

District Comprehensive Evidence-Based Reading Plan

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

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

1) Contact Information

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

Point of Contact	Name	Email	Phone
Main Reading Contact	Heather Norris	hrnorris@volusia.k12.fl.us	386-734-7190
Data Element	Kyle Schicker	kbschick@volusia.k12.fl.us	386-734-7190
Third Grade Promotion	Kristy Castellanos	kjcastel@volusia.k12.fl.us	386-734-7190
Multi-Tiered System of Supports	Yvonne Caines	yscaines@volusia.k12.fl.us	386-734-7190
Other (Enter Responsibility)	Katherine Klynstra	ktklynst@volusia.k12.fl.us	386-734-7190
	Mirelys Goode	mgoode@volusia.k12.fl.us	386-734-7190
	Stacie Rich	slrich@volusia.k12.fl.us	386-734-7190

2) District Expenditures

Comprehensive System of Reading Instruction Expenditures ([Rule 6A-6.053\(9\)\(b\)3.b., F.A.C.](#))

The reading funding included in the Florida Education Finance Program (FEFP) base funding is intended to provide comprehensive reading instruction to students in prekindergarten (PreK) through grade 12. Districts will include salaries and benefits, professional learning, assessment, programs/materials, tutoring and incentives required to effectively implement the district's plan. The expenditures must prioritize Voluntary Prekindergarten (VPK) students who have a substantial deficiency in early literacy skills and K-3 students who have a substantial reading deficiency or characteristics of dyslexia.

Charter schools must utilize their proportionate share in accordance with ss. [1002.33\(7\)\(a\)2.a.](#), [1003.4201](#) and [1008.25\(3\)\(a\)](#), F.S. *Note: All intensive reading interventions specified by the charter must be delivered by a teacher who has a literacy micro-credential or is certified or endorsed in reading.*

Comprehensive System of Reading Instruction Expenditures	Amount	FTE
Elementary Expenses		
Literacy coaches	\$1,661,621.00	20
Intervention teachers	\$415,405.00	5
Scientifically researched and evidence-based supplemental instructional materials	\$42,000.00	
Third grade summer reading camps	\$300,000.00	
Summer reading camps	\$1,661,621.00	
Secondary Expenses		
Literacy coaches	\$996,973.00	12
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials	\$465,838.00	
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction	\$2,000.00	
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification		
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning		
Family engagement activities		
Other – Please Describe. Add additional rows as needed.		
Estimated Sum of Expenditures	\$3,883,837.00	

3) Literacy Leadership – District and School

A. Measurable Student Achievement Goals ([Rule 6A-6.053\(9\)\(b\)3.d., F.A.C.](#))

Goals for the plan year should increase from the previous year in order to meet statewide literacy achievement goals.

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Urgent Intervention <10 th percentile	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	At & Above Benchmark 40 th percentile & above
VPK	3.6%	2%	80%	85%

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

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

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Level 1	Level 1	Levels 3-5	Levels 3-5
K	12%	10%	59%	61%
1	20%	18%	60%	62%
2	19%	17%	53%	55%
3	18%	16%	62%	64%
4	20%	18%	59%	61%
5	15%	13%	61%	63%
6	22%	20%	57%	59%
7	23%	21%	55%	57%
8	22%	20%	55%	57%
9	20%	18%	58%	60%
10	17%	15%	60%	62%

B. Plan Implementation and Monitoring ([Rule 6A-6.053\(10\), F.A.C.](#))

Districts must monitor the implementation of the District CERP at the district and school level, including charter schools sponsored by a district.

1. Provide an explanation of the following:

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

		i-Ready Diagnostic Grades 1-5 X2 a year
Actions for continuous support and improvement	-Executive Directors, Directors, K-12 ELA Coordinator, Curriculum Specialists, Resource Teachers - Oversight: walkthroughs of classrooms by district-level leadership, including the curriculum directors, coordinators, and specialists - Support with creating master schedules that allow for reading intervention to occur - Support and follow-up with the curriculum team: • PLCs • Lesson modeling • supporting small group instruction • Data review and next steps	-School leadership reviews ongoing assessment data for trends and shares school-level or grade-level concerns with teachers. -Monthly, School-Based Teams engage in data chats in PLCs for remediation and enrichment decisions with the support of the literacy coach and district ELA Resource Teachers. -Quarterly District leaders and School-Based Teams reflect on the School Improvement plan and create next steps for professional learning and support including side by side coaching, demonstration lessons from literacy coaches and district resource teachers
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	FAST PMs- 3 X a year Volusia Benchmark Assessment-3 X a year	FAST PMs- 3 X a year Volusia Benchmark Assessment- 3 X a year Read 180 MAP Test
Actions for continuous support and improvement	-Executive Directors, Directors, K-12 ELA Coordinator, Curriculum Specialists, Resource Teachers - Oversight: walkthroughs of classrooms by district-level leadership, including the curriculum directors, coordinators, and specialists - Support with creating master schedules and student placement recommendations that allow for reading intervention to occur - Support and follow-up with the curriculum team: • PLCs • Lesson modeling • supporting small group instruction - Data review and next steps	- School leadership reviews ongoing assessment data for trends and shares school-level or grade-level concerns with teachers. - Monthly, School-Based Teams engage in data chats in PLCs for remediation and enrichment decisions with the support of the literacy coach and district ELA Resource Teachers. -Quarterly District leaders and School-Based Teams reflect on the School Improvement plan and create next steps for professional learning and support including side by side coaching, demonstration lessons from literacy coaches and district resource teachers

Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	FAST PMs- 3 X a year Volusia Benchmark Assessment-3 X a year	FAST PMs- 3 X a year Volusia Benchmark Assessment- 3 X a year Read 180 MAP Test
Actions for continuous support and improvement	-Executive Directors, Directors, K-12 ELA Coordinator, Curriculum Specialists, Resource Teachers - Oversight: walkthroughs of classrooms by district-level leadership, including the curriculum directors, coordinators, and specialists - Support with creating master schedules and student placement recommendations that allow for reading intervention to occur - Support and follow-up with the curriculum team: • PLCs • Lesson modeling • supporting small group instruction • Data review and next steps	- School leadership reviews ongoing assessment data for trends and shares school-level or grade-level concerns with teachers. - Monthly, School-Based Teams engage in data chats in PLCs for remediation and enrichment decisions with the support of the literacy coach and district ELA Resource Teachers. -Quarterly District leaders and School-Based Teams reflect on the School Improvement plan and create next steps for professional learning and support including side by side coaching, demonstration lessons from literacy coaches and district resource teachers

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

Based on the District CERP Reflection Tool and a comprehensive root-cause analysis of student performance data, Volusia County Schools has identified key areas for refinement to improve literacy outcomes and strengthen implementation across the MTSS framework. While overall implementation across all domains is strong (averaging between fully and partially implemented), the reflection tool indicated targeted opportunities for improvement in literacy coaching, Tier 2 and Tier 3 intervention fidelity, and consistency in data-driven instructional practices, particularly at the secondary level.

As a result, the district has revised the CERP to place a more intentional focus on strengthening the literacy coaching model. Coaching practices will shift toward increased job-embedded, classroom-based support, including collaborative learning walks, in-the-moment coaching, and modeling of evidence-based instructional strategies. This revision directly addresses the identified need to ensure that coaches consistently prioritize high-impact activities, including supporting teachers with data analysis, small-group instruction, and implementation of evidence-based practices.

A second major revision focuses on strengthening Tier 2 and Tier 3 intervention systems, with an emphasis on improving alignment, fidelity, and instructional responsiveness. At the secondary level, the district is transitioning to clearly defined and differentiated intervention pathways. In high school, Tier 2 instruction

will utilize Perfection Learning's *Connections: Reading*, while Tier 3 instruction will be delivered through Read 180. In middle school, Read 180 will serve as the primary intervention resource for both Tier 2 and Tier 3 support. Across secondary grades, Read 180 includes *The Code* to address foundational reading skill gaps and *Language Launch* to accelerate language acquisition for English Language Learners, particularly newcomer students. These adjustments better align intervention supports to identified student needs, including foundational reading deficits and language development challenges that emerged as contributing factors to inconsistent student outcomes in the root-cause analysis. Additionally, the district has strengthened expectations for teacher-led small-group instruction in both core ELA and Intensive Reading courses to ensure students receive targeted, explicit instruction responsive to their individual needs.

The reflection tool also highlighted a need to improve consistency in Tier 2 and Tier 3 implementation, including progress monitoring and use of data to inform instruction. In response, the district is strengthening structures for regular data review and instructional decision-making, including enhanced PLC data chats, increased monitoring of intervention effectiveness, and clearer expectations for progress monitoring within intervention programs. This ensures that instructional adjustments are timely, targeted, and based on student response to instruction.

Another key revision is the expansion and deepening of Science of Reading-aligned professional learning. While foundational training is in place, the district identified the need to move beyond awareness to implementation and application. As a result, the district is expanding to Cohort 2 of Science of Reading professional learning, increasing lesson study opportunities for Cohort 1 participants, and providing more targeted support for both elementary and secondary teachers. Additional emphasis is being placed on integrating evidence-based literacy practices across content areas and Career and Technical Education, ensuring that literacy instruction extends beyond the ELA classroom.

At the systems level, the district is strengthening literacy leadership structures to ensure greater consistency and accountability across schools. This includes more intentional support for school-based Literacy Leadership Teams, increased alignment through principal huddles and district leadership meetings, and the development of a school-based reflection tool to guide continuous improvement. These revisions directly respond to findings that leadership teams were established but inconsistently leveraged for data-driven decision-making.

Finally, the district is increasing emphasis on implementation monitoring and fidelity, particularly for newly adopted instructional materials and intervention programs. Walkthroughs, data reviews, and coaching cycles will be more tightly aligned to ensure that evidence-based practices are implemented consistently and effectively. This is especially critical as the district implements new secondary instructional materials aligned to close reading and multiple-read models, as well as revised intervention pathways.

Collectively, these revisions reflect a focused effort to move from strong foundational implementation to greater precision, coherence, and impact, ensuring that all components of the CERP—literacy leadership, coaching, instruction, intervention, assessment, and professional learning—work together to improve literacy outcomes for all students.

