2021-22 Reading Plan

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Contact Information, Communication Plan, and Student Achievement Goals

Contact Information - Part A

District Contact Information

Reading Contacts
Identify the name, email address, position title, and job duties/responsibilities for each member of the district reading team.

Contact	Name, Title, Email, Phone
Main District Reading Contact	Wood, Debbie Literacy Facilitator - Elementary wood.debbie@brevardschools.org 321-633-1000, ext. 11342
Professional Development	Alba, Mike Director, Office of Professional Learning & Development alba.mike@brevardschools.org 321-633-1000, ext. 11240
Assessment	Francis, Neyda Assistant Director, Assessment and Accountability francis.neyda@brevardschools.org 321-633-1000, ext.11370
Data Element	Layfield, Elizabeth Elizabeth Layfield, Data Analyst III layfield.elizabeth@brevardschools.org 321-633-1000, ext. 11737
Third Grade Promotion	Harris, Tara Director, Leading & Learning - Elementary Programs harris.tara@brevardschools.org 321-633-1000, ext. 11331
Reading Endorsement	Thorstensen, Lynnette Lynnette Thorstensen, Professional Development Specialist thorstensen.lynnette@brevardschools.org 321-633-1000, ext. 11175
Summer Reading Camp	Ivery, Karen Director, Elementary Leading & Learning ivery.karen@brevardschools.org
300 Lowest-Performing Elementary Schools	Harris, Tara Director, Leading & Learning - Elementary Programs harris.tara@brevardschools.org 321-633-1000, ext. 11331
Secondary ELA	Gray, Nancy Nancy Gray - Secondary ELA Resource Teacher gray.nancy@brevardschools.org 321- 633-1000, ext. 11313
Secondary ELA	Bowman, Sherri Director, Leading & Learning - Secondary Programs bowman.sherri@brevardschools.org 321-633-1000, 11310
Elementary English Language Arts (ELA)	Cockrell, Jennifer ELA Resource Teacher - Elementary cockrell.jennifer@brevardschools.org 321-633-1000, ext. 11346
Elementary English Language Arts (ELA)	Chappie, Marilyn Director, Leading & Learning - Early Childhood (PreK-2) chappie.marilyn@brevardschools.org 321-633-1000, ext. 11341
Elementary English Language Arts (ELA)	Harris, Tara Director, Leading & Learning - Elementary Programs (K-6) harris.tara@brevardschools.org 321-633-1000, ext. 11331

Contact	Name, Title, Email, Phone
Reading Curriculum	Wood, Debbie Literacy Facilitator - Elementary wood.debbie@brevardschools.org 321-633-1000, ext. 11342
Reading Curriculum	Mallory, Jameka Literacy Facilitator - Secondary mallory.jameka@brevardschools.org 321-633-1000, ext. 11364
Reading Curriculum	Harris, Tara Director, Leading & Learning - Elementary Programs harris.tara@brevardschools.org 321-633-1000, ext. 11331
Summer Reading Camp	Wood, Debbie Literacy Facilitator, Elementary wood.debbie@brevardschools.org 321-633-1000, ext. 11342
Main District Reading Contact	Mallory, Jameka Literacy Facilitator - Secondary mallory.jameka@brevardschools.org 321-633-1000, ext. 11364
Main District Reading Contact	Ivery, Karen Director, Elementary Leading & Learning ivery.karen@brevardschools.org 321-633-1000, ext. 11542

Communication of Plan Information

Describe how the district will communicate the contents of its Comprehensive Evidence-Based Reading Plan to all stakeholders, including school administrators, reading leadership teams, literacy coaches, classroom instructors, support staff, and parents.

The K-12 CERP will be shared first with school leadership at their initial meeting a followed up with a memo. Essential Components, including intervention, will be addressed in a more thorough manner during principal meetings throughout the school year. K-12 Reading Plan will be accessible from the Elementary and Secondary ELA websites, which are available to the public. Pertinent information will be shared and monitor with teachers via the principal, literacy coach and/or MTSS facilitators. Stakeholders will utilize the K-12 Identification and Curriculum Decision Trees to drive data and problem-solving discussions and to guide the identification of student needs and intervention placement.

Student Achievement Goals - Part B

Measurable Student Achievement Goals

For each grade, K-12, establish clear and measurable student literacy achievement goals based on screening, progress monitoring, and statewide/districtwide summative assessments.

Previous School Year
Kindergarten - % of Students "Ready" on FLKRS 59%

Goal for Plan Year
Kindergarten - % of Students "Ready" on FLKRS 64%

Describe action steps to meet the district's kindergarten readiness goal.

• Monitor Brevard Public School VPK programs to ensure instruction is aligned with the Florida Early Learning
and Developmental Standards.
• Use the data from the three VPK Assessment Periods to provide intervention for students as needed.
• Support VPK teachers with professional development that is aligned with the Florida Early Learning and
Developmental Standards.
• Monitor VPK attendance and increase outreach to families on the importance of daily attendance.
• Support the 25 VPK classrooms that are participating in the OEL Star Early Literacy Pilot.
• Use the data from the Star Early Literacy assessments to support student instruction.
• Distribute Summer Learning Backpacks to all PreK students enrolled in a Brevard Public School PreK
program. Backpacks will include a materials and activities for parents to do with their children in preparation
for kindergarten.
• Provide PreK parents with a packet of information with guidance for families on ways to engage their students in oral language development and other readiness skills over the summer months. Post the information on the district website.
• Deliver professional development for teachers and administration on how to orient and welcome families and
students to kindergarten.
• Ensure that all elementary schools have kindergarten orientation events for families and post a recording of
the event, so families may participate on their own schedule.

