

Brevard Public Schools



2022-23 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, position title, email address, and phone number for each member of the district reading team. The Main District Reading Contact will be the Florida Department of Education's (FDOE) contact for the District K-12 Comprehensive Evidence-Based Reading Plan and is responsible for the plan and its implementation. Other contacts are those who work primarily with an area covered within the plan.

Contact	Name, Title, Email, Phone
Main District Reading Contact	Wood, Debbie Elementary Literacy Facilitator wood.debbie@brevardschools.org 321-633-1000 x11342
Summer Reading Camp	Ivery, Karen Director, Elementary Leading & Learning ivery.karen@brevardschools.org 321-633-1000 x11542
300 Lowest-Performing Elementary Schools	Harris, Tara Director, Elementary Leading & Learning harris.tara@brevardschools.org 321-633-1000 x11331
Reading Endorsement	Thorstensen, Lynnette Professional Development Specialist thorstensen.lynnette@brevardschools.org 321-633-1000 x11175
Elementary English Language Arts (ELA)	Cockrell, Jennifer Resource Teacher, Elementary ELA cockrell.jennifer@brevardschools.org 321-633-1000 x11346
Elementary English Language Arts (ELA)	Chappie, Marilyn Director, Elementary Leading & Learning (PK-2) chappie.marilyn@brevardschools.org 321-633-1000 x11340
Elementary English Language Arts (ELA)	Harris, Tara Director, Elementary Leading & Learning (Elementary Programs) harris.tara@brevardschools.org 321-633-1000 x11330
Secondary ELA	Gray, Nancy Secondary ELA Resource Teacher gray.nancy@brevardschools.org 321-633-1000 x11313
Secondary ELA	Bowman, Sherri Director, Secondary Leading & Learning (Secondary Programs) bowman.sherri@brevardschools.org 321-633-1000 x11310
Multi-Tiered System of Supports (MTSS)	Mela, Carol Director - Elementary Leading & Learning (Title I/MTSS) mela.carol@brevardschools.org 321-633-1000 x11351
Professional Development	Alba, Mike Director - Office of Professional Learning & Development alba.mike@brevardschools.org 321-633-1000 x11240
Assessment	Francis, Neyda Director - Accountability, Testing and Evaluation francis.neyda@brevardschools.org 321-633-1000 x11370
Data Element	Layfield, Elizabeth Systems Analyst III, FTE Analyst layfield.elizabeth@brevardschools.org 321-633-1000 x 11737

Contact	Name, Title, Email, Phone
Reading Curriculum	Mallory, Jameka Secondary Literacy Facilitator mallory.jameka@brevardschools.org 321-633-1000 x 11364
Reading Curriculum	Wood, Debbie Elementary Literacy Facilitator wood.debbie@brevardschools.org 321-633-1000 x11342
Reading Curriculum	Bias, Kimberly Director - Exceptional Education Services bias.kimberly@brevardschools.org 321-633-1000 x11520
Third Grade Promotion	Ivery, Karen Director, Elementary Leading & Learning ivery.karen@brevardschools.org 321-633-1000 x11542
Reading Curriculum	Copeland, Allyssa RAISE Coodinator copeland.allyssa@brevardschools.org 321-633-1000

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 and followed up with a memo. Essential Components, including intervention, will be addressed in a more thorough manner during principal meetings throughout the school year. School based Literacy Leadership Teams (LLT) will monitor implementation of the K-12 Reading Plan, which includes sharing with families during open house and literacy nights. The LLT shares information with SIP team and collaboratively determine action steps to address areas of need. 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 monitored with teachers and families 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 56%

Previous School Year

Kindergarten - % of Students "Ready" on FLKRS 62%

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

- 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 in emergent literacy 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 all VPK classrooms now using Star Early Literacy for progress monitoring.
- Use the data from the Star Early Literacy assessments to plan for, support and differentiate 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.
- Invite PreK Parents to an EOY meeting and provide them with a packet of information and guidance on ways to engage their students in oral language development and other readiness skills over the summer months using the Summer Learning Backpacks. 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. Share the DEL’s NEW Transition to K website <http://www.floridaearlylearning.com/vpk/transition-to-kindergarten> with all schools in incoming families.