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

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

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

Schools use state FAST data and district assessment data trends to establish literacy goals and use district resources to create an action plan. Monthly principal meetings to review data from FAST, district assessments, and school-based data. Additionally, Read 180 and i-Ready data is analyzed for program fidelity and to monitor student growth. Principals collaborate to create action steps based on current trends and needs. These are then reviewed and monitored by directors.

C. Literacy Coaches ([Rule 6A-6.053\(4\), F.A.C.](#))

The Just Read, Florida! literacy coach model delineates the roles and responsibilities of literacy coaches.

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

☒ Yes

☐ No

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

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

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

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

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

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

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

their students. We also have Best Practices Days to meet with teachers to analyze data needs to then plan lessons and supports based on the needs of their students.

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

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

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

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

4) Assessment, Curriculum and Reading Instruction

A. Florida's Formula for Reading Success ([Rule 6A-6.053\(3\)\(a\), F.A.C.](#))

K-12 reading instruction will align with Florida's Formula for Reading Success, 6 + 4 + T1 + T2 + T3, which includes:

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.
- **Four types of classroom assessments:** screening, progress monitoring, diagnostic and summative assessment.
- **Three tiers of instruction that are standards-aligned;** include accommodations for students with a disability, students with an Individual Educational Plan (IEP) and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in [34 Code of Federal Regulations 200.2\(b\)\(2\)\(ii\)](#).
 - **Core Instruction (Tier 1):** provides print-rich explicit and systematic, scaffolded, differentiated instruction and corrective feedback; builds background and content knowledge; incorporates writing in response to reading.
 - **Supplemental Instruction/Interventions (Tier 2):** provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; occurs in addition to core instruction.
 - **Intensive, Individualized Instruction/Interventions (Tier 3):** provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback and frequent progress monitoring; occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial deficiency in reading. All intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading or possess a literacy micro-credential as provided in [s. 1003.485, F.S.](#)

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

The district's 2024–2027 Strategic Plan is for "All students will engage in high levels of learning every day." The second guardrail focuses on enhancing learning for all students. This is fully aligned with Florida's Formula for Reading Success by prioritizing high-quality, evidence-based reading instruction for all students, including students with disabilities and English language learners. Through its focus on Early Literacy and Secondary Literacy, the plan emphasizes the importance of strong foundational skills in oral language,

phonological awareness, phonics, fluency, vocabulary, and comprehension, which are key pillars of Florida's reading framework.

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

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

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

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

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

All PreK students participate in local assessments to monitor student achievement of the FELDS. Additionally, VPK students participate in the FAST Star Early Literacy assessment. PreK students with disabilities are monitored through progress on their IEP goals using the PreK ESE district report card. Data collected from these tools is used to identify students who need intervention and enrichment. The Early Learning Department has established a Multi-Tiered System of Support (MTSS) process to ensure early identification and intervention. This process monitors data and responds to student needs accordingly.

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

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

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

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

- Waterford Reading Academy: A technology-based early literacy program that delivers individualized instruction in phonics, vocabulary, and comprehension.

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

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

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

VPK Teachers and district Early Learning staff meet after each state Progress Monitoring (PM1,2, &3) assessment to identify the students scoring below the 25th percentile rate on the FAST VPK Star Early Literacy Assessment. These students are then provided daily targeted small group instruction using the Nemours Reading Brightstart Program. This program is specifically geared towards struggling readers and focuses on early literacy to prepare students for kindergarten. It is research based and founded in the science of reading. This program also provides a progress monitoring tool to access progress and respond to student needs accordingly. The Volusia County Schools district also offers the VPK Summer Bridge program at the close of the VPK school year to extend learning. This program is open to both private and public VPK providers for students who are identified as substantial deficiency in early literacy. Students that scored below the 25th percentile on Progress Monitoring (PM) 3 of the FAST Star Early Literacy Assessment are eligible for this program. During enrollment into the VPK Summer Bridge program, parents or guardians are also provided information to participate in the New Worlds Reading Initiative and Scholarship Account.

B. Assessment/Curriculum Decision Trees ([Rule 6A-6.053\(9\)\(b\)4., F.A.C.](#))

Districts are required to develop Assessment/Curriculum Decision Trees to demonstrate how data will be used to determine specific reading instructional needs and interventions for all students in grades K-12. Use Assessment/Curriculum Decision Trees to address ALL students. The template can be used for grade bands or for individual grades.

The Decision Trees must contain the following information:

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

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

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

Grades VPK-5

1. Grades VPK-5 Assessments

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

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
i-Ready diagnostic	☐ VPK ☐ PreK ☐ Grade K ☐ Grade 1	☐ Oral Language ☒ Phonological Awareness ☒ Phonics	☐ Screening ☒ Progress Monitoring ☒ Diagnostic	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly

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

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

2. Students with a Substantial Deficiency in Reading ([Rule 6A-6.053\(6\), F.A.C.](#))

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

Students with qualifying disabilities covered by an IEP or a 504 Plan are exempt from the requirement to have a progress monitoring plan, if the IEP or 504 Plan addresses the student's reading deficiency.

Nothing in [Rule 6A-6.053, F.A.C.](#), should be construed to require or prohibit an IEP or 504 Plan or the contents of the CERP.

A K-3 student is identified as having a substantial deficiency in reading if the student demonstrates through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading; and

- The student is identified as in need of Tier 3 interventions; or
- The student was retained the previous school year; or
- For kindergarten through grade 2, the student scores:
 - Below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
 - Level 1 at the end of the year test administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
- For grade 3, the student scores:
 - Below the twentieth (20th) percentile at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
 - Level 1 on the statewide, standardized ELA assessment pursuant to [s. 1008.22\(3\)\(a\), F.S.](#)

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

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

Volusia County Schools utilizes a Multi-Tiered System of Supports (MTSS) to identify and address reading deficiencies for students in grades K–3, in accordance with s. 1008.25(4)–(5), Florida Statutes, and Rule 6A-6.0331, F.A.C. The district's MTSS process emphasizes early identification, data-based decision making, and the delivery of evidence-based reading interventions aligned to student need.

All K–3 students participate in universal screening and progress monitoring through the Florida Assessment of Student Thinking (FAST) Progress Monitoring (PM) assessments, as well as district-approved literacy assessments aligned to the required components of reading. FAST PM 3 data and district assessment results are reviewed collaboratively by district leaders and school-based leadership teams to identify students in need of supplemental intervention.

Using FAST PM data and the district's K–3 Decision Trees, students are assigned to Tier 2 or Tier 3 interventions based on performance levels and percentile rankings. Students scoring at Level 1 or identified as Urgent Intervention on FAST are identified for Tier 3 interventions, consistent with statutory requirements for students with a substantial deficiency in reading. Additionally:

- Students in grades K–2 who score in the bottom 10th percentile on FAST PM 1 or PM 2 are automatically placed in Tier 3 interventions.
- Students in grade 3 who score in the bottom 20th percentile are automatically placed in Tier 3 interventions.
- Students scoring between the 20th–40th percentile or at Level 2 receive Tier 2 interventions.

Tier 2 interventions consist of targeted, evidence-based small-group instruction provided in addition to core Tier 1 instruction, with frequent progress monitoring to assess responsiveness. Students who demonstrate limited or insufficient progress, despite documented Tier 2 interventions delivered with fidelity, are supported through more intensive Tier 3 interventions, which include increased instructional time, reduced group size, and individualized instructional strategies.

Students' progress is continually monitored and instructional supports are adjusted as needed, using subsequent FAST PM administrations (including FAST PMs in the following school year) and district assessments to ensure appropriate tier placement and continued alignment of MTSS supports. Schools utilize the district's Individual Problem-Solving Team (IPST) process to review data, ensure intervention fidelity, incorporate parent input, and guide instructional decision making.

This comprehensive MTSS process ensures that K–3 students with reading deficiencies are identified early, supported systematically, and provided timely, evidence-based interventions aligned to state statute and Florida Department of Education expectations.

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

Volusia County Schools utilizes a Multi-Tiered System of Supports (MTSS) to identify and support students in grades 4–5 who demonstrate ongoing reading difficulties. The district's MTSS framework provides a consistent, data-based problem-solving process across grade levels, while adjusting intervention decision-making criteria to align with upper elementary literacy expectations.

All students in grades 4–5 participate in universal screening and progress monitoring through the Florida Assessment of Student Thinking (FAST) Progress Monitoring (PM) assessments, in addition to district literacy assessments. FAST PM 3 data and district assessment results are reviewed collaboratively by district leaders and school-based leadership teams to evaluate student performance and instructional needs. Schools use FAST PM data from the 2025–2026 school year and the district's Grades 4–5 Decision Trees to identify students requiring Tier 2 or Tier 3 reading interventions.

Students are assigned to intervention tiers using clearly defined criteria:

- Students scoring a Level 1 on FAST are identified for Tier 3 interventions.
- Students scoring at Level 2 are identified for Tier 2 interventions.

Tier 2 interventions consist of targeted, evidence-based small-group reading instruction provided in addition to Tier 1 core instruction. These interventions are designed to address specific skill gaps and include frequent progress monitoring to assess student response.

Students who demonstrate limited or insufficient progress in Tier 2 are provided Tier 3 interventions, which are more intensive and individualized. Tier 3 supports may include increased instructional time, reduced group size, and explicit instructional strategies aligned to identified reading needs.

Students receiving Tier 2 or Tier 3 interventions are continually progress monitored, and instructional supports are adjusted based on student performance. Subsequent FAST PM administrations in the 2026–2027 school year, along with district assessment data, are used to confirm, adjust, or correct tier placement

and MTSS supports. Schools utilize MTSS problem-solving processes to review data, ensure fidelity of implementation, and support improved reading outcomes.

3. Students with Characteristics of Dyslexia ([Rule 6A-6.053\(7\), F.A.C.](#))

Students who have characteristics of dyslexia must be covered by one of the plans described in [s. 1008.25\(4\)\(b\), F.S.](#), and parents must be consulted in the development of the plan.

3a. Describe the district's process (i.e., actionable steps) for identifying grades K-3 students with characteristics of dyslexia. Tier 3 interventions must be provided to students identified as having characteristics of dyslexia.