Statewide English Language Arts Standardized Assessment:

Grade	Previous School Year % of Students Scoring					Goal for Plan Year % of Students Scoring				
	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5
3	19	21	31	22	7	15	15	31	27	12
4	22	20	27	22	10	15	15	30	27	15
5	18	23	27	22	9	13	17	34	25	11
6	16	22	23	27	13	13	17	25	30	15
7	25	23	23	19	9	20	23	25	22	10
8	24	22	27	18	9	20	21	29	20	10
9	23	22	23	22	10	20	20	25	25	10
10	21	25	22	22	10	20	21	25	24	10

Include additional literacy goals based on screening, progress monitoring, and/or district summative assessments. At a minimum, include specific goals for K-2 students.
Example: For each grade, K-2, increase the percentage of students currently scoring at or above grade level on (the approved district progress monitoring assessment) by 5% this year, from (60%) to (65%).

• i-Ready ELA grade level proficiency (Overall Reading Scale Score) will increase by 5% at each grade level
from the Diagnostic 1 to the Diagnostic 3.
• K-2 i-Ready domains of PA, Phonics and Vocabulary district averages will all fall with the 70% range

on EOY
Diagnostic in 2022.

District Budget for Research-Based Reading Instructions Allocation

Budget

1	Research-Based Reading Instruction Allocation	$0.00
2	Estimated proportional share distributed to district charter	$0.00
3	Reading coaches assigned to elementary schools	$0.00
4	Reading coaches assigned to secondary schools	$0.00
5	Intervention teachers assigned to elementary schools	$0.00
6	Intervention teachers assigned to secondary schools	$0.00
7	Supplemental materials or interventions for elementary schools	$0.00
8	Supplemental materials or interventions for secondary schools	$0.00
9	Intensive interventions for elementary students reading below grade level	$0.00
10	Intensive interventions for secondary students reading below grade level	$0.00
11	Professional development	$0.00
12	Helping teachers earn the reading endorsement	$0.00
13	Summer reading camps	$0.00
14	Additional hour for 300 lowest-performing elementary schools	$0.00
	Total:	$0.00

The use of the reading allocation funds must demonstrate a prioritization of K-3 students identified with a substantial deficiency in reading.

Describe how the district has prioritized reading allocation funds to fully support K- students identified with a substantial deficiency in reading.

Brevard prioritizes educating primary students. With the combination of federal funds, every elementary school in Brevard has a literacy coach. These coaches are instrumental in providing support/coaching for our primary teachers as they plan core and intervention instruction. Brevard has lost many of their veteran primary teachers due to attrition. Coaches work closely with the new teachers, as well as those intermediate teachers who have been placed in primary grades, fostering best practices from the start. Coaches assist teachers with data analysis as they use the Decision Trees to determine next steps for intervention/ acceleration for primary students. Coaches are instrumental with taking PD to Practice such as small group instruction, explicit foundational instruction and are playing a key role with the additional reading requirements for recertification, reading endorsement requirements and intervention for Substantially Deficient. Brevard's elementary coaches facilitated Reading Endorsement courses in all elementary schools in 2020-21 and will continue in 2021-22 to ensure that the maximum amount of teachers have the background to provide the most effective intensive interventions to our substantially deficient students in elementary, as well as evidenced based core instruction aligned to Florida's B.E.ST. Standards.

School Literacy Leadership Teams

How is the School Literacy Leadership Team requirement communicated to principals?

During summer leadership teams and fall preplanning day, principals will be informed of this requirement. School leadership has already been notified that their Literacy Leadership Team (LLT) will be playing a key role in the implementation of the B.E.S.T. Standards of ELA and newly adopted instructional materials.

To whom at the district level is the roster of School Literacy Leadership Teams communicated?

Literacy Facilitators will monitor the rostering of school-based Literacy Leadership Teams. Leading and Learning directors will be notified if a school fails to comply.

Who at the district level is responsible for supporting and monitoring School Literacy Leadership Teams and ensuring compliance?

Leading and Learning directors will monitor implementation of this requirement for their specific schools. Classroom walkthrough data will guide the work and focus of the LLT's. Literacy Facilitators will support coaches as they work to strengthen the overall functioning of the LLT.

Professional Development

Describe the reading professional development that will be provided by the district and/or schools, aligned to the requirements below:
- ◦ Provide professional development required by Section 1012.98(4)(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;

- ◦ Differentiate and intensify professional development 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 development.

The Office of Professional Development, FDLRS and Leading and Learning coordinate professional development opportunities which align with new reading certification requirements. Numerous pathways have been made available for teachers to earn their reading endorsement/certification. Job-embedded reading endorsement courses have been facilitated by site-based literacy coach. District has notified all stakeholders of the requirements and the timeframes for completing each additional requirement. Courses have been updated and identified which will count toward each requirement. FDLRS, Exploring Structured Literacy course will be offered each semester. All facets of the Section 1012.98(4)(b)11., F.S., regarding multisensory, explicit, and systematic instruction has been infused in literacy PDs sessions. These elements will be the focus of the PD for implementing new core instructional materials, as well as ongoing intervention PD offerings.