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	20	22	31	21	6	15	18	35	23	9
4	20	19	26	24	11	15	17	30	25	13
5	17	22	27	23	11	14	19	30	24	13
6	16	20	22	28	13	13	18	25	29	15
7	25	22	23	20	11	22	19	26	19	14
8	25	23	25	17	9	22	20	28	18	12
9	24	21	22	22	11	21	18	25	22	14
10	22	24	22	22	9	19	21	25	23	12

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%).

K-2 students who score at or above grade level on FAST-STAR PM1 will maintain or increase performance for PM2 and PM3.

K-2 students scoring at grade level or above grade level on the first i-Ready diagnostic will increase by 7% by the end of the year diagnostic.

K-2 students scoring at grade level or above on the district quarterly assessments will increase by 2 percentage points each quarter for an total increase of eight percent.

District Budget for Evidence-Based Reading Instruction Allocation

Budget

1	Estimated proportional share distributed to district charter		\$468,593.14
		FTE	2022-23
			\$468,593.14
2	Reading coaches assigned to elementary schools		\$2,082,812.76
		FTE	2022-23
		29.5	\$2,082,812.76
3	Reading coaches assigned to secondary schools		\$1,574,465.10
		FTE	2022-23
		22.3	\$1,574,465.10
4	Intervention teachers assigned to elementary schools		\$0.00
5	Intervention teachers assigned to secondary schools		\$0.00
6	Supplemental materials or interventions for elementary schools		\$0.00
7	Supplemental materials or interventions for secondary schools		\$0.00
8	Intensive interventions for elementary students reading below grade level		\$0.00
9	Intensive interventions for secondary students reading below grade level		\$0.00
10	Professional development		\$37,000.00
		FTE	2022-23
			\$37,000.00
11	Helping teachers earn the reading endorsement		\$0.00
12	Summer reading camps		\$0.00
13	Additional hour for 300 lowest-performing elementary schools		\$0.00
14	Early literacy instruction/intervention for VPK completers pursuant to s. 1008.25(8)(c), F.S.		\$0.00
		Total:	\$4,162,871.00

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 site-based 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 experienced 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 support teachers in acquiring and applying knowledge learned in the workplace to impact being provided to struggling students. Coaches collaboratively plan with grade level teams, conduct coaching cycles, and regularly lead data discussions all of which impact core and intervention instruction. Emphasis is placed on the Science of Reading and the shift of emphasis for primary reading as 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 training, principals will be reminded of this requirement and how the LLT plays a key role in the implementation of the B.E.S.T. Standards for ELA and the adopted instructional materials, as well as creating a Culture on their campus which promotes literacy and more importantly supports ELA proficiency for all students.

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 assigned 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.

Professional Development, FDLRS-East and Leading and Learning departments coordinate professional development opportunities which align with new reading certification requirements. District has notified all stakeholders of the requirements and the timeframes for completing each additional requirement.

Numerous pathways have been made available for teachers to earn their reading endorsement/certification, SWD and 40 hrs. of Structured Literacy. 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.

The district has taken advantage of the state's partnership with FCRR and Literacy Matrix to as additional pathways for workforce to earn reading endorsement. Literacy coaches play a key role in designing or instructing many of these courses.

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. Schools select site-based teachers who are trained Peer Coaches to support their teaching staff with coaching, feedback, and video or in the moment modeling which will level up instruction and classroom practices. Literacy coaches differentiate site-based PD and support based on data trends and classroom observation/walkthrough data and school improvement goals. 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 has been provided to all teachers of ELA. The first year of implementation of standards-aligned instructional materials was focused on learning the program and instructing the district's daily overview plans for curriculum lessons with fidelity. Initial 22-23 Professional Development is being created to support elements which need strengthening or clarification, including BEST standards knowledge/understanding. During the second year, professional development will focus on tightening up the delivery of instruction focusing on the systematic, explicitness of instruction and reinforcing the "why" – with the Science of Reading.