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

3b. Students with characteristics of dyslexia require additional screening pursuant to [s. 1008.25\(9\), F.S.](#) List the screener(s) utilized.

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

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

4. For grades K-5, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

For grades K–5, Volusia County Schools implements a comprehensive, data-driven process within a Multi-Tiered System of Supports (MTSS) framework to continuously improve the effectiveness of Tier 1 core instruction. This process is grounded in the use of multiple data sources, structured collaboration, and an ongoing problem-solving cycle designed to strengthen instruction for all students.

The district utilizes a systematic assessment framework to identify trends in student performance and evaluate the effectiveness of core instruction. Universal data sources include the Florida Assessment of Student Thinking (FAST) progress monitoring assessments (PM1, PM2, and PM3) and Volusia Benchmark Assessments, each administered three times per year to monitor student progress toward mastery of the B.E.S.T. Standards. These measures are complemented by more frequent diagnostic and progress monitoring tools, including the Volusia Phonological Awareness Screener (VPAS), Quick Phonics Assessment, and DIBELS, administered twice monthly, as well as i-Ready Diagnostic assessments in grades 1–5

administered twice annually. Together, these data sources allow schools to identify patterns across grade levels, classrooms, and specific literacy skills

When data indicates that Tier 1 instruction is not meeting the needs of a sufficient percentage of students, schools engage in a structured, team-based problem-solving process aligned to Florida's MTSS model. Teams define the gap between expected and actual performance, analyze potential root causes related to instruction, curriculum, environment, and learner variables, and implement targeted, evidence-based adjustments to core instruction. These adjustments may include refining whole-group instruction, strengthening differentiated small-group instruction within the core block, adjusting pacing, or enhancing scaffolds and feedback. The effectiveness of these changes is then evaluated through ongoing progress monitoring and walkthroughs using the district look-fors, resulting in instruction that is adjusted accordingly.

This work is operationalized through consistent collaboration structures. At the school level, Professional Learning Communities (PLCs) conduct monthly data chats to analyze data, identify trends, and determine Tier 1 instructional next steps, with support from literacy coaches and district resource teachers. School leaders regularly review data to ensure timely and appropriate instructional responses. At the district level, instructional leaders provide oversight through walkthroughs, coaching, lesson modeling, and support with master scheduling to ensure protected time for high-quality Tier 1 instruction. Quarterly, district and school teams engage in structured reflection aligned to the School Improvement Plan to evaluate and refine Tier 1 practices.

This continuous cycle of data analysis, instructional adjustment, and evaluation ensures that Tier 1 instruction remains responsive, effective, and aligned to student needs.

5. For grades K-5, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

For grades K–5, Tier 2 supports in Volusia County Schools are designed to provide targeted, supplemental instruction for students who do not make adequate progress with Tier 1 instruction alone. The identification and support of Tier 2 students occur within the MTSS framework through a systematic process that emphasizes timely data analysis, targeted intervention, and frequent progress monitoring.

Students are identified for Tier 2 support through analysis of multiple data sources, including FAST progress monitoring results, Volusia Benchmark Assessments, and ongoing classroom and diagnostic data. Additional indicators, such as VPAS, Quick Phonics Assessment, DIBELS, and i-Ready Diagnostic data, help identify specific skill deficits in foundational literacy and comprehension. When a student demonstrates insufficient progress relative to grade-level expectations despite effective Tier 1 instruction, the student is considered for Tier 2 intervention.

Following identification, school-based teams engage in a structured problem-solving process to determine the most appropriate intervention. Teams analyze student data to identify the root cause of the difficulty and match the student to targeted evidence-based interventions that address specific skill gaps. Tier 2 instruction is delivered in addition to Tier 1 instruction and typically occurs in small groups with increased opportunities for explicit instruction, guided practice, and corrective feedback.

Progress monitoring for Tier 2 students occurs more frequently than at Tier 1, allowing teams to evaluate the effectiveness of the intervention and make timely adjustments. Data is reviewed during monthly PLC meetings and school-based MTSS team discussions, where decisions are made to continue, intensify, modify, or exit interventions based on student response.

At both the school and district levels, ongoing support is provided to ensure effective Tier 2 implementation. Literacy coaches and district resource teachers assist with intervention planning, modeling instructional strategies, and supporting data analysis. School leaders monitor the fidelity of intervention implementation through walkthroughs and data reviews, while district leaders provide additional support based on identified needs.

Through this structured and responsive process, Tier 2 supports are aligned to student needs and designed to accelerate progress while maintaining strong access to Tier 1 instruction.

6. For grades K-5, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

For grades K–5, Tier 3 supports in Volusia County Schools provide intensive, individualized instruction for students with significant and persistent reading difficulties who have not responded adequately to Tier 1 and Tier 2 supports. The identification and implementation of Tier 3 interventions are guided by a data-driven MTSS framework that ensures instruction is highly targeted and responsive to individual student needs.

Students are considered for Tier 3 support based on a comprehensive review of multiple data sources, including FAST progress monitoring results, district benchmark assessments, ongoing progress monitoring data, and diagnostic assessments such as VPAS, Quick Phonics Assessment, DIBELS, and i-Ready Diagnostic. Data is analyzed to confirm that the student has not made sufficient progress despite receiving appropriate Tier 1 and Tier 2 instruction implemented with fidelity.

School-based MTSS teams engage in an intensive problem-solving process to analyze the root causes of the student's reading difficulties and design a highly individualized intervention plan. This plan includes evidence-based instructional strategies tailored to the student's specific needs, with increased intensity in terms of time, frequency, group size (often very small or one-to-one), and level of teacher expertise (Reading Endorsement/Certification/Literacy Micro credential with endorsed supervisor).

Tier 3 instruction is delivered in addition to Tier 1 and, when appropriate, Tier 2 supports, ensuring that students continue to have access to grade-level content while receiving targeted remediation. Progress monitoring occurs frequently, often weekly or biweekly, to closely track student response to intervention and inform instructional adjustments.

Implementation and effectiveness of Tier 3 supports are closely monitored by school leadership and district staff. Literacy coaches, intervention teachers, and district resource personnel provide ongoing support through coaching, modeling, and data analysis. Walkthroughs, data reviews, and collaborative problem-solving meetings ensure that interventions are implemented with fidelity and adjusted as needed.

The MTSS team continuously evaluates the student's response to intervention to determine whether to maintain, intensify, or modify supports. This systematic and individualized approach ensures that students

receiving Tier 3 instruction are provided with the highest level of support necessary to improve literacy outcomes.

Grades K-5 Decision Tree	
Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.	
Tier 1 (Core) Only	
Beginning of Year Data	
Students must meet the following criteria at the beginning of the school year: K- FAST Star Level 3, 4, 5 (current year PM1) OR i-Ready Overall Reading Scale Score >335 (BOY) 1st- FAST Star Level 3, 4, 5 (Prior year PM3) OR i-Ready Overall Reading Scale Score >387 2nd- FAST Star Level 3, 4, 5 (Prior year PM3) OR i-Ready Overall Reading Scale Score >434 (BOY) 3rd- FAST Level 3, 4, 5 (Prior year PM3) OR i-Ready Overall Reading Scale Score >479 (BOY) 4th- FAST Level 3, 4, 5 (Prior year PM3) OR i-Ready Overall Reading Scale Score >517 (BOY) 5th- FAST Level 3, 4, 5 (Prior year PM3) OR i-Ready Overall Reading Scale Score >541 (BOY)	
List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students. i-Ready Diagnostic on grade level; FAST Level 3, 4, 5; District benchmark assessments (3x per year). These assessments mirror FAST and use similar cut scores and are identified with levels and buckets for level 1 and 2. Students earning 3 or higher on these assessments are on level.	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
Benchmark Advance	2026
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Students may be identified for intervention based on any one or a combination of the following data sources: i-Ready Diagnostic performance below grade level, FAST Level 1 performance, lack of adequate progress as indicated by the district decision tree criteria, and/or ongoing progress-monitoring data. Ongoing progress monitoring measures (e.g., VPAS, QPA, DIBELS) are administered every 2–3 weeks to determine whether students are responding to instruction and intervention. Students who are not meeting progress-monitoring expectations, demonstrating sufficient growth, or advancing through intervention lessons as expected may be considered for additional intervention and support.	
Tier 1 Instruction + Tier 2 Interventions	
Beginning of Year Data	
Students who meet the following criteria at the beginning of the school year: Students may be identified for Tier 2 intervention at the beginning of the school year based on one or more of the following data sources: - Kindergarten: FAST PM1 On Watch or Intervention performance levels. - Grades 1-5: FAST PM3 Level 2 from the prior school year. - i-Ready Diagnostic results indicating performance below grade-level expectations. - SIPPS Placement Assessment results indicating the need for supplemental foundational reading support. - Being a Reader assessment data indicating deficits in foundational reading skills.	

- VPAS (Volusia Phonological Awareness Screener) results indicating a need for targeted phonological awareness intervention.
- QPA (Quick Phonics Assessment) results indicating a need for targeted phonics and decoding intervention.
- DIBELS Oral Reading Fluency (ORF) results indicating students are at Some Risk.
- Previous-year Benchmark Advance assessment data demonstrating reading performance below proficiency.
- Prior intervention and progress-monitoring data indicating the need for continued supplemental support.
- District MTSS decision-tree criteria identifying students requiring targeted intervention.
- Other relevant data sources, including classroom performance, curriculum-based assessments, teacher observations, work samples, and progress-monitoring results.

Placement decisions are based on a review of multiple data sources and district MTSS decision-making criteria to ensure timely identification of students requiring supplemental Tier 2 reading intervention.