BPS has a structured support for differentiated PD support for alternative cert, new teachers or teachers who may need additional support based on their annual evaluation. Peer mentoring is also another support that all schools have for additional PD support for teachers. Coaches differentiate PD and support based on data trends and classroom observation/walkthrough data. Principals monitor classroom instruction and will initiate additional supports for individual teachers as needed.

B.E.S.T. Standards for ELA and instructional materials implementation training will be provided to all teachers of ELA. Model classrooms will be identified based on achievement data and walkthrough data. District will guide the focus for identifying model classrooms, so they mirror the expectation for Tier 1 instruction.

Principals maximize time for PD by infusing "nuggets" during grade level data and planning sessions to address an evidence-based strategy or standards alignment concern. Schools develop a yearlong PD plan which supports their SIP and student achievement needs.

Provide a description of how the district will communicate to principals the professional development requirements and how the district will support principals with fulfilling each requirement. Include who at the district is responsible for monitoring professional development requirements and ensuring compliance.

How are professional development requirements communicated to principals?

Through Leadership Team Meetings, weekly Leadership Team Packet and monthly small group principal meetings and K-12 Leadership Team meetings. Literacy Leadership Teams will discuss how best to ensure information gets down to the teacher level.

Who at the district level is responsible for supporting and monitoring the professional development requirements and ensuring compliance?

The Office of Professional Learning and Development along with the directors in Leading & Learning monitor these requirements and will reach out to school principals and teachers not meeting the requirement.

Charter Schools

Does the district ensure charter schools will utilize their proportionate share of the research-based reading allocation in accordance with Sections 1002.33(7)(a)2.a. and 1008.25(3)(a), F.S.?

Yes

Literacy Coaches

Literacy Coaches - Part A
If the funding of literacy coaches is part of the reading allocation budget, literacy coaches must be assigned to schools determined to have the greatest need based on student performance data in reading. Districts must use the Just Read, Florida! model or explain the evidence-based coaching model used in their district and how they will monitor the implementation and effectiveness of the coaching model. This must include how communication between the district, school administration, and the reading coach throughout the year will address areas of concern.

Coaches must possess the following:

- bachelor's degree and reading endorsement or reading certification;

- highly effective rating on most recent available evaluation that contains student achievement data;

- experience as successful classroom teachers;

- knowledge of evidence-based reading research;

- special expertise in quality reading instruction and infusing reading strategies into instruction;

- data management skills;

- strong knowledge base in working with adult learners;

- excellent communication skills; and

- outstanding presentation, interpersonal, and time-management skills.

How were schools with the greatest need based on student performance data in reading selected for coach services and supports? Attach corresponding rubric, if applicable.

For many years, Brevard has used a data-based formula to allocate K-12 coach resources to the schools with the greatest needs which has some secondary schools receiving tiered support. Literacy coaches are school based. Brevard continues to prioritize the role of the coach by supplementing the CERP Reading Allocation funds with federal funds at the elementary level to ensure the district is supporting all primary students with reading deficiencies not just those in the lowest performing schools.
Grant funds have provided each of our lowest performing elementary schools are Primary Instructional Coach. Additionally, focus schools will receive intervention allocations. Lowest performing schools have additional instructional coaches and support staff which are not funded out of the K-12 Reading Plan allocation. District staff prioritize time to support the lowest performing schools.

Upload rubric, if applicable
The following documents were submitted as evidence for this section:

No files were uploaded

Literacy Coaches - Part B

Requirements of the Just Read, Florida! Coaching Model

- Provide professional development on the following:
  - the major reading components, as needed, based on an analysis of student performance data;

  - administration and analysis of instructional assessments; and

  - providing differentiated instruction and intensive intervention.

- Model effective instructional strategies for teachers.

- Facilitate study groups.

- Train teachers to administer assessments, analyze data, and use data to differentiate instruction.

- Coach and mentor teachers daily.

- Provide daily support to classroom teachers.

- Work with teachers to ensure that evidence-based reading programs are implemented with fidelity.

- Help to increase instructional density to meet the needs of all students.

- Participate in reading leadership teams.

- Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies.

- Prioritize time to those teachers, activities, and roles that will have the greatest impact on student achievement in reading, namely coaching and mentoring in classrooms.

- Work frequently with students in whole and small group instruction to model and coach in other teachers' classrooms.

- Work with school principals to plan and implement a consistent program of improving reading achievement using strategies that demonstrate a statistically significant effect on improving student outcomes.

Note: Coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach, and must limit the time spent on administering or coordinating assessments.

Is the district using the Just Read, Florida! coaching model?

Yes

If no, please attach the evidence-based model the district is using.
The following documents were submitted as evidence for this section:

No files were uploaded

If yes, please complete the next section:

How are these requirements being communicated to principals?

Annually, principals are informed about the role of the coach through various methods- leadership memo. Throughout the year, the Principal, Assistant Principal and Coach (PAC) meetings assist with building literacy leadership teams and providing teams time to problem solve on how to maximize the work and impact of the literacy coach - teacher efficacy. District senior leadership conduct walk throughs and share student work/best practices during small group principal meetings. These sessions highlight way of work where student achievement is improving along with Tier 1 Instruction.

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 development based on need?

Schools are required to review student data regularly. Coaches lead or co-lead these school-based discussions. Elementary Principal, Assistant Principal and Coach (PAC) professional development sessions provide guided time for teams to review data and create action steps. Coaches use student data to drive coaching plans/cycles with teachers or grade levels. Student tasks are analyzed during data sessions to identify gaps in instructional or alignment with standard (Benchmark).