Schools 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 with their focus being on ELA proficiency and learning gains. Model classrooms will be identified based on achievement data and walkthrough data. District will guide the focus for identifying model classrooms/teachers so the expectation for Tier 1 instruction. Literacy coaches will assist with identifying model classrooms and teachers who exemplify a particular expectation of ELA instruction.

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.

The Professional Development Office and the Office of Leading & Learning work together first to determine a plan of action and timeline for meeting requirement. Then the team decides on the best way to share new rules or requirements with school leadership and teachers. The district communicates legislatively required PD via Leadership Team Meetings and weekly Leadership Team Packet memos. Principal small group, Curriculum meetings and PAC meetings are opportunities to delve into a particular requirement, so leaders have the foreknowledge on how to coach the delivery of information to their instructional staff. The district's PD site provides teachers latest information regarding endorsement and recertification requirements. Literacy Leadership Teams will discuss how best to ensure information gets down to the teacher level. Literacy Coaches are copied on all communication related to ELA/Reading so they can assist when administrators are away from the building.

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 compliance requirements and will reach out to school principals and teachers not meeting the requirement. ELA Resource teachers and Literacy Facilitator monitor district level PD which addresses core and intervention instruction.

Charter Schools

Charter schools must utilize their proportionate share of the evidence-based reading allocation in accordance with Sections 1002.33(7)(a)2. a. and 1008.25(3)(a), F.S. All intensive reading interventions specified by the charter must be delivered by a teacher who is certified or endorsed in reading.

Does the district ensure charter schools will utilize their proportionate share of the evidence-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! literacy coach 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.

Brevard literacy coaches are required to be reading endorsed or reading certified. District is fully vested with providing ongoing professional development for literacy coaches. With the state's implementation of an Coach Endorsement, we have thirteen coaches who have opted to participate in the first state offering of this new credential. Brevard's coach cadre consists of life-long learners who will take advantage of every opportunity to update and perfect their skillset.

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 a Primary Instructional Coach. 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 multiple formats along with a thorough leadership memo. Throughout the year, the Principal, Assistant Principal and Coach (PAC) meetings assist with building capacity of the school-based literacy leadership teams and providing teams time to problem solve on how to maximize efforts and impact of the literacy - ELA proficiency on their campus through leveling up teacher efficacy through the ongoing work of the literacy coach on their campus. Senior leadership conduct walkthroughs with principals. Directors share desired work/best practices during small group principal meetings, and how the coach can assist with moving core and intervention instruction forward through collaborative planning, data sessions and coaching cycles. Collaborative training sessions help with consistency. If a coach is being utilized inappropriately, director overseeing school will address with building leadership.

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?

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

Literacy Coach professional development focuses on these key functions of the role. Veteran coaches mentor newer coaches especially in these key functions. Training is differentiated by school need and coach needs. Literacy Facilitators and Title I Instructional Coaches support coaches in 1:1 sessions, especially those serving priority schools (RAISE).

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

Initially, the Literacy Facilitators monitor how coach time is being used. Directors of Leading & Learning also monitor during school visits and data reviews. Directors of Leading & Learning work with the Literacy Facilitators to realign coach time after consulting with the building leadership.

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 increasing ELA proficiency and overall student achievement. Principal Checklist and Mission Statement 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 second year of implementation of the BEST Standards and a new ELA core program, coaches will be given a monthly focus for PD, Coach Support and Coaching teachers. Monthly reflections, check-ins and classroom walkthrough data will keep coaches time focused on high yield action steps. Literacy Facilitator and Title I Instructional coaches will support coaches of RAISE schools as they prioritize services. Brevard Coaches support new teachers, walk to intervention, the MTSS process, Core ELA Block; Literacy Coaches facilitate Data Sessions and Collaborative Planning, along with conduct coaching cycles for grade level and individual teachers, as well as co-lead the school's literacy leadership team.