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

Number of minutes per intervention session: 30 minutes

Supplemental Instruction/Interventions

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

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Heggerty Phonemic Awareness		Heggerty Phonemic Awareness does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade, Recommendations: Recommendation 2 Develop awareness of the segments of sounds in speech and how they link to letters; Recommendation 3 Teach students to decode words, analyze word parts, and write and recognize words. These recommendations were built into the program by an intentional and systematic progression covering a range of phonological and phonemic awareness skills. The district will support and monitor implementation of this program by conducting regular data chats, progress monitoring reviews and observational walkthroughs to ensure the program is implemented with fidelity, including training teachers and interventionists, including professional learning through monthly coaches professional learning, and both district resource teacher and school-based literacy coach support.
Sound Partners	Strong	

Benchmark Advance Phonics Intervention		Benchmark Advance Phonics Intervention does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade, Recommendations: Recommendation 2 Develop awareness of the segments of sounds in speech and how they link to letters; Recommendation 3 Teach students to decode words, analyze word parts, and write and recognize words. Recommendation 2 was built into the program by each level of the program including 30 units, with one specific skill targeted across every 10 lessons. This deliberate pacing supports systematic and explicit instruction in both phonemic awareness and phonics ensuring that students have ample time and practice to master each foundational skill before moving on. It also incorporates multimodal instruction, engaging students through visual, auditory, and kinesthetic learning activities to meet the needs of diverse learning styles. It also strengthens the connection between spoken and written letters. It also uses decodable text to reinforce the phonics instruction by allowing students to apply newly learned sound-letter patterns. These texts are based on the phonics patterns and high-frequency words that have been explicitly taught. Recommendation 3 from the WWC Practice Guide emphasizes the importance of teaching students to decode words, analyze word parts, and write and recognize words—skills that are essential for developing strong reading proficiency. The Benchmark Advance Phonics Intervention program aligns with this recommendation through several key instructional strategies. It provides explicit decoding instruction, guiding students to decode words using phonics patterns and syllable types. The program also incorporates word analysis, with lessons that focus on prefixes, suffixes, and root words, enabling students to break down and understand multisyllabic words. Additionally, students engage in writing and word recognition activities, where they practice writing words and sentences. This reinforces orthographic patterns and vocabulary knowledge, supporting both reading and spelling development. The district will support and monitor implementation of this program by conducting regular data chats, progress monitoring reviews and observational
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		walkthroughs to ensure the program is implemented with fidelity, including training teachers and interventionists, including professional learning through monthly coaches professional learning, virtual training opportunities, and both district resource teacher and school-based literacy coach support.
SIPPS	Moderate	
i-Ready Personalized Instruction	Moderate	
Benchmark Advance Comprehension Intervention		Benchmark Advance Comprehension Intervention does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the program: Providing Reading Interventions for Students in Grades 4-9, Recommendations: Recommendation 3 Routinely use a set of comprehension building practices to help students make sense of the text; Recommendation 4 Provide students with opportunities to practice making sense of stretch text that will expose them to complex ideas and information. The Benchmark Advance Comprehension Intervention program aligns closely with two key recommendations from the WWC Practice Guide for reading interventions in grades 4–9. Recommendation 3 emphasizes the importance of explicit comprehension instruction through strategies such as summarizing, questioning, clarifying, and predicting. The program supports this by incorporating scaffolded reteaching of comprehension strategies, allowing students to revisit and deepen their understanding of essential skills. Lessons follow the gradual release of responsibility model (“I do, we do, you do”), which transitions students from guided instruction to independent application. Teachers model comprehension practices, guide students through practice, and then provide opportunities for independent use, helping students internalize effective strategies for understanding text. Recommendation 4 encourages the use of stretch texts—grade-level or above-grade-level materials that expose students to complex ideas and language. The Benchmark Advance Comprehension Intervention program includes such texts, selected specifically to challenge students with advanced vocabulary, sentence structures, and content. Through scaffolded instruction, students receive the support they need to access these texts, even if

		they are initially beyond their independent reading level. Teachers are equipped to pre-teach vocabulary, build background knowledge, and use targeted questioning strategies to help students engage with and comprehend challenging material. Together, these practices ensure that students are not only supported in their reading development but are also pushed to grow through exposure to rigorous academic content. The district will support and monitor implementation of this program by conducting regular data chats, progress monitoring reviews and observational walkthroughs to ensure the program is implemented with fidelity, including training teachers and interventionists, including professional learning through monthly coaches professional learning, virtual training opportunities, and both district resource teacher and school-based literacy coach support.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
UFLI	State Approved Intervention List	UFLI Foundations does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade, Recommendations: Recommendation 2 Develop awareness of the segments of sounds in speech and how they link to letters; Recommendation 3 Teach students to decode words, analyze word parts, and write and recognize words. These recommendations were built into the program by building the foundational skills necessary for reading using a systematic scope and sequence. It uses an eight-step routine for each lesson: phonemic awareness, visual drill, auditory drill, blending drill, new concept, word work, irregular words, and connected to text. This sequence provides opportunities for review, explicit and guided practice, and application. The district will support and monitor implementation of this through FDLRS professional learning and monitoring by both district resource teacher and school-based literacy coach support.
SRA Corrective Reading		SRA Corrective Reading does not meet strong, moderate, or promising levels of evidence;

		however, the following WWC Practice Guide Recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade, Recommendations: Recommendation 1 Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge; Recommendation 2 Develop awareness of the segments of sounds in speech and how they link to letters; Recommendation 3 Teach students to decode words, analyze word parts, and write and recognize words; Recommendation 4 Ensure that each students reads connected text every day to support reading accuracy, fluency, and comprehension. These recommendations are embedded within the Corrective Reading program through a systematic, explicit, and carefully sequenced scope and sequence designed to accelerate reading achievement for struggling readers. The program provides direct instruction in decoding, word analysis, fluency, vocabulary, and comprehension through scripted lessons that include teacher modeling, guided practice, cumulative review, and frequent opportunities for student response. Students engage in reading connected text to apply newly learned skills while building reading accuracy, fluency, and comprehension. The district will support and monitor implementation through professional learning, ongoing coaching, and classroom support provided by district ESE resource teachers.
Wilson Reading System	promising	
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. SIPPS Beginning, Extension, Plus and Challenge- The program’s systematic scope and sequence provides a structured-literacy approach to instruction through explicit routines focused on phonological awareness, spelling sounds, and sight words. It is based on the premise that beginning literacy is best taught through two distinct strands: one focusing on language comprehension and the other on word recognition. These routines incorporate arm and hand motions, tracing, writing, speaking, listening, reading, and vocalization. The program also includes a teacher handbook and student materials. All SIPPS lessons emphasize visual-auditory-vocal links.		

Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Students may be identified for intervention based on any one or a combination of the following data sources: i-Ready Diagnostic performance below grade level, FAST Level 1 performance, lack of adequate progress as indicated by the district decision tree criteria, and/or ongoing progress-monitoring data. Ongoing progress monitoring measures (e.g., VPAS, QPA, DIBELS) are administered every 2–3 weeks to determine whether students are responding to instruction and intervention. Students who are not meeting progress-monitoring expectations, demonstrating sufficient growth, or advancing through intervention lessons as expected may be considered for additional intervention and support.		
Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: Students may be identified for Tier 3 intensive intervention at the beginning of the school year based on one or more of the following data sources: • Kindergarten: FAST PM1 Urgent Intervention and/or performance at or below the 10th percentile. • Grades 1-5: FAST PM3 Level 1 from the prior school year, students identified with a substantial reading deficiency • Grades K-5: Previously retained students. • i-Ready Diagnostic results indicating performance significantly below grade level. • SIPPS Placement Assessment results indicating intensive foundational reading needs. • Being a Reader assessment data indicating substantial deficits in foundational reading skills. • VPAS (Volutia Phonological Awareness Screener) results indicating significant phonological awareness deficits. • QPA (Quick Phonics Assessment) results indicating significant phonics and decoding deficits. • DIBELS Oral Reading Fluency (ORF) results indicating students are At Risk. • Previous-year Benchmark Advance assessment data demonstrating persistent reading deficiencies. • Prior intervention data, including students who did not demonstrate an adequate response to Tier 2 intervention or who met district MTSS decision-tree criteria for intensive support. • Other relevant data sources, including classroom performance, curriculum-based assessments, teacher observations, progress-monitoring data, and documented evidence of a substantial reading deficiency. Placement decisions are based on a review of multiple data sources and district MTSS decision-making criteria to ensure timely identification of students requiring intensive Tier 3 reading intervention.		
Number of times per week interventions are provided: 4-5 times a week		
Number of minutes per intervention session: 30 minutes		
Intensive, Individualized Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Heggerty Phonemic Awareness		Heggerty Phonemic Awareness does not meet strong, moderate, or promising levels of evidence;

		however, the following WWC Practice Guide Recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade, Recommendations: Recommendation 2 Develop awareness of the segments of sounds in speech and how they link to letters; Recommendation 3 Teach students to decode words, analyze word parts, and write and recognize words. These recommendations were built into the program by an intentional and systematic progression covering a range of phonological and phonemic awareness skills. The district will support and monitor implementation of this program by conducting regular data chats, progress monitoring reviews and observational walkthroughs to ensure the program is implemented with fidelity, including training teachers and interventionists, including professional learning through monthly coaches professional learning, and both district resource teacher and school-based literacy coach support.
Sound Partners	Strong	
Benchmark Advance Phonics Intervention		Benchmark Advance Phonics Intervention does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade, Recommendations: Recommendation 2 Develop awareness of the segments of sounds in speech and how they link to letters; Recommendation 3 Teach students to decode words, analyze word parts, and write and recognize words. Recommendation 2 was built into the program by each level of the program including 30 units, with one specific skill targeted across every 10 lessons. This deliberate pacing supports systematic and explicit instruction in both phonemic awareness and phonics ensuring that students have ample time and practice to master each foundational skill before moving on. It also incorporates multimodal instruction, engaging students through visual, auditory, and kinesthetic learning activities to meet the needs of diverse learning styles. It also strengthens the connection between spoken and written letters. It also uses decodable text to reinforce the phonics instruction by allowing students to apply newly learned sound-letter patterns. These texts are based on the phonics