Who at the district level is supporting and monitoring coach time and tasks?

Elementary and Secondary Literacy Facilitators, as well as the Directors of Leading and Learning

How often is coaching time, tasks, and impact data being reported and reviewed by the district?

Brevard has invested in coaches knowing the impact they can have on overall student achievement. Principal Checklist includes key factors of how coach time will be prioritized on school campuses. Coaches are aware that their effectiveness is measured by teacher efficacy resulting in school growth = grade level proficiency and learning gains. BOY, MOY, and EOY data is reviewed by the district followed by action steps based on findings. Additional support/scaffolding is given to new coaches and schools of need.
As we approach the first year implementation of the BEST Standards and a new ELA core program, coaches will will be given a monthly focus for PD, Coach Support and Coaching teachers. Monthly reflections, check-ins and classroom walkthrough data will help keep coach time focused. Job-embedded reading endorsement enrollment-completers provides another indicator of literacy culture and the focus for school's literacy leadership team. Calendars are readily accessible to building principals and reviewed, as needed, by Literacy Facilitators and Directors of Leading and Learning.

What problem-solving steps are in place for making decisions regarding coaching time and tasks based on the data?

The Directors supervising the principals monitor the use of the coach.
Coaches are to prioritize their time to maximize student achievement through increasing teacher efficacy and effectiveness. Coaches are to share their concerns with building level principal first. If not resolved, coaches report their concern to the Literacy Facilitator. Literacy Facilitator works with director overseeing principal.

District-Level Monitoring of Plan Implementation

District-Level Monitoring - Part A

Districts must monitor the implementation of the District K-12 Comprehensive Evidence-Based Reading Plan at the school and classroom level. Districts must also explain how concerns are communicated if it is determined that the District K-12 Comprehensive Evidence-Based Reading Plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students. The district must:

- Provide an explanation of the data that will be collected, how it will be collected, and the frequency of review must be provided. Districts must also explain how concerns are communicated if it is determined that the District K-12 Comprehensive Evidence-Based Reading Plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students;

- Ensure all instruction in reading is systematic and explicit, based on data, and uses an evidence-based sequence of reading instruction and strategies to meet the needs of students at the school level and determining appropriate instructional adjustments;

- Ensure that data from formative assessments are used to guide differentiation of reading instruction;

- Ensure incorporation of reading and literacy instruction by all content area teachers into subject areas to extend and build discussions of text in order to deepen understanding; and

- Evaluate District K-12 Comprehensive Evidence-Based Reading Plan implementation and impact on student achievement.

Assessments

Indicate the assessment(s) used to screen and progress monitor K-12 students. For each assessment, indicate the following:

- the full name of the assessment;

- the grade level(s) the assessment is administered, and, where applicable, criteria for identifying students who will be assessed; and

- the components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension) or the standards strand (reading, communication) that will be assessed, the type of assessment, and how often the data will be collected and analyzed to support instruction.

Name of the Assessment	To whom is the assessment administered?	Assessment type	What component of the reading/strand of standard is being assessed?	How often is the data being collected?
STAR Early Literacy	Kindergarten Students	Screener, Diagnostic	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary	Annually
i-Ready	K-6 Students	Screener, Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
Phonological Awareness Screening Instrument (PASI)	Kindergarten and 1st Grade	Progress Monitoring, Diagnostic	Phonological Awareness	2 x A Month
DIBELS Next	Grades 2-12	Progress Monitoring, Formative Assessment	Phonics, Fluency, Vocabulary, Comprehension	2 x A Month, Quarterly
DIBELS Next	K-2 Students	Progress Monitoring	Phonological Awareness, Phonics	2 x A Month
95% Group	1-3 Students	Progress Monitoring, Diagnostic	Phonics	2 x A Month
Running Records	K-3 Students	Progress Monitoring, Formative Assessment	Phonics, Fluency, Vocabulary, Comprehension	2 x A Month, Monthly, Quarterly
TOWRE-2 Test of Word Reading Efficiency	2nd Edition	Identified K-6 Students with an IEP	Diagnostic	Phonics	Annually
DAR - Diagnostic Assessment of Reading	2-12 Students	Diagnostic	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Annually
FSA	3-12 Students	Summative	Vocabulary, Comprehension	Annually
HMH Reading Inventory	7-10 students and 11-12 Retake Students	Screener, Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Fluency	3 x A Year
HMH Read 180 lesson data	7-12 designated as Tier 2 and Tier3 Students	Progress Monitoring, Formative Assessment	Phonics, Fluency	2 x A Month
HMH System 44 Phonics Inventory	7-12 designated as Tier 2 and Tier3 Students	Progress Monitoring	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	2 x A Month
HMH System 44 lesson data	7-12 designated as Tier 2 and Tier3 Students	Formative Assessment, Summative	Comprehension	Quarterly
easy CBM	K-12 OPM	Screener, Progress Monitoring, Formative Assessment, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Quarterly
i-Ready	2-6 Students	Screener, Progress Monitoring, Formative Assessment	Oral Language, Phonological Awareness, Phonics, Vocabulary, Comprehension	Quarterly

Name of the Assessment	To whom is the assessment administered?	Assessment type	What component of the reading/strand of standard is being assessed?	How often is the data being collected?
District Developed Assessment	K Students			

District-Level Monitoring - Part B
Provide the following information to depict how the district will meet each of the requirements.