Coaches are required to document their time and to share monthly if not biweekly with building leadership during scheduled LLT meetings or during regular coach/principal update meeting. Calendars are readily accessible to building principals, and reviewed, as needed, by Literacy Facilitators and Directors of Leading & Learning.

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

Core and Intervention data drives where a coach prioritizes effort and time.

Coaches are to prioritize their time to maximize student achievement through increasing teacher efficacy and effectiveness through focused PD and Coaching. The district has created Literacy Coach "Look-Fors" to help guide coaches and administrators as implement and share the coach model with instructional staff.

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. 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?
FAST - STAR	K-2 Students	Screener, Progress Monitoring, Diagnostic	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
i-Ready	K-6 Students	Screener, Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Vocabulary, Comprehension	3 x A Year
Phonological Awareness Screening Instrument (PASI)	K-1 Students	Progress Monitoring, Diagnostic	Phonological Awareness	2 x A Month
DIBELS	K-6 Students	Progress Monitoring	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Weekly, 2 x A Month, Quarterly, Annually
95% Group	Grades 1-3	Progress Monitoring, Diagnostic	Phonics	2 x A Month
Running Records	Grades 1-3	Formative Assessment	Phonics, Fluency, Vocabulary, Comprehension	Monthly, Quarterly
DAR - Diagnostic Assessment of Reading	Students who need a formal diagnosis.	Diagnostic	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Annually
Benchmark Advance Unit Assessments	Grades 1-5	Summative	Phonics, Vocabulary, Comprehension	Quarterly
Savaas Unit Assessments	Grade 6	Summative	Vocabulary, Comprehension	Quarterly
District Developed Assessment	Kindergarten Students	Progress Monitoring, Formative Assessment, Summative	Oral Language, Phonological Awareness, Phonics, Vocabulary, Comprehension	Quarterly
easy CBM	Identified K-12 students	Progress Monitoring	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Weekly, 2 x A Month
TOWRE-2 (Test of Word Reading Efficiency)	Identified K-6 Students with an IEP	Diagnostic	Phonics, Vocabulary	Annually
CBM	Grades 7-10 Students and Retake Students in Grades 11-12	Screener, Progress Monitoring, Formative Assessment	Phonological Awareness, Phonics, Fluency	3 x A Year
CBM	Grades 7-12 designated as Tier 2 and Tier 3	Progress Monitoring, Formative Assessment	Phonics, Fluency	2 x A Month
CBM	Grades 7-12 designated as Tier 2 and Tier 3	Progress Monitoring	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	2 x A Month

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?
CBM	Grades 7-12 designated as Tier 2 and Tier 3	Formative Assessment, Summative	Comprehension	Quarterly
FAST - Cambium	Grades 3-10 Students	Screener, Progress Monitoring, Summative	Vocabulary, Comprehension	3 x A Year

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?

The district adopted standards aligned instructional materials with message that materials were to be implemented with fidelity. The expectation is that all teachers are instructing with these materials. In efforts to support K-6 with maximizing the ELA Block, Daily overviews which are time-stamped for each area of instruction were created for each module of study. Building administrators use overviews to measure the progress teachers are making with implementation and working collaboratively to ensure all students are receiving same quality instruction. District will develop training this summer to support the implementation of elements of core/standards that have been shift for teachers, especially primary teachers. Also, the district is creating on-demand training with video or images of what instruction should like. Ongoing training focused on the Foundation Strand of the BEST Standards and the Science of Reading will be offered to ensure teachers have access to the "why" for the instructional delivery required.

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

K-6 have required Benchmark Advance or Savvas unit assessments. The district will be reviewing teacher survey data and raw assessment data to determine where changes need to be made so teachers have quality formative assessment data for moving their core instruction. The district will create alternative assessments if needed. Secondary teachers utilize adopted curriculum assessments as quality formative assessment data for re-teaching or for differentiation. Teachers use program assessments for foundational reading skills, along with DIBELS measures, PASI/ PSI or running records to monitor foundation reading skills development. Supplemental CA programs, i-Ready and HMH, instructional data and other assessment measures provide reports to plan differentiation/intervention. Daily exit tickets and other means of formative assessment are used to determine what scaffolds or reteaching is needed so students may grasp the entirety of the standard/benchmark/concept.