		patterns and high-frequency words that have been explicitly taught. Recommendation 3 from the WWC Practice Guide emphasizes the importance of teaching students to decode words, analyze word parts, and write and recognize words—skills that are essential for developing strong reading proficiency. The Benchmark Advance Phonics Intervention program aligns with this recommendation through several key instructional strategies. It provides explicit decoding instruction, guiding students to decode words using phonics patterns and syllable types. The program also incorporates word analysis, with lessons that focus on prefixes, suffixes, and root words, enabling students to break down and understand multisyllabic words. Additionally, students engage in writing and word recognition activities, where they practice writing words and sentences. This reinforces orthographic patterns and vocabulary knowledge, supporting both reading and spelling development. The district will support and monitor implementation of this program by conducting regular data chats, progress monitoring reviews and observational walkthroughs to ensure the program is implemented with fidelity, including training teachers and interventionists, including professional learning through monthly coaches professional learning, virtual training opportunities, and both district resource teacher and school-based literacy coach support.
SIPPS	Moderate	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
UFLI Foundations	State Approved Intervention List	UFLI Foundations does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade, Recommendations: Recommendation 2 Develop awareness of the segments of sounds in speech and how they link to letters; Recommendation 3 Teach students to decode words, analyze word parts, and write and recognize words. These recommendations were built into the program by building the foundational skills necessary for

		reading using a systematic scope and sequence. It uses an eight-step routine for each lesson: phonemic awareness, visual drill, auditory drill, blending drill, new concept, word work, irregular words, and connected to text. This sequence provides opportunities for review, explicit and guided practice, and application. The district will support and monitor implementation of this through FDLRS professional learning and monitoring by both district resource teacher and school-based literacy coach support.
SRA Corrective Reading		SRA Corrective Reading does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade, Recommendations: Recommendation 1 Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge; Recommendation 2 Develop awareness of the segments of sounds in speech and how they link to letters; Recommendation 3 Teach students to decode words, analyze word parts, and write and recognize words; Recommendation 4 Ensure that each students reads connected text every day to support reading accuracy, fluency, and comprehension. These recommendations are embedded within the Corrective Reading program through a systematic, explicit, and carefully sequenced scope and sequence designed to accelerate reading achievement for struggling readers. The program provides direct instruction in decoding, word analysis, fluency, vocabulary, and comprehension through scripted lessons that include teacher modeling, guided practice, cumulative review, and frequent opportunities for student response. Students engage in reading connected text to apply newly learned skills while building reading accuracy, fluency, and comprehension. The district will support and monitor implementation through professional learning, ongoing coaching, and classroom support provided by district ESE resource teachers.
Wilson Reading System	promising	
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)

For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided.

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

7. Summer Reading Camps ([Rule 6A-6.053\(8\), F.A.C.](#))

Requirements of Summer Reading Camps pursuant to [s. 1008.25\(8\), F.S.](#), include:

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

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

Summer Reading Camps for Retained Grade 3 Students	
Summer Reading Camp for 3 rd students is a 15-day reading camp during summer school. The day last 330 minutes (five and a half hours a day) with 300 minutes dedicated to instruction and a 30-minute lunch. This results in an additional 4,500 minutes of instruction for struggling third grade readers. The camp starts on July 1 st and runs for 15 days, typically ending around the 28 th depending on the July 4 th break and our mandatory Friday closures.	
Schedule:	
Time	Activity
15 min.	Review procedures take attendance, morning meeting/message, etc.
60 min.	Whole Group Reading (includes whole group fluency practice) See Daily Schedule Overview for text titles & lessons to follow.
90 min.	Small Group/Centers Review center activities and call first group to table. Choose an appropriate Small Group lesson for each group based on portfolio data.
Divide block into 3 30-minute groups	Center Activities when not with teacher 1. i-Ready 2. Student Read & Respond Literacy Activities Packet (See Daily Schedule Overview for weekly activity title)
30 min.	Read Aloud Continue with chosen read-aloud.
30 min.	Lunch (based on school schedule)

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

Sample Pacing Calendar:

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

<u>Centers-</u> -i-Ready & RAZ Kids <u>-Literacy Activity:</u> <u>“Adapting to Survive in the Wild”</u>	<u>Centers-</u> -i-Ready & RAZ Kids <u>-Literacy Activity:</u> <u>“Adapting to Survive in the Wild”</u>	<u>Centers-</u> -i-Ready & RAZ Kids <u>-Literacy Activity:</u> <u>“Adapting to Survive in the Wild”</u>	<u>Centers-</u> -i-Ready & RAZ Kids <u>- Literacy Activity:</u> <u>“Adapting to Survive in the Wild”</u>		
<u>SIPPS-</u> Lessons 11 & 12	<u>SIPPS-</u> Lessons 13 & 14	<u>SIPPS-</u> Lessons 15 & 16	<u>SIPPS-</u> Lessons 17 & 18		
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i) : SIPPS i-Ready Benchmark Advance					
Alternative Assessment Used: i-Ready Diagnostic (now called Inform)					
Additional Information (optional):					

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

Summer Reading Camps for Students in Grades K-5
Will the district implement this option? ☒ Yes ☐ No
If yes, please describe the grade level(s) that will be invited to participate. Second-grade Tier 2 and 3 students in Title I schools are invited to attend the Second Grade Summer Camp.

Grades 6-8

8. Grades 6-8 Assessments

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

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Volusia Benchmark Assessment (VBA)	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
HMH Read 180 MAP	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Student Tier 2 and Tier 3	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Wilson Reading System WADE	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Student	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☒ beginning and end of year, as progress monitoring at each step of the WRS program.

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

Assessment data is reviewed by district leaders and school-based coaches, and the placement recommendation is given to the school for master scheduling. The district uses 25-26 FAST PM data, Volusia Benchmark Assessment data, and previous Achieve 3000 Level Set data (phasing out as we shift to Read 180 for 26-27 school year to HMH Read 180 MAP) to determine which students should receive Tier 2/Tier 3 interventions.

10. For grades 6-8, what processes and procedures are in place to identify and solve problems to improve the effectiveness of Tier 1 instruction?

For grades 6–8, Volusia County Schools implements a comprehensive, data-driven process within a Multi-Tiered System of Supports (MTSS) framework to ensure the ongoing effectiveness of Tier 1 core instruction. This process is grounded in the use of multiple data sources, structured collaboration, and a continuous improvement cycle focused on strengthening standards-aligned instruction for all students.

The district utilizes a systematic assessment framework to monitor student performance and evaluate the effectiveness of Tier 1 instruction. Primary data sources include the Florida Assessment of Student Thinking (FAST) progress monitoring assessments (PM1, PM2, and PM3) and Volusia Benchmark Assessments, each administered three times annually to measure student progress toward mastery of the B.E.S.T. Standards. These assessment measures provide a comprehensive view of grade-level performance and are used to identify trends across classrooms, grade levels, and specific literacy standards.

When data indicates that Tier 1 instruction is not meeting the needs of a sufficient number of students, school-based teams engage in a structured, collaborative problem-solving process aligned with Florida’s MTSS model. Teams define performance gaps, analyze root causes related to instruction, curriculum, environment, and learner variables, and implement targeted adjustments to core instruction. These adjustments may include strengthening explicit and systematic instruction aligned to grade-level texts, refining scaffolding strategies, increasing opportunities for writing in response to reading, and enhancing differentiation within the classroom. The effectiveness of these instructional changes is monitored through ongoing assessment data, and instruction is adjusted as needed to improve outcomes.

Tier 1 problem-solving is supported through consistent collaboration structures. At the school level, Professional Learning Communities (PLCs) and school-based teams conduct monthly data chats to analyze FAST and benchmark data, identify trends, and determine instructional next steps for core instruction. School leadership regularly reviews data and uses our look-for classroom walkthrough tool to ensure that instructional adjustments are timely and responsive to student needs.

At the district level, instructional leaders—including executive directors, directors, the K–12 ELA coordinator, curriculum specialists, and resource teachers—provide oversight and support through classroom walkthroughs, data analysis, and direct collaboration with schools. This includes lesson modeling, coaching, and professional learning aligned to identified needs, as well as guidance with master scheduling to ensure sufficient time for high-quality Tier 1 instruction. Quarterly, district and school teams reflect on progress aligned to the School Improvement Plan to refine instructional practices.

This continuous cycle ensures that Tier 1 instruction in grades 6–8 remains standards-aligned, responsive, and effective for all students.

11. For grades 6-8, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

For grades 6–8, Tier 2 supports in Volusia County Schools provide targeted, supplemental instruction for students who do not demonstrate adequate progress with Tier 1 instruction alone. These supports are implemented within the MTSS framework through a systematic process focused on timely identification, targeted intervention, and frequent progress monitoring.

Students are identified for Tier 2 supports through analysis of multiple data sources, including FAST progress monitoring results, Volusia Benchmark Assessments, and classroom-based assessment data. Students who

demonstrate performance below grade-level expectations or insufficient growth despite effective Tier 1 instruction are considered for additional support.

Tier 3 instruction is delivered primarily through Intensive Reading courses utilizing READ 180, a structured, evidence-based intervention program designed to address significant gaps in reading comprehension, vocabulary, and fluency. Within READ 180, differentiated supports are provided based on student need, including The Code, which targets foundational reading skills such as phonics and decoding, and Language Launch, designed to support English Language Learners, particularly newcomer students, in developing language proficiency alongside literacy skills. Instruction at this level is highly individualized and intensified through reduced group size, increased instructional time, and targeted, explicit instruction aligned to each student's needs.

A critical component of Tier 2 support is the consistent implementation of teacher-led small group instruction. This occurs both within the core ELA classroom and within the Intensive Reading course, ensuring that students receive additional targeted instruction while maintaining access to grade-level content. Small group instruction is used to reteach and reinforce specific skills, provide immediate feedback, and increase opportunities for guided practice aligned to identified student needs.

Following identification, school-based teams engage in a structured problem-solving process to determine appropriate supports. Instruction is delivered in small-group settings with increased opportunities for explicit instruction, guided practice, and feedback. Tier 2 instruction occurs in addition to Tier 1, ensuring students continue to engage in grade-level learning while receiving targeted support.

Progress monitoring occurs regularly through classroom-based assessments, READ 180 performance data, and MAP growth measures. Data is reviewed during PLC meetings and MTSS team discussions to evaluate the effectiveness of interventions and determine next steps. Based on student response, teams may adjust, intensify, or fade supports as appropriate.

At both the school and district levels, implementation is supported and monitored through coaching, modeling, and data analysis. Literacy coaches, intervention teachers, and district resource staff support teachers in delivering high-quality small-group instruction, while school and district leaders monitor fidelity through walkthroughs and data reviews.