Who at the district level is responsible for providing plan implementation oversight, support, and follow-up?

Literacy Facilitators initially with the Leading & Learning and Student Services directors and Area Superintendents as needed.

What process is in place for ensuring all instruction in foundational reading skills is systematic and explicit and all reading instruction is evidence-based?

Teacher cadre were trained in BEST Standards and the Science of Reading last summer. These same individuals served on the adoption committees.
Initial B.E.S.T teacher training highly emphasized how the Foundation Strand should be instructed. District will develop training this summer to support implementation of new core instructional materials for the Foundation Strand and district created walk-through tools will support teachers and administrators with Look Fors (timestamp) for the Foundation Strand.

What process is in place for ensuring that formative assessment data is used to differentiate reading instruction?

Benchmark Advance and HMH assessments will be reviewed this summer to determine which tools provide quality formative assessment data for re-teaching or for differentiation. The district will create alternative assessments if needed. Teachers use running/reading records and/or oral reading fluency measures to monitor reading development.
i-Ready and HMH instructional data and other assessment measures provide reports to plan differentiation/intervention.

What steps are the district taking to incorporate literacy instruction into content areas to build discussions of texts in order to deepen understanding?

Much work has already occurred in this area with the district's partnership with TNTP and Standards Institute. Teachers have been using district created lessons or units of study to build topic knowledge while instructing the ELA Standards. Graphic organizers for students to store key learning, oral rehearsal opportunities, collaborative discussions and writing opportunities to share or explain thinking are expected practices in all content area classrooms.

How are concerns communicated if the plan is not being implemented to meet the needs of students?

Annual surveys and reflection of what is working and what is not. Monthly touch points with literacy coaches along with walk-throughs provide insight. District support or guidance throughout the year addresses based on the level of concern. Various support individuals are available to intercede when identified schools need additional support.

District-Level Monitoring - Part C
Districts must annually evaluate the implementation of their K-12 Reading plan. The evaluation must:

- Analyze elements of the district's plan, including leadership, assessment, curriculum, instruction, intervention, professional development and family engagement;

- Include input from teachers, literacy coaches and administrators at the school level; and

- Identify elements in need of improvement and strategies to increase literacy outcomes for students.

Describe the district's plan to meet each requirement above. Include a description of how the district will use the evaluation to improve implementation of the district's plan for the following school year to increase student achievement.

Brevard will use the state's Self Evaluation Tool for this requirement. District Literacy Leadership Team will complete the process by June 15, 2021 deadline.

Self Reflection Tool
Districts must upload their evaluation of the District K-12 Comprehensive evidence-Based Reading Plan.

The district must use the evlauation to improve implementation of the district's plan for the following school year to increase student achievement.

The following documents were submitted as evidence for this section:

No files were uploaded

School-Level Monitoring of Plan Implementation

School-level implementation - Part A
Districts must describe the process used by principals to monitor implementation of, and ensure compliance with, the reading plan, including weekly reading walkthroughs conducted by administrators. In addition, districts must describe how principals monitor collection and utilization of assessment data, including progress monitoring data, to determine intervention and support needs of students.

What process is in place to ensure effective implementation?

Collaborative Planning, Site-based Coach Support, Ongoing PD, Instructional Expectations, Pacing and guidance documents for core instruction all support K-12 implementation.
Decision Trees and IPST Forms 1-8 are tools used in MTSS process.

Who at the district level supports effective implementation?

Literacy Facilitators initially along with other district resource personnel of Leading & Learning and Student Services divisions. Directors and Area Superintendents as needed.

What process is in place to identify areas in need of improvement for effective implementation?

Ongoing evaluation, walk-through data, feedback from surveys and PD sessions. Self-evaluation: what is working and what is not?

Weekly reading walkthroughs - Part B

What process is in place to ensure effective implementation?

Best Practices, Instructional Expectations, IPPAS Teacher Evaluation system

Who at the district level supports effective implementation?

Leading & Learning Directors

What process is in place to identify areas in need of improvement for effective implementation?

Ongoing evaluation, walk-through data and debrief sessions with groups of principals.

Use of data to determine interventions - Part C

What process is in place to ensure effective implementation?

District monitoring of data, PMP's, MTSS, Scheduling, and intervention courses

Who at the district level supports effective implementation?

MTSS Trainers, district support personnel, as well as the Leading & Learning Directors

What process is in place to identify areas in need of improvement for effective implementation?

Review research and evidence-based of interventions being used. MTSS process review.

Summer Reading Camp

Reading Camp - Part A
For Summer Reading Camps required by Section 1008.25(7), F.S., districts must:

- Provide instruction to grade 3 students who score Level 1 on the statewide standardized assessment for ELA;

- Implement evidence-based explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension; and

- Provide instruction by a highly effective teacher endorsed or certified in reading.

All district Summer Reading Camp teachers are highly effective and reading endorsed/certified.

Yes

Describe the district's plan to meet each requirement for Summer Reading Camps required by Section 1008.25(7), F.S. Include a description of the evidence-based instructional materials that will be utilized.