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. New core has a spiral of topics of knowledge in the K-6 program. As we move through the implementation of ELA materials, the district will collaborate with content area folks to see where connections may be made. Graphic organizers and Note Taking strategies 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. Secondary and a few elementary schools infuse AVID practice across the content.

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 along with the completion of the K-12 Self Reflection Tool. 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. Directors freely share concerns or questions with district staff working with certain coaches or schools. Action steps are put in place immediately to address area of concern.

District-Level Monitoring - Part C

Districts must annually evaluate the implementation of their K-12 Reading plan on the form entitled District K-12 CERP Reflection Tool, after conducting a root-cause analysis of student performance data to evaluate the effectiveness of interventions. The evaluation must:

- Analyze elements of the district's plan, including literacy leadership, literacy coaching, standards, curriculum, instruction, intervention, assessment, professional learning and family engagement;
- Include input from teachers, literacy coaches and administrators at the school level;
- Identify elements in need of improvement and evidence-based strategies to increase literacy outcomes for students; and
- Analyze the effectiveness of interventions implemented in the prior year.

Describe how the district's K-12 Reading Plan has been revised to improve literacy outcomes for students based upon the analysis conducted as part of the District K-12 CERP Reflection Tool.

- Continue working on current goals for core instruction with increased fidelity of implementation; revise assessment plan so data enforces the correct content to be instructed; review Unit Overviews to maximize instructional time (explicit teaching of grade level standards and benchmarks)
- Update Decision Trees to incorporate state's new OPM and provide supports for all stakeholders on the OPM measures for monitoring Tier 2 and Tier 3; Increase use of selected interventions
- Review communication practices to ensure stakeholders are included in the process and implementation

School-Level Monitoring of Plan Implementation

School-level Reading Plan 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, Time-Stamped Daily Overviews for each unit. Department or grade level data meetings to review core data and supplemental technology component.

Decision Trees and IPST Forms 1-8 are tools used in MTSS process.

Administrators and Directors conduct classroom walkthroughs. Walkthrough data is used to determine trends which may need to be addressed via PD or through coaching.

Who at the district level supports effective implementation?

Literacy Facilitators initially along with other members of the district's LLT. Personnel of Leading & Learning, Student Services and Professional development offices support work and compliance requirements of the K-12 Reading Plan. Area Superintendents step up as needed.

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

Ongoing evaluation is conducted; walk-through data, teacher/admin feedback from needs assessments, surveys and exit slips from PD sessions are used to refine processes and other supports. Self-Evaluation Tool: what is working and what is not? Does make all stakeholders to reflect on what has been accomplished or what still needs to occur.

Weekly reading walkthroughs by administrators - Part B

What process is in place to ensure effective implementation?

Leading & Learning directors who supervise a select group of principals monitor implementation of school walkthroughs and conduct walkthroughs with principals for building capacity and a view of district/state expectations for ELA/Reading instruction. Associate Superintendents for Leading & Learning debrief with directors and monitor data to determine if additional support is needed. Associate Superintendents also conduct walkthroughs regularly and debrief with principals and directors. If walkthrough data is inconsistent with previous data collection or raises red flags, an action plan is created to address areas of need. Principals, Directors and Area Superintendents utilize the following tools to monitor the effectiveness of reading instruction: district created BEST Standards for ELA-Analysis Sheets and State Walkthrough tool; Core Instruction Guides; Best Practices; Instructional Expectations; Look-Fors; Walkthroughs and Data Analysis; IPPAS Teacher Evaluation Rubric.

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?

Leading & Learning directors regularly visit schools to conduct walk-throughs and to touch base on recent data. Close monitoring of Data & Walk-through data are utilized to keep a pulse of where schools are performing related to the desired expectation. Superintendent receives ongoing updates regarding

the progress of low achieving schools in the district and support sessions are held to support principals of high need schools.