Through this structured and responsive process, Tier 2 supports are aligned to student needs and designed to accelerate progress while strengthening overall literacy outcomes.

12. For grades 6-8, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

For grades 6–8, Tier 3 supports in Volusia County Schools provide intensive, individualized instruction for students with significant and persistent reading difficulties who have not responded adequately to Tier 1 and Tier 2 supports. These supports are implemented within a data-driven MTSS framework to ensure that instruction is highly targeted and responsive to individual student needs.

Students are identified for Tier 3 supports through comprehensive analysis of multiple data sources, including FAST progress monitoring results, Volusia Benchmark Assessments, classroom-based data, and

progress monitoring data gathered during Tier 2 interventions. This process confirms that students have not demonstrated sufficient progress despite receiving appropriate instruction and intervention with fidelity.

Tier 3 instruction is delivered primarily through Intensive Reading courses utilizing READ 180, with MAP Reading assessments used to provide detailed diagnostic information and ongoing progress monitoring. Instruction at this level is highly individualized and intensified through increased instructional time, reduced group size, and targeted, explicit instruction aligned to each student's specific needs.

A central component of Tier 3 implementation is the use of teacher-led small group instruction, which occurs across both the core ELA classroom and the Intensive Reading setting. This ensures that students receiving Tier 3 support benefit from consistent, targeted instruction in multiple instructional contexts. Small group instruction allows teachers to provide immediate corrective feedback, scaffold complex skills, and reteach foundational or comprehension skills with a high level of precision and support.

School-based MTSS teams engage in a detailed problem-solving process to determine root causes of reading difficulties and develop individualized intervention plans. These plans include evidence-based strategies tailored to each student and are continuously refined based on progress monitoring data.

Progress monitoring occurs frequently, often on a weekly or biweekly basis, using READ 180 data, MAP growth measures, and classroom-based assessments to closely track student response. MTSS teams regularly review this data to determine whether to maintain, intensify, or adjust supports.

Implementation is closely monitored by school leadership and district personnel through walkthroughs, data reviews, and collaborative planning. Literacy coaches, intervention teachers, and district resource staff provide ongoing support through coaching, modeling, and data analysis to ensure fidelity of instruction and alignment to student needs.

This individualized and data-driven approach ensures that Tier 3 supports provide the highest level of intervention while maintaining continuity between core instruction and intensive reading supports to improve student literacy outcomes.

Grades 6-8 Decision Tree	
Tier 1 (Core) Only	
Beginning of Year Data	
Students must meet the following criteria at the beginning of the school year:	
6th- FAST Level 3, 4, 5 (prior year PM3) and/or beginning of the year HMH MAP RIT Score >206	
7th- FAST Level 3, 4, 5 (prior year PM3) and/or beginning of the year HMH MAP RIT Score >210	
8th- FAST Level 3, 4, 5 (prior year PM3) and/or beginning of the year HMH MAP RIT Score >214	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.	
Tier 1 instruction is monitored by data review at the school & district level and by classroom learning walks as a combined effort of the district curriculum team and school-based leadership/coaching teams. District benchmark assessments (3x per year) are used to monitor core instructional data. These assessments mirror FAST and use similar cut scores and are identified with levels and buckets for level 1 and 2. Students earning 3 or higher on these assessments are on level.	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption

Savvas myPerspectives Florida	2026
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Students may be identified for Tier 2 support based on any one data source or a combination of data sources indicating a need for supplemental intervention. District MTSS decision-making procedures are used to review multiple data points and determine appropriate intervention supports. - FAST PM1, PM2, and/or PM3 results indicating performance below proficiency (e.g., Level 1 or Level 2) - district benchmark assessment results indicating performance below expected levels, progress-monitoring data demonstrating insufficient growth - diagnostic assessment results identifying skill deficits - classroom performance - curriculum-based assessments - teacher observations	

Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: The student scored a FAST PM 3 Level 1 or 2 and/or scores on beginning of the year HMH MAP RIT as follows: 6 th Grade: HMH MAP RIT Score < 206 7 th Grade: HMH MAP RIT Score < 210 8 th Grade: HMH MAP RIT Score < 214		
Number of times per week interventions are provided: 5 Number of minutes per intervention session: 45 minutes Course(s) where interventions take place: Intensive Reading: M/J INTENSIVE READING 1, 2, or 3 and M/J DEVELOPMENTAL LANGUAGE ARTS THROUGH ESOL – READING (DLA)		
Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
HMH Read 180	strong	HMH Read 180
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Wilson Reading System	promising	
HMH Read 180	strong	
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
HMH Read 180	strong	
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year:		

Students may be identified for Tier 3 support based on any one of these indicators or a combination of data sources. Placement decisions are made through the district's MTSS problem-solving process using multiple measures to ensure timely and appropriate intensive intervention for students demonstrating substantial reading deficiencies or inadequate progress.

- FAST Progress Monitoring (PM1, PM2, and/or PM3) results indicating Level 1 performance;
- District benchmark assessment results indicating Level 1 and/or Level 2 performance;
- HMH MAP Reading data demonstrating inadequate growth, including failure to meet expected growth targets of approximately 2-8 RIT points or 50-75 Lexile points annually, or approximately 1-4 RIT points or 25-37 Lexile points between fall and winter and/or winter and spring administrations;
- Progress-monitoring data indicating insufficient response to intervention;
- Diagnostic assessment data identifying significant deficits in foundational reading skills and/or reading comprehension;
- MTSS decision-tree criteria, classroom performance, curriculum-based assessments, and teacher observations indicating a need for intensive intervention.

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

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:

Students who meet one or more of the following criteria at the beginning of the school year may be identified for intensive reading intervention:

- FAST PM3 Level 1 from the prior school year;
- Students previously enrolled in an Intensive Reading course who did not demonstrate adequate growth on Achieve3000 LevelSet assessments, including growth of less than 50-75 Lexile points between LevelSet 1 and LevelSet 3 during the prior school year;
- Additional data sources, such as course performance, progress-monitoring data, teacher recommendations, and MTSS team review, indicating a continued substantial reading deficiency.

Placement decisions are based on FAST results and/or Achieve3000 growth data and/or other relevant academic and intervention data. Students may be identified based on any one indicator or a combination of data sources demonstrating the need for intensive reading support.

Number of times per week interventions are provided: 5

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

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

Intensive, Individualized Instruction/Interventions

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

Name of Program	ESSA Evidence Level	Verbiage (as needed)
HMH Read 180	strong	HMH Read 180

Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Wilson Reading System	promising	Wilson Reading System
HMH Read 180	strong	HMH Read 180
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
HMH Read 180	strong	HMH Read 180

Grades 9-12

13. Grades 9-12 Assessments

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

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 9-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Volusia Benchmark Assessment (VBA)	☒ Grade 9 ☒ Grade 10 ☐ Grade 11 ☐ Grade 12 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
HMH Read 180 MAP	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students Tier 3	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other

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

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

Assessment data is reviewed by district leaders and school-based coaches, and the placement recommendation is given to the school for master scheduling. The district uses 25-26 FAST PM data, Volusia Benchmark Assessment data, and previous Achieve 3000 Level Set data (phasing out as we shift to Read 180 for 26-27 school year to HMH Read 180 MAP) to determine which students should receive Tier 2/Tier 3 interventions.

15. For grades 9-12, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

For grades 9–12, Volusia County Schools implements a comprehensive, data-driven process within a Multi-Tiered System of Supports (MTSS) framework to ensure the effectiveness of Tier 1 core instruction. This process is grounded in the use of multiple data sources, structured collaboration, and a continuous cycle of instructional improvement aligned to the B.E.S.T. Standards.

The district utilizes a systematic assessment framework to monitor student performance and evaluate the effectiveness of Tier 1 instruction. Primary data sources include the Florida Assessment of Student Thinking (FAST) progress monitoring assessments (PM1, PM2, and PM3) and Volusia Benchmark Assessments, each administered three times annually to measure progress toward grade-level standards. These assessments provide a comprehensive view of student performance across content strands and allow instructional teams to identify trends at the classroom, grade, and school levels.

When data indicates that Tier 1 instruction is not meeting the needs of a sufficient number of students, school-based teams engage in a structured problem-solving process aligned with Florida’s MTSS framework. Teams define performance gaps, analyze root causes related to instruction, curriculum, environment, and learner variables, and implement targeted adjustments to core instruction. These adjustments may include strengthening explicit instruction aligned to complex texts, increasing opportunities for writing in response to reading, embedding vocabulary and comprehension strategies, and refining differentiation within the classroom. The effectiveness of these adjustments is evaluated through ongoing review of assessment data, and instruction is revised as needed to improve outcomes.

Tier 1 improvement is supported through structured collaboration. At the school level, Professional Learning Communities (PLCs) conduct monthly data chats to review FAST and benchmark results, identify trends, and determine instructional next steps within core ELA instruction. School leaders monitor these efforts through routine data reviews, our look-for classroom walkthrough tool, and ensure alignment between instructional practices and student needs.

At the district level, instructional leaders—including executive directors, directors, the K–12 ELA coordinator, curriculum specialists, and resource teachers—provide oversight and support through classroom walkthroughs, lesson modeling, coaching, and professional learning. Support also includes guidance with master scheduling to ensure sufficient time for high-quality, standards-aligned instruction. Quarterly, district and school teams reflect on progress aligned to the School Improvement Plan to refine Tier 1 practices.

This ongoing cycle of data analysis and instructional refinement ensures that Tier 1 instruction in grades 9–12 remains rigorous, responsive, and aligned to the literacy demands of secondary students.

16. For grades 9-12, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

For grades 9–12, Tier 2 supports in Volusia County Schools provide targeted, supplemental instruction for students who do not demonstrate adequate progress with Tier 1 instruction alone. These supports are implemented within the MTSS framework through a structured process that emphasizes timely identification, targeted intervention, and ongoing progress monitoring.

Students are identified for Tier 2 supports through analysis of multiple data sources, including FAST progress monitoring results, Volusia Benchmark Assessments, and classroom-based performance data. Students who demonstrate performance below proficiency or insufficient growth are considered for additional support.