26 school sites will be providing a Summer Reading Camp experience for 3rd grade students identified as substantially deficient in reading. District has created a program using evidence-based instructional materials, such as Leveled Literacy Instruction (https://bit.ly/3jSoJXh) and 95% Percent Phonics Multisyllabic Lessons, and evidenced-based, high-yield instructional strategies. Comprehension instruction is supported with connected writing instruction with the intent to build topic knowledge. Students will receive a large print copy of The One and Only Ivan (Read Aloud) sponsored by the United Way (https://bit.ly/3jQLquW) that the teachers will use as a read aloud and connect to writing lesson and vocabulary/language portion of the lessons. Morning meeting, word study and writing connect to the Read Aloud teachers will provide. Learning Ally audio book/texts will be available for students and teachers as another avenue for students to access text. Students will use Lexia as their supplemental technology and teachers will use Lexia intervention lessons to provide explicit instruction. Lessons are explicit, multisensory, and scaffolded for learners (and teachers).
Assurance 3 –Standards and ESSA Alignment
The selected K-3 programs are in distinct alignment to the B.E.S.T. ELA Standards, science of reading components, appropriate ESSA levels of evidence, and needs of the target population.

Lexia Core5
•Aligns with the phonological awareness, phonics, and fluency ELA B.E.S.T. Standards
•Systematic and structured approach to six critical areas of reading for all mastery levels, including at-risk learners. Science of reading domains include phonological awareness, phonics, structural analysis, fluency, vocabulary, and comprehension
•Strong level of evidence, as defined by ESSA(Hurwitz & Vanacore, 2020)
https://tinyurl.com/yv3temac
Effect size:
Response to Intervention – 1.29
Interventions for Learning Needs .77
Phonics Instruction: .70
Feedback .70
Vocabulary Programs .62
Direct Instruction .60
Explicit Teaching Strategies .57
Small Group Learning .47

Early Years Intervention .44
Technology with Elementary Students .44

95% Group
•Aligns with the ELA B.E.S.T. Standards and the Foundational Benchmarks under phonological awareness (F.1.2,F.2.1),phonics, and word analysis (F.1.3).
•95% Group instructional materials and processes are geared towards struggling readers and permit teachers to begin instruction at student's lowest skill deficit, with a focus on phonological awareness and phonics.
•Promising level of evidence, as defined by ESSA (Research Support for 95 Percent Group, 2017). Links to two state vetted lists for instructional materials meeting ESSA requirements:
tinyurl.com/nkhys3vr
https://tinyurl.com/87ua472d
https://tinyurl.com/42hzdc4p
Links to Efficacy Studies:
https://tinyurl.com/f5wysn6r
https://tinyurl.com/u95k3xa8
https://tinyurl.com/zr435874
Effect size:
Response to Intervention – 1.29
Interventions for Learning Needs .77
Phonics Instruction: .70
Feedback .70
Vocabulary Programs .62
Direct Instruction .60
Strategy Monitoring .58
Explicit Teaching Strategies .57
Small Group Learning .47
Early Years Intervention .44

Districts have the option of providing summer reading camps to students in grades K-2 who demonstrate a reading deficiency as determined by district and state assessments, and students in grades 4-5 who score Level 1 on the statewide, standardized ELA assessment.

Will the district implement this option?

Yes

If yes, describe the district's instructional plan, include a description of the evidence-based instructional materials that will be utilized.

Grade 1 Summer Program will use the Benchmark Phonics Workshop curriculum to provide systematic, explicit, and multisensory multiple structured phonics lessons to address the key phonics skills that rising 2nd grades struggle with. Students will utilize Lexia Core 5 as an additional intervention to address foundation skills.
Grade 2 Summer Program will use the Leveled Literacy Instruction, 95% Phonics Lessons and Lexia Core 5. Comprehension instruction is supported with connected writing instruction with the intent to build topic knowledge. Lessons are explicit and scaffolded for learners (and teachers).
Title I schools were encouraged to provided summer opportunities for intermediate students.

Attendance - Part B
Complete below depicting the number and percentage of students attending summer reading camps.

Number of Students Attending Summer Reading Camp

Third grade students who score Level 1 and at risk of retention (1008.25(7)(a)2., F.S.)
506

Students who demonstrate a reading deficiency in grades K-2
1,082

Students who score Level 1 in grades 4-5
279

Percentage of Students Attending Summer Reading Camp

Third grade students who score Level 1 and at risk of retention (1008.25(7)(a)2., F.S.)
53%

Students who demonstrate a reading deficiency in grades K-2
22%

Students who score Level 1 in grades 4-5
15%

Parent Support through a Read-At-Home Plan

Describe the district's plan for providing a read-at-home plan to parents of students identified with a substantial deficiency in reading. Include literacy partnerships or programs the district has to increase support for families to engage in literacy activities and reading at home. In addition, include who at the district is responsible for supporting and monitoring implementation.

IEP, ELL and PMP plans document strategies that address areas of deficiency. During scheduled meetings, parents are provided access to tools that parents can use at home to support their child's learning. Learning Ally and Snap & Read are digital tools which enable parents and students to learn together. District utilizes, shares, and connects to the Office of Early Learning and Just Read, Florida resources for families, such as but not limited to IES/REL's Support Your Child's Reading at Home documents and Just Take 20 for Families. The district's Embracing Neurodiversity webpage connects parents and other key stakeholders to multiple resources to support children with reading deficiencies. Currently, the Early Childhood team is working on a "Thrive by Five" initiative with local businesses and hospitals and will have a new webpage for supporting our earliest readers...who are risk at birth.

