grades 9-12</b> Read 180 U and NG System 44	
	and	8 <sup>th</sup> => 9 <sup>th</sup> <582	and	8 <sup>th</sup> => 9 <sup>th</sup> <582	then students are considered 3 or more years below grade level	<b>(1000410) INTENSIVE READING</b> 45 minute Intensive Reading <b>Tier 3 Intervention</b> Grades 9 &10 Read 180 U and NG System 44
	and	8 <sup>th</sup> => 9 <sup>th</sup> 583-619	and	Does not qualify for Intensive Reading R180/S44	then students are considered 1-2 or more years below grade level	<b>(1000410) INTENSIVE READING</b> 45 minute Intensive Reading <b>Tier 2 Intervention</b> Grades 9&10 UnboundEd ELA Curriculum Modules
<b>Rising 10<sup>th</sup></b>	<b>FAIR FS</b>			<b>FAIR FS</b>		<i>COURSE/PLACEMENT and CURRICULUM MATERIALS</i>
<p><b>If</b> the student scores a level “1” or “2” on the ELA FSA check historical state reading assessment data</p>	is (ESOL) (LY) and <b>Reading Comprehension (RC)</b> percentile ≤ 99	and	<b>Word Recognition Task and Vocabulary Knowledge Task (WRT and VKT)</b> percentile is < 30 and is an ELL (LY) student	<b>(1002381) DEV LANG ARTS ESOL – R</b> 90 minute Double Block <b>Tier 3 Intervention</b> (ESOL) (LY) <b>Grades 9-12</b> Read 180 U and NG System 44		
	and	RC percentile is ≤ 99	and	WRT and VKT percentile is < 30	<b>(1000410) INTENSIVE READING</b> 45 minute Intensive Reading <b>Tier 3 Intervention</b> Grades 9 &10 Read 180 U and NG System 44	
	and	RC percentile is ≤ 99	and	WRT percentile is ≥ 30	<b>(1000410) INTENSIVE READING</b> 45 minute Intensive Reading <b>Tier 2 Intervention</b> Grades 9&10 UnboundEd ELA Curriculum Modules	

<b>Rising 11<sup>th</sup> &amp; 12<sup>th</sup></b>		<b><i>COURSE/PLACEMENT and CURRICULUM MATERIALS</i></b>	<b><i>RECOMMENDATIONS</i></b>
<b>If</b> the student scores a level “1” or “2” on the 10 <sup>th</sup> grade ELA FSA and has not yet met graduation requirements	<b>then</b>	(1000410) INTENSIVE READING – full year or semester based on FSA ELA retake, ACT, or SAT data. 45 minutes Single Period Intensive Grades 11&12 PWImpact Cambridge ACT VICTORY	Students should be provided opportunities to participate in the ACT NCR when administered at their school location. Students should also be encouraged to participate in each FSA ELA retake offered.
	<b>OR</b>	Grades 11&12 ELA classrooms with an English certified & reading endorsed teacher	

<b>Placement</b>	<b>Interventions and Curriculum</b>
<b>Tier 3 Intervention</b> Intensive Reading R180 & S44 Double Block Intensive Reading (ESOL)	<b>90 minutes/180 days</b> with 18 or fewer students per class ESOL DLA – <b>course 1002381</b> <b>45 minutes/180 days</b> with 18 or fewer students per class Read 180 – <b>course 1000410</b> 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.
<b>Tier 2 Intervention</b> Intensive Reading UnBoundEd 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.
<b>Core Instruction</b> 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> . <b>Students identified as needing intervention through intensive reading should also have priority with a fully certified ELA teacher for core Language Arts instruction.</b>

<b>Assessments</b>	<b>IF</b>	<b>THEN</b>	<b>Interventions and Curriculum</b>
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	<b>Use of in-class intervention materials:</b> 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)
<b>All interventions listed above to be delivered by a reading endorsed and/or ESOL endorsed teacher as appropriate to the course.</b>			

## APPENDIX C

### **2019-2020 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 2019-2020 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
- 2. Contact name for schools covered on this plan:** Desiree Rybinski
- 3. Contact phone number:** 386-734-7190; 20570
- 4. Contact email:** [dlrybins@volusia.k12.fl.us](mailto:dlrybins@volusia.k12.fl.us)
- 5. Schools covered by this plan:** Champion Elementary, South Daytona Elementary, Blue Lake Elementary, Pierson 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:** 7:50 AM
- 2. School dismissal time:** 2:30 PM
- 3. Total number of instructional minutes per day:** 300 minutes
- 4. Minutes per day of reading instruction (must be at least 150):** 170

#### **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.

- 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, and ESE 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 and 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, and Achieve the Core Fluency are used to accelerate the progress of students exhibiting reading deficiencies.

According to FLKRS data, in 2017-2018, 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 1<sup>st</sup> 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. Data for the beginning of 2019-2020 is not yet available to make this comparison.

2018-2019 District FSA ELA data indicated improvement in learning gains (50% to 52%) and lowest quartile learning gains (39% to 41%). 3<sup>rd</sup> Grade FSA ELA Level 1 students remained at 19%, which is below the state average and 3<sup>rd</sup> Grade FSA ELA Level 2 students decreased by 2%. 4<sup>th</sup> Grade ELA Level 1 students decreased by 1% And 5<sup>th</sup> Grade Level 2 students decreased by 3%.

- 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.**

In addition to the District Assessment Calendar, Lowest 300 schools will monitor student progress as indicated below:

- DIBELS ORF for all students grades 2-5.
- Administer all Wonders Unit assessments and enter into eduphoria.

- Administer Weekly Assessments biweekly.
- Enter SIPPS data into Learning Hub.

The i-Ready Reading Diagnostic is administered to all students as a screener in grades 1-5 three times a year. Kindergarten students will take i-Ready 2 times per year (winter and spring). Using the Decision Trees, students who need Tier 2 and Tier 3 intervention will be identified and monitored using the Ongoing Progress Monitoring tools indicated on the Decision Trees and accessible through Canvas to target and identify specific reading intervention needs (phonemic awareness, phonics, fluency).

Schools will discuss all data listed above during grade level PLC meetings to ensure that the needs of students are being met.

District ELA Curriculum Specialist or an ELA Resource Teacher and District Data Analyst will provide site based support in data analysis and intervention implementation.

- 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 is 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 literacy based social studies and science lessons. 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. 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, the science textbook, and TCI for close reading of grade level and complex text.

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- 1. School start time:** 7:50 AM
- 2. School dismissal time:** 3:00 PM
- 3. Total number of instructional minutes per day:** 330 minutes
- 4. Minutes per day of reading instruction (must be at least 150):** 170

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