Tier 2 interventions are delivered through Intensive Reading courses utilizing Perfection Learning's Connections: Reading program, an evidence-based resource designed to strengthen comprehension, vocabulary, and critical reading skills aligned to secondary text demands. This program is also used to support grades 11–12 students enrolled in retake courses and those receiving targeted SAT preparation, ensuring alignment between intervention and college readiness expectations.

A critical component of Tier 2 instruction is the consistent use of teacher-led small group instruction. This occurs in both the core ELA classroom and within the Intensive Reading course, allowing students to receive targeted, skill-based support while maintaining access to grade-level instruction. Small group instruction focuses on reteaching key concepts, reinforcing comprehension strategies, and providing guided practice with complex texts.

School-based teams engage in a structured problem-solving process to match students with appropriate supports and monitor their progress. Instruction is delivered in small groups with increased opportunities for explicit instruction, modeling, and feedback aligned to student needs.

Progress monitoring occurs regularly through classroom-based assessments and program-embedded data from Connections: Reading. These data are reviewed during PLC meetings and MTSS team discussions to evaluate the effectiveness of interventions and determine whether supports should be continued, adjusted, intensified, or faded.

At both the school and district levels, systems are in place to ensure effective implementation. Literacy coaches, intervention teachers, and district resource staff support teachers through data analysis, modeling, and coaching. School leaders monitor fidelity through walkthroughs and data reviews, while district leaders provide additional targeted support based on identified needs.

Through this structured and responsive system, Tier 2 supports are aligned to student needs and designed to accelerate progress while maintaining strong access to Tier 1 instruction.

17. For grades 9-12, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

For grades 9–12, Tier 3 supports in Volusia County Schools provide intensive, individualized instruction for students with significant and persistent reading difficulties who have not responded adequately to Tier 1 and Tier 2 supports. These supports are implemented within a data-driven MTSS framework to ensure that instruction is highly targeted and responsive to individual student needs.

Students are identified for Tier 3 supports through comprehensive analysis of multiple data sources, including FAST progress monitoring results, Volusia Benchmark Assessments, classroom-based performance data, and progress monitoring from Tier 2 interventions. This process ensures that students have not demonstrated adequate growth despite receiving appropriate instruction and support with fidelity.

Tier 3 instruction is delivered primarily through Intensive Reading courses utilizing READ 180, a structured, evidence-based intervention program designed to address significant gaps in reading comprehension, vocabulary, and fluency. Within READ 180, differentiated supports are provided based on student need, including The Code, which targets foundational reading skills such as phonics and decoding, and Language Launch, designed to support English Language Learners, particularly newcomer students, in developing language proficiency alongside literacy skills. Instruction at this level is highly individualized and intensified through reduced group size, increased instructional time, and targeted, explicit instruction aligned to each student's needs.

A central component of Tier 3 implementation is the use of teacher-led small group instruction, which occurs across both the core ELA classroom and the Intensive Reading setting. This ensures that students receive consistent, targeted instruction across instructional environments. Small group instruction allows teachers to scaffold complex texts, provide immediate corrective feedback, and deliver intensive support in critical literacy skills.

School-based MTSS teams engage in a detailed problem-solving process to analyze root causes and develop individualized intervention plans. These plans are continuously adjusted based on student response to instruction.

Progress monitoring occurs frequently, using READ 180 data, classroom-based assessments, and additional formative measures to closely track student growth. MTSS teams meet regularly to review data and determine whether to maintain, intensify, or adjust supports.

Implementation is closely monitored by school leadership and district personnel through walkthroughs, data reviews, and collaborative planning. Literacy coaches, intervention teachers, and district resource staff provide ongoing support through coaching and modeling to ensure fidelity and effectiveness.

This individualized and intensive approach ensures that Tier 3 supports accelerate literacy development while maintaining alignment with grade-level expectations and postsecondary readiness goals.

Grades 9-12 Decision Tree
Tier 1 (Core) Only
Beginning of Year Data
Students must meet the following criteria at the beginning of the school year: 9th- FAST Level 3, 4, 5 (prior year PM3) and/or beginning of the year HMH MAP RIT Score >214 10th- FAST Level 3, 4, 5 (prior year PM3) and/or beginning of the year HMH MAP RIT Score >217 11th- no communication concordant and/or beginning of the year HMH MAP RIT Score >219 12th- no communication concordant and/or beginning of the year HMH MAP RIT Score >219
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.

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

Core Instruction

Indicate the core instructional materials utilized. Add additional rows as needed.

Name of Program	Year of Program Adoption
Savvas myPerspectives Florida	2026

Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

Additional performance criteria that may prompt Tier 2 interventions for students not meeting grade-level expectations during the school year include one or more of the following data sources:

- FAST Progress Monitoring (PM1, PM2, and/or PM3) results indicating Level 1 and/or Level 2 performance;
- District benchmark assessment results indicating performance below proficiency (e.g., Level 1 and/or Level 2) on assessments administered three times per year;
- Progress-monitoring data indicating insufficient growth toward grade-level benchmarks;
- Diagnostic assessment data identifying deficits in foundational reading skills and/or reading comprehension;
- Classroom performance, curriculum-based assessments, and teacher observations indicating a need for supplemental intervention;
- MTSS decision-tree criteria and evidence of inadequate response to core instruction.

Students may be identified for Tier 2 intervention based on any one of these indicators and/or a combination of data sources. Placement decisions are made through the district's MTSS problem-solving process using multiple measures to ensure timely and appropriate supplemental intervention for students demonstrating risk for reading difficulties.

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:

Students may be identified for intervention at the beginning of the school year based on one or more of the following data sources:

- FAST PM3 Level 1 and/or Level 2 from the prior school year;
- FAST PM1 and/or PM2 results indicating performance below grade-level expectations;
- HMH MAP Reading assessment results indicating performance below benchmark and/or insufficient growth;
- Performance on district benchmark assessments and progress-monitoring measures;
- Reading intervention, diagnostic, and progress-monitoring data from the previous school year;
- Course performance data, including grades in ELA and content-area courses requiring significant reading comprehension;

- Classroom performance, curriculum-based assessments, work samples, and teacher recommendations;
- MTSS problem-solving team recommendations and evidence of insufficient response to Tier 1 instruction.

Placement decisions are based on any one and/or a combination of these data sources and are reviewed throughout the school year to ensure timely identification of students requiring supplemental reading intervention and support.

Number of times per week interventions are provided: 5

Number of minutes per intervention session: 45 minutes

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

Supplemental Instruction/Interventions

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

Name of Program	ESSA Evidence Level	Verbiage (as needed)
HMH Read 180	strong	
Perfection Learning Connections: Reading	promising	

Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Wilson Reading System	promising	
HMH Read 180	strong	
Perfection Learning Connections: Reading	promising	

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)
HMH Read 180	strong	
Perfection Learning Connections: Reading	promising	

Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year:

Additional performance criteria that may prompt Tier 3 interventions for students in grades 9–12 who are not meeting grade-level expectations or benchmarks during the school year include one or more of the following:

- FAST ELA Reading Progress Monitoring (PM1, PM2, and/or PM3) results indicating Level 1 performance;
- District benchmark assessment results, administered three times per year, indicating Level 1 and/or Level 2 performance;

- HMH MAP Reading results indicating insufficient growth toward expected annual growth of approximately 2–8 RIT points and/or 50–75 Lexile points;
- HMH MAP Reading results indicating insufficient growth between testing windows, including less than approximately 1–4 RIT points and/or 25–37 Lexile points from fall to winter and/or from winter to spring;
- Ongoing progress-monitoring data indicating an inadequate response to Tier 1 instruction, Tier 2 intervention, and/or the current intensive reading intervention;
- Course performance, classroom assessments, diagnostic data, teacher observations, and/or MTSS problem-solving data indicating a substantial reading deficiency or need for more intensive support.

A student may be identified for Tier 3 intervention based on any one of these indicators and/or a pattern of need across multiple data sources. The district's MTSS problem-solving process is used to review available data and determine the intensity and focus of intervention without delaying support for students who demonstrate a significant reading need.

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: Students who meet one or more of the following criteria at the beginning of the school year may be identified for intensive reading intervention: - FAST PM3 Level 1 from the prior school year; - Students previously enrolled in an Intensive Reading course who did not demonstrate adequate growth on Achieve3000 LevelSet assessments, including growth of less than 50-75 Lexile points between LevelSet 1 and LevelSet 3 during the prior school year; - Additional data sources, such as course performance, progress-monitoring data, teacher recommendations, and MTSS team review, indicating a continued substantial reading deficiency. Placement decisions are based on FAST results and/or Achieve3000 growth data and/or other relevant academic and intervention data. Students may be identified based on any one indicator or a combination of data sources demonstrating the need for intensive reading support.		
Number of times per week interventions are provided: 5 Number of minutes per intervention session: 45 minutes for tier 3 in reading additional tier 2 support is given in small group in core ELA course as well. Course(s) where interventions take place: INTENSIVE READING 1, 2, 3, and 4, DEVELOPMENTAL LANGUAGE ARTS THROUGH ESOL – READING (DLA)		
Intensive, Individualized Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
HMH Read 180	strong	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Wilson Reading System	promising	
HMH Read 180	strong	
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
HMH Read 180	strong	

5) Professional Learning ([Rule 6A-6.053\(9\)\(b\)3.g.—k., F.A.C.](#))

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

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

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

Name of Professional Learning	Target Audience	Description
Collaborative Classrooms Being a Reader and SIPPS	K-5 teachers, coaches, and administrators	Collaborative Classroom's training on Being a Reader and SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) is designed to help educators implement evidence-based literacy instruction with consistency, integrity, and student-centered practices. In Being a Reader, teachers understand the scope and sequence of foundational reading instruction. Learn to implement developmentally appropriate reading groups. Gain strategies for formative assessment and adjusting instruction accordingly. In SIPPS, teachers learn Multisensory phonics instruction with scaffolded routines, emphasis on syllable types, spelling patterns, and sight word mastery, clear, scripted lessons to ensure fidelity while allowing for differentiation.
Waterford	VPK	We have three sessions we run throughout the year: Getting Started- allows teachers to understand the portal, set up classes; Understanding Dashboards and Reports allows teachers to understand the reports and resources; and finally Up and Running allows teachers to understand how to use the library and digital resources.