Use of data to determine interventions and support needs of students - Part C

What process is in place to ensure effective implementation?

Universal screener data, i-Ready, is used to start the data conversations at the school level. The decision trees guide the process by indicating next steps, progress monitoring data and interventions applicable for identified need. PMP's, the MTSS Process problem solving processes document the scaffolds and intervention plan needed for each individual student. Literacy Coaches oversee the structure, schedule, and delivery for daily interventions. MTSS process and forms keep school Problem Solving Teams moving student services in the right direction.

Who at the district level supports effective implementation?

District MTSS Trainers are the first level of support along with the district's support staff. Elementary Leading & Learning directors support principals as they oversee overall literacy instructional delivery and achievement. Directors with other district staff to problem solve concerns or trends observed occurring in schools.

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

District review of data regularly quickly identifies schools where learning gains are not occurring. MTSS trainers assist new building leaders with getting MTSS up and running accurately and effectively. Literacy coaches reach out to district personnel and MTSS trainers when questions or concerns arise. Leading & Learning directors, including Accountability & Assessment Director, meet regularly to review district data and take steps when corrective action is needed.

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.

12 school sites will be hosting a Summer Reading Camp experience for the district's 3rd grade students identified as substantially deficient in reading. District created an instructional program using evidence-based instructional materials, such as Leveled Literacy Instruction 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 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)

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).
 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 for small group comprehension lessons, 95% Phonics Lessons for explicit phonics lessons and Lexia Core 5 as the intervention and supplemental technology program. Comprehension instruction is supported with connected writing instruction with the intent to build topic knowledge. Lesson plans are explicit and are scaffolded for learners (and teachers).

Grade 4 and 5 Summer Program used Benchmark Advance Text sets for comprehension and vocabulary portion of lessons that were not used during regular school year. Lesson plans are explicit and scaffolded for learners (and teachers). Language lessons focused on the highly used affixes. Grammar and writing lessons tied back to topic and content of text used during comprehension portion of daily lessons.

Title I schools were encouraged to provide additional summer learning opportunities for 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.)

425

Students who demonstrate a reading deficiency in grades K-2

782

Students who score Level 1 in grades 4-5

540

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.)

50%

Students who demonstrate a reading deficiency in grades K-2

20%

Students who score Level 1 in grades 4-5

39%

Family Engagement through a Read-At-Home Plan

In accordance with Section 1008.25(5)(c), F.S., parents of students identified with a substantial deficiency in reading must be provided a read-at-home plan that the parent can use to help with reading at home.

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.

Families with a student(s) identified with a substantial reading deficiency will be provided access to the Read At Home resources during initial parent meeting (PMP or IEP), Literacy Nights and/or Open House. Schools will have a link on their school site to the district's Read at Home site, New World's Reading Initiative, Reading Scholarships, and other vetted websites. Students who are eligible for supports from New World's Reading Initiative and Reading Scholarships are provided support to sign up for these supports. Guidance for families is provided in multiple venues/formats on how to maximize these resources at home with their child.

IEP, ELL and PMP capture the Read at Home plan and document strategies that address areas of deficiency. Monthly communications will be documented on the PMP. 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 digital tools will be part of the Read at Home for students as another mode for families to learn together. School Leadership Literacy Teams engage these families through wide variety of methods. District utilizes, shares, and connects to the Office of Early Learning and Just Read, Florida resources for families. The district's Embracing Neurodiversity webpage connects parents and other key stakeholders to multiple resources to support children with reading deficiencies. The Early Childhood team is working on a "Thrive by Five" initiative with local businesses and hospitals and new webpage highlights events and resources new parents and young families for our earliest readers...who are risk at birth.

Who at the district is responsible for monitoring this requirement?