Who at the district is responsible for monitoring this requirement?

Leading & Learning Directors along with the Literacy Facilitators. However, this is a team effort to ensure that all parents have access to the tools needed so they feel confident about supporting their child.

Assessment, Curriculum, and Instruction

Requirements - Part A
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.

Provide whole group instruction utilizing an evidence-based sequence of reading instruction.

How does the district support and monitor implementation?

Brevard is supporting evidenced-based and standards aligned ELA instruction through adopting a district unified core curriculum which is aligned to the Florida B.E.S.T. Standards and through their investment in school-based literacy coaches. District created pacing and other structured supports, as well as professional development modules will support the fidelity of the implementation. Coaches provide job-embedded PD and side by side coaching as teachers instruct grade level standards aligned whole group lessons during the 90 Minute Block. Directors conduct walk-throughs with principals and use district pacing and "look-fors" to build capacity within leadership and for maximizing consistency of implementation.

Who at the district is responsible for supporting and monitoring this requirement?

Leading & Learning Directors and ultimately the Assistant
Superintendents for Leading & Learning. District support staff monitor implementation and provide ongoing PD, resources, and support/guidance.

Use texts to increase students' background knowledge and literacy skills in social studies, science, and the arts.

How does the district support and monitor implementation?

Brevard has done a lot of work in this area with district created Adapted Text Units, CIS Lessons, DBQ's and Text Sets.
Survey data for ELA adoption identified building topic knowledge as a key non-negotiable for selecting a new core curriculum. Benchmark Advance K-5 curriculum builds topic knowledge in a spiraling fashion. 6th Grade, Savvas core curriculum has rich informational text providing the opportunity to connect to content areas/topics.

Who at the district is responsible for supporting and monitoring this requirement?

Leading & Learning Directors and ultimately the Assistant
Superintendents for Leading & Learning. District support staff monitor implementation and provide ongoing PD, resources, and support/guidance.

Provide small group differentiated instruction in order to meet individual student needs.

How does the district support and monitor implementation?

Brevard is supporting evidenced-based and standards aligned ELA instruction through adopting a district unified core curriculum which has a small group component tied to quality text and supported with high-quality teacher lessons. Small group lessons build content (topic) knowledge and connects to whole group's text - topic. Small group lessons support grade level instruction and are aligned to the Florida B.E.S.T. Standards. Site-based literacy coaches will provide job embedded PD, coaching

and support to implement small group instruction effectively in the 90 Minute Block. Summer work committee created time-stamped grade level guides to support a unified implementation and to provide clear expectations for all stakeholders. An additional two days of planning and professional development have been offered for teachers to explore and collaboratively plan with New B.E.S.T. standards and new curricula. Coaches will provide job-embedded PD and side by side coaching as teachers differentiate small group lessons in response to student data. School literacy teams will monitor implementation of small group through intentional and focused observations, walkthroughs and will respond to needs (trends) with quick PD, coaching cycles or modeling opportunities to improve instructional practice to maximize student achievement. Directors conduct walk-throughs with principals and use district pacing and "look-fors" to build capacity within leadership and for maximizing consistency of implementation.

Who at the district is responsible for supporting and monitoring this requirement?

Leading & Learning Directors and ultimately the Assistant
Superintendents for Leading & Learning. District support staff monitor implementation and provide ongoing PD, resources, and support/guidance.

Florida's Revised Formula For Success - Part B
K-12 reading instruction will align with Florida's Revised Formula for Success, 6 + 4 + T1 +T2 + T3, which includes the following:

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;

- **Four types of classroom assessments:** screening, progress monitoring/formative assessment, diagnosis, and summative assessment;

- **Core instruction (Tier 1):** is standards-aligned; includes accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; provides print-rich explicit and systematic, scaffolded, and differentiated instruction; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning as defined in 34 C.F.R. 200.2(b)(2)(ii);

- **Immediate intervention (Tier 2):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; 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 feedback; and occurs in addition to core instruction; and

- **Immediate intensive intervention (Tier 3):** is provided to students identified as having a substantial deficiency in reading; is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; 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; and occurs in addition to core instruction and Tier 2 interventions. In accordance with Section 1008.25(4)(c), F.S., students identified with a substantial reading deficiency must be covered by a federally required student plan, such as an IEP or an individualized progress monitoring plan and receive intensive interventions from teachers who are certified or endorsed in reading.

Describe how the district will align K-12 reading instruction with Florida's Revised Formula for Success.

District implementation guide will outline pacing with time-stamping for the six components of reading - 90 Minute Block. Newly adopted ELA Instructional Program is aligned to the Florida's new B.E.S.T. Standards for ELA. Prepared professional development will infuse the elements of Curriculum/Assessment Decision Trees along with district required assessments cover the OPM, Formative, Diagnostic and Summative assessments. Schools use Decision Trees in conjunction with MTSS/RTI process and Forms 1-8 which provide IF/Then scenarios.

How does the district support and monitor implementation?

District Literacy Leadership Team monitors use of Decision Trees, scheduling requirements, i-Ready and other pertinent data, intervention courses, Forms 1-8 for MTSS/RtI to monitor. Pacing documents and other key information is posted on an app for easy access during walkthroughs. The Instructional Expectations document provides guideline for administrators.

Who at the district is responsible for supporting and monitoring this requirement?