i-Ready	K-5 teachers, coaches, and administrators	There are multiple PLs for i-ready including understanding and using the diagnostic data for grouping and remediation. Personalized instruction- paths and teacher-assigned lessons based on students' levels and to accelerate or remediation skills and benchmarks based on data and scope and sequence. There is also the toolbox- how to use on level Magnetic, the decodable readers, standards-mastery, close reads, texts for scaffolding comprehension, and text for instruction with all these pieces being used based on student needs and time of year.
Benchmark Advance	K-5 teachers, coaches, and administrators	Throughout the year, we'll offer a range of opportunities for both new and experienced teachers to engage with our resources and learn how to effectively use data and materials to support student needs. Sessions are organized by grade bands, including introductory sessions for new teachers in K–2 and 3–5, as well as deeper dives tailored to each band.
Benchmark Advance phonics Intervention	K-5 teachers, coaches, and administrators	These targeted professional learnings support effective implementation of the Phonics Intervention Kits. These sessions are designed to help educators understand the structure, routines, and instructional strategies embedded in the kits, ensuring they can deliver high-impact, skill-based instruction with fidelity. Teachers will learn how to identify and address foundational skill gaps, differentiate instruction using the materials, and monitor student progress effectively.
K-2 Best Practices	K-2 teachers	The K–2 Best Practices sessions emphasizes building strong foundational literacy through explicit, systematic instruction in early reading skills. It highlights the importance of integrating phonological awareness, phonics, vocabulary, and comprehension within daily instruction. Teachers are encouraged to use structured routines, provide ample opportunities for guided and independent practice, and monitor student progress closely to inform instruction. Overall, the focus is on ensuring all students develop the skills and confidence needed to become successful readers early on.
3-5 Best Practices	3-5 teachers	These professional learning sessions focused on strengthening literacy instruction in grades 3–5 through an emphasis on fluency,

		vocabulary, and deep comprehension. Participants explored the importance of explicit vocabulary instruction, particularly with academic and content-specific language that supports meaning across increasingly complex texts. The session highlighted comprehension as a product of knowledge and critical thinking, with instructional strategies such as text analysis, summarization, and evidence-based responses. Overall, the learning reinforced the goal of developing independent readers who can engage with rigorous texts and apply literacy skills across content areas.
2 nd Grade Instructional Practices	2 nd grade teachers	These sessions builds on <i>The 7 Mighty Moves</i> by emphasizing that strong comprehension comes from intentional vocabulary and thinking work. Vocabulary should be taught explicitly using high-impact words, with multiple opportunities for students to engage with and apply them. Comprehension is not a single skill but the result of knowledge, vocabulary, and active thinking. Strategies like questioning, summarizing, and retelling help students process and organize meaning independently.
Middle School Best Practices	6-8 ELA teachers	These professional learning sessions will guide teachers through our Volusia Benchmark Assessments' data analysis to develop targeted student support plans based on identified trends. We will model how to use gradual release and technology to monitor and hold all students accountable. Participants will explore content-specific small group instructional models, including both teacher-led and student-led approaches, to meet diverse learner needs. Additionally, the sessions will include time for collaborative planning focused on upcoming benchmarks and instructional strategies that align with district "look-fors," facilitated and supported by the district team.
High School Best Practices	9-10 ELA teachers	These professional learning sessions will guide teachers through our Volusia Benchmark Assessments' data analysis to develop targeted student support plans based on identified trends. We will model how to use gradual release and technology to monitor and hold all students accountable. Participants will explore content-specific

		small group instructional models, including both teacher-led and student-led approaches, to meet diverse learner needs. Additionally, the sessions will include time for collaborative planning focused on upcoming benchmarks and instructional strategies that align with district “look-fors,” facilitated and supported by the district team.
Savvas Textbook 6-8 and 9-12	6-12 teachers, coaches, and administrators	Implementation and next steps, including comprehensive on-demand, virtual, and live training for the myPerspectives ELA program (6-12), covering program activation, unit planning, and digital tool usage on Savvas Realize. Key training modules include exploring the curriculum, implementing evidence-based reading/writing routines, and utilizing interactive, student-centered digital resources.
HMH Read 180	6-12 reading teachers, coaches, and administrations	Read 180 Real Books, the Code, and Language Launch implementation and next steps. Teachers will become familiar with how to track student data and implement differentiated small group instruction with the resources.
Perfection Learning Connections: Reading 9-12 Tier 2	9-12 reading teachers, coaches, and administrations	Perfection Learning’s Connections: Reading provides comprehensive training for the Connections: Reading program (grades 6–12) designed for striving readers, focusing on evidence-based strategies, close reading, and scaffolded instruction. Training includes implementation planning, digital platform (Perfection Next) training, and pedagogical strategies like the "Discover, Discuss, Demonstrate" routine.
Science of Reading	Administrators and K-12 teachers	A series of professional learning emphasizing the methodology of the Science of Reading with a focus on student data and small group instruction. Expanded professional learning for cohort 2 and disciplinary/transdisciplinary literacy for coaches, administrators,
Writing K-2, 3-5, 6-8, 9-10 bands	K-10	These professional learning sessions are designed to support educators in implementing effective, standards-aligned writing instruction based on the Florida B.E.S.T. Standards. Teachers in grades K–10 (in bands: K-2, 3-5, 6-8, and 9-10) will explore grade-level expectations, instructional strategies, and scaffolding techniques to help students develop as confident, proficient writers. Sessions will focus on the structure

		and purpose of each mode of writing, as well as best practices for teaching the writing process, integrating mentor texts, and providing actionable feedback. Participants will leave with tools, exemplars, and planning resources to enhance writing instruction and improve student outcomes on statewide assessments and beyond.
AI in the classroom	K-12	In partnership with our Instructional Technology Services department, we will share best practices on how teachers (and students) can leverage district approved AI tools in their classrooms.

Instructional Personnel and Certified PreK Teachers

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

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

BEESE Portal - 40-hour renewal

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

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

Reading Endorsement- Beacon

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

1. **Reading Competency 1: Foundations of Reading Instruction**
This course provides an in-depth exploration of the reading process, emphasizing the development of emergent literacy skills and progressing through the phases of word reading, culminating in comprehension. It covers the six components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.
2. **Reading Competency 2: Application of Evidence-based Instructional Practices**
Building upon the foundational knowledge, this course focuses on applying explicit, systematic, and sequential evidence-based reading instruction. It includes strategies for scaffolding student learning and integrating the six components of reading.

3. **Reading Competency 3: Foundations and Applications of Assessments**

Participants learn to select and administer appropriate assessments, analyze data, and use this information to inform evidence-based reading instruction. The course emphasizes identifying characteristics of conditions such as dyslexia and conducting effective progress monitoring.

4. **Reading 4: Differentiated Instruction R+**

This course delves into differentiating instruction to meet the diverse needs of students. It covers strategies for modifying content, process, and product to accommodate varying learning profiles, ensuring all students receive effective reading instruction.

5. **Reading 5: Demonstration of Accomplishment R+**

Serving as a culminating practicum, this course requires participants to demonstrate their knowledge by implementing a comprehensive, evidence-based reading plan. It involves identifying student needs, providing appropriate interventions, and conducting progress monitoring.

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

Additional Professional Development Opportunities- 40-hour renewal

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

- **Reading Challenges: Dyslexia and More (20 hours)**
This module explores the learning challenges experienced by students with dyslexia and other reading disorders, emphasizing explicit, systematic, and sequential reading instruction.
- **Reading Challenges: Structured Literacy (20 hours)**
Focusing on structured literacy approaches, this course provides strategies for implementing explicit and systematic reading instruction, catering to students with diverse learning needs.
- **Reading Challenges: Structured Literacy for All (40 hours)**
An extended module that combines the content of the previous two courses, offering a comprehensive exploration of structured literacy strategies applicable to all students.

Florida Literacy Micro-Credentials

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

Differentiated Professional Learning

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

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

This information helps us provide the right kind of professional learning at the right time. For example, if data shows that a class is struggling with foundational reading skills, we might offer targeted sessions on

phonics instruction or small group interventions. Teachers whose students are showing strong growth might focus on extending learning through enrichment strategies or leading collaborative planning with peers.

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

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

Mentor Teachers

Describe how mentor teachers are identified and how model classrooms are established and utilized within the school.

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

Professional Learning Time

Describe how time is provided for teachers to meet weekly for professional learning.

Master schedules reflect the opportunities for teachers to participate in PLC meetings that provide opportunities for professional learning.

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

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

Name of Tutoring Program	Target Audience	Description
RAISE High School Tutoring Program	2 nd grade	Rising Juniors and Seniors are invited to participate in July during our 2 nd Grade BEST Reading Adventure Summer Program. These high school students work with 2 nd grade students that need urgent intervention daily for the duration of the program. Tutoring is offered to students who demonstrate reading deficits at their school sites. Targeted grade levels may vary based on needs and support available.
Lemerand Center of Excellence	3-10	Partnership with Food Brings Hope, The Lemerand Center of Excellence, and Daytona State College work with schools in the 32114 zip code. For those in the middle and high schools, tutors work with the students at the schools. The focus is with students who are level 2 and higher. For those in the elementary schools, they are bussed to Daytona State College to receive instruction by both Volusia County staff and pre-service teachers. The parents and students who are committed to the program also receive incentives, including paying for college.

		Parents who attend additional programs have benefitted by have their college courses paid for by the organization as well.
At school tutoring	K-12	Each school has their own tutoring program. Many target students who are below level, barely on level, or who still need to earn a concordant score for graduation.

7) Family Engagement ([Rule 6A-6.053\(9\)\(b\)3.p., F.A.C.](#))

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

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

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

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

8) Highly Effective Teachers ([Rule 6A-6.053\(9\)\(b\)3.f., F.A.C.](#))

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

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

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

9) Assurances ([Rule 6A-6.053\(9\)\(b\)2., F.A.C.](#))

District CERP Assurances: Initial next to each assurance (a.—i.). The [Local Educational Agency Chief Executive Officer, or his/her authorized representative] assures the following:

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

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

Signature:



Dr. Carmen J. Balgobin
Superintendent

Date:

7.28.2026