Ensuring all this is communicated to stakeholders with goal that information is being received at the parent level is a collective effort of the Elementary Leading and Learning. District staff collaborates with Parent Leadership group. District team is intentional when reviewing how information and resources are shared with families. District LLT seeks out new avenues for increasing family engagement and opportunities to strengthen the confidence- mindset of parent community that they are capable of supporting their child's reading growth. Literacy Facilitators and the Director who oversees the K-12 Reading Plan oversee this requirement.

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 district unified curricula which have been approved by FDOE and are listed on state's list of approved materials for ELA instruction. All materials are aligned to the Florida's B.E.S.T. Standards for ELA. Brevard is one of few districts which includes 6th grade in the elementary configuration. K-5 elementary students are instructed utilizing the FL Benchmark Advance instructional materials and 6th grade students are instructed with FL Savaas myPerspectives instructional materials. Secondary reading students (grades 7-10) are instructed with the HMH Read 180 instructional materials. 7th and 8th grade students are instructed with Amplify Education ELA materials, and 9th -12th grade ELA courses utilize Savaas myPerspectives instructional materials. District created pacing and other structured supports, as well as professional development modules support school with district expectations for consistent implementation by all schools. The district has invested in providing site based literacy coach support for schools (teachers). Literacy coaches provide job-embedded PD and side by side coaching as teachers implement new instructional materials. District created support documents direct teachers how maximize instruction while meeting the intent of grade level standards and the Science of Reading. Directors conduct walk-throughs with principals and use district pacing and "look-fors" to build capacity within leadership and for maximizing consistency of implementation. Literacy coaches conduct walk throughs to monitor implementation of components which coaches have provided PD and planning support. Literacy Coaches collaboratively plan with grade levels and provide coaching and support as teachers implement new practices or content. Literacy coaches provide modeling for areas that assessment and walkthrough data indicate additional support is needed to move practice and achievement in the right direction.

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

District ELA team monitors and supports as the first level of support. ELA implementation teams created teacher guides/student supports needed to increase student engagement and access to the content/topic of selected texts in curricula. Building Background occurs in a variety formats, such as, but not limited to, video clips, images, a pre-teaching text, and frontloading key vocabulary. Elementary Leading & Learning directors support principals as they oversee overall literacy instructional delivery and achievement. Directors with other district staff to problem solve concerns or trends observed occurring in schools.

Brevard ELA/Reading Curricula
 Grades PreK - 5: Benchmark Advance FL version
 Grade 6: Savaas myPerspectives
 Secondary Reading: HMH Read 180
 Grade 7 & 8 ELA: Amplify Education
 Grade 9-12 ELA: Savass myPerspectives

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 prior to adopting new materials. Survey data for ELA adoption identified building topic knowledge as a key non-negotiable for selecting a new core curriculum. ELA and Reading curriculum that have adopted and implemented this past year supports building topic knowledge across the grade levels. Topics are rich and relevant in scope for providing the background knowledge that all students need to connect their MESH classes.

Brevard ELA/Reading Curricula
 Grades PreK - 5: Benchmark Advance FL version
 Grade 6: Savaas myPerspectives
 Secondary Reading: HMH Read 180
 Grade 7 & 8 ELA: Amplify Education
 Grade 9-12 ELA: Savass myPerspectives

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

Literacy Facilitator, District content staff, and the district Media Content Specialist, monitor the implementation and provide ongoing PD, resources, and support/guidance for schools to create access to rich informational text as well as literary. Leading & Learning Directors are ultimately gate keepers for ensuring this area is addressed.

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. District created Unit Guides with daily lessons provide clear expectations for all stakeholders which have support/ scaffold for a unified implementation rather than just dissemination of information as in the past. Coaches provide job-embedded PD and side by side coaching as teachers differentiate small group lessons in response to student data. Teachers are still grappling with the changes that Science of Reading and BEST Standards require of daily literacy instruction. School literacy teams 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.