Leading & Learning Directors and ultimately the Assistant
Superintendents for Leading & Learning. MTSS Trainers and ESE Specialists monitor intervention and documentation of the OPM data. District support staff monitor implementation and provide ongoing PD, resources, and support/guidance.

Assessment/Curriculum Decision Trees - Part 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-2. Use the Assessment/Curriculum Decision Tree template 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 screening, diagnostic, progress monitoring, local assessment, statewide assessment, or teacher observations used within the district. Pursuant to Section 1002.69, F.S., the Florida Kindergarten Readiness Screener (FLKRS) must be used as a component of identification for kindergarten students, and according to section (12) of the plan rule, the assessment tool used to identify students in grades K-3 with a substantial deficiency. Florida Standards Assessment-English Language Arts (FSA-ELA) must be one of the components used for grades 3-12 pursuant to Section 1008.25(4)(a), F.S.;

- Target audience (grade level);

- Performance criteria used for decision-making for each instrument;

- Assessment/curriculum connection, including evidence-based curriculum materials and practices used in instruction and intervention, that address the six (6) components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;

- The methods for providing reading instruction and intervention to students who may continue to receive instruction through distance or blended learning;

- An explanation of how instruction will be modified for students who have been identified as having a substantial deficiency in reading who are in need of intensive intervention; and

- Specific criteria for when a student is identified to receive intensive reading interventions by a teacher who is certified or endorsed in reading, what intensive reading interventions will be used, and how they are provided. Districts must identify the multisensory intervention provided to students in grades K-3 who have a substantial deficiency in reading. A description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

Upload Decision Tree File in PDF format
The following documents were submitted as evidence for this section:

2021-22_Brevard_K12_CERP_Decision_Trees2.pdf
2021-22 Brevard K12 CERP Decision Trees
[Document Link](#)

Identification of Students with a Substantial Reading Deficiency

Describe the district's process for identifying students with a substantial deficiency in reading based on the criteria above.

Brevard's definition of Substantially Deficient is very thorough and requires the triangulation of data prior to labeling a student SD. i-Ready is Brevard's universal screener and progress monitoring tool. Overall reading score at or below the 15th percentile rank is considered substantially deficient. Decision Trees and the MTSS process guide the process for Tier 3 intervention.

300 Lowest-Performing Elementary Schools

Does the district have one or more of the 300 lowest-performing elementary schools?
If yes, describe the process the district uses to ensure all of the following requirements are met. If individual schools within the district have a different approach to meet the requirements below, please include their plan.

Yes

Provide an additional hour per day of intensive reading instruction for students in the school. The additional hour may be provided within the school day.
Note: If the additional hour is provided within the school day, 150 minutes of reading instruction must be provided in accordance with Rule 6A-6.053, F.A.C., and Section 1011.62, F.S.

Endeavour and Mims are currently identified as a Lowest 300. Both schools have an extended day and provide an additional hour of intensive reading intervention instruction.

The additional hour per day of intensive reading instruction must be provided by teachers and reading specialists who have demonstrated effectiveness in teaching reading.

Principals have pre-identified the qualified teachers who will provide intervention to the neediest students. Funding has been allocated for two additional interventionists for each of these schools.

The intensive reading instruction delivered in this additional hour includes research-based reading instruction that has been proven to accelerate progress of students exhibiting a reading deficiency, including:
- ◦ differentiated instruction based on screening, diagnostic, progress monitoring, or student assessment data to meet students' specific reading needs;

- ◦ explicit and systematic reading strategies to develop phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided practice, error correction, and feedback; and

- ◦ integration of social studies, science, and mathematics text reading, text discussion, and writing in response to reading.

Schools use a variety of evidence-based programs for our intervention hour. Some of the programs include but are not limited to Leveled Literacy Intervention (LLI), 95% Group Phonics Lesson Library, 95% Group Phonics and Phonological Awareness Chip Kits, Write Score, Curriculum Associates Phonics for Reading, Barton, Reading Mastery, Lexia, and i-Ready Toolkit Lessons. Brevard County Schools uses What Works Clearinghouse, district decision trees, current research from EdReports.
Data collected from district required assessments, i-Ready diagnostics and growth monitoring, i-Ready Standards Mastery and various ongoing progress monitoring is used to determine the targeted intervention instruction for our students and their placement in intervention groups. It also determines whether they need to be entered into the MTSS process. Ongoing progress monitoring for students in Tier 2 groups is collected bi-weekly, and data for students in Tier 3 groups is collected weekly. Schools conduct monthly data meetings to monitor interventions, discuss growth of individual students and subgroups, as well as address the overall trends in the latest data. Schools continue to use district decision trees to inform the instructional pathways of these intervention groups to ensure success for all. All stakeholders track student achievement and progress toward proficiency goal monthly and is viewable in data room.
Title I teachers, interventionists, and assistants utilize the LLI and other appropriate interventions, which incorporate the integration of other subjects in their leveled text. A writing task is incorporated in every even

numbered lesson, so students respond to text in LLI groups every other day. Classroom teachers pull various texts and articles to use during intervention hour that also integrates social studies, science, and mathematics. They develop writing prompts for students to respond to these texts. Instructional Expectations ensure daily instruction in all ELA components, reflect a text set approach for teaching standards using content area texts, place an emphasis on wide reading and daily writing opportunities in all content areas, embed ongoing engagement through communication strand, provide daily opportunities for phonics and vocabulary building, as well as ensure differentiated small group instruction using texts within the grade level band and support all content areas.