Brevard ELA/Reading Curricula
 Grades PreK - 5: Benchmark Advance FL version
 Grade 6: Savaas myPerspectives
 Secondary Reading: HMH Read 180
 Grade 7 & 8 ELA: Amplify Education
 Grade 9-12 ELA: Savass myPerspectives

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

District ELA team monitors and supports as the first level of support. Elementary Leading & Learning directors support principals as they oversee overall literacy instructional delivery and achievement. Directors with other district staff to problem solve concerns or trends observed occurring in schools.

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, diagnostic, 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, differentiated instruction, and corrective feedback; 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);
- **Supplemental Instruction/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 corrective feedback; and occurs in addition to core instruction; and
- **Intensive, Individualized Instruction/Intervention (Tier 3):** 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 1011.62(8)(d), F.S., intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading.

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

Newly adopted ELA Instructional Program is aligned to the Florida's new B.E.S.T. Standards for ELA. District assessments measure the essential elements of core instruction (Tier 1). Stakeholders receive ongoing PD on the Florida's Revised Formula for Success and how the state's formula is implemented in Brevard's K-12 Reading Plan. School leadership teams (LLT) connect their work to the formula so teachers see the connection to their daily work. District reading endorsement courses infuse the state's formula especially in competency 1 & 2.

Current practices require 90 Minutes of uninterrupted reading instruction in K-6 classrooms and through secondary reading classes. Daily Overviews with timestamping include the six components of reading which align to the Science of Reading and Structured Literacy research. Decision Trees guide schools through the identification of students who require Tier 2 and Tier 3 services. Decision Trees clearly indicate district assessment measures and the next steps. Schools use the Decision Trees for OPM, Formative, Diagnostic and Summative measures for monitoring or analyzing growth in response to core/intervention instruction. Schools use Decision Trees in conjunction with MTSS/RTI process and Forms 1-8 which provide IF/Then scenarios. Schedules and intervention enrollment is reviewed in relation to the outcome and universal screener data.

Brevard ELA/Reading Curricula

Grades PreK - 5: Benchmark Advance FL version

Grade 6: Savaas myPerspectives

Secondary Reading: HMH Read 180
Grade 7 & 8 ELA: Amplify Education
Grade 9-12 ELA: Savass myPerspectives

How does the district support and monitor implementation?

District Literacy Leadership Team monitors use of Decision Trees, scheduling requirements, pertinent data, intervention course enrollments, Forms 1-8 required for MTSS/RTI, PMP and communication with families. Walkthrough data for core and intervention instruction provide a visual of areas of need. Ongoing PD, school visits by Literacy Facilitators, Directors also support the monitoring of individual school's compliance and follow through at the classroom level. The Instructional Expectations and Daily Overview documents provide guideline for administrators. Model Classroom documents provided by FDOE will be used for knowledge building of the standards and then for monitoring classrooms.

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 to increase fidelity of the implementation.

Assessment/Curriculum Decision Trees - Part C

Requirements

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 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, progress monitoring, diagnostic, 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, 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. Districts must identify the multisensory intervention provided to students in grades K-3 who have a substantial deficiency in reading and include a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

Tier 1

Core Instruction:

- *is standards-aligned;*
- *builds background and content knowledge;*
- *provides print-rich, systematic, scaffolded, differentiated instruction, and corrective feedback;*
- *incorporates writing in response to reading;*
- *includes accommodations (IEP, ESOL, or 504);*
- *incorporates the principles of Universal Design for Learning; and*
- *includes specially designed instruction for students with disabilities.*

Grade Levels: 9-12

IF Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used)

Student meets the following criteria at beginning of school year:

For 9th and 10th Grade:

- Spring 2022 ELA FSA scores are Level 3 or above
- FAST-FSA Equivalent Score
- Fall 2022 HMH Read 180 Reading Inventory Lexile score of:
-9th Grade- 1010L or above
-10th Grade- 1050L or above

If a student has NO Spring 2022 ELA FSA score then:

- Fall 2022 HMH Read 180 Reading Inventory Lexile score of:
-9th Grade- 1010L or above
-10th Grade- 1050L or above
 - Review past standardized test scores: FSA, SAT/PSAT, ACT/PLAN, or other standardized assessments from previous district or state
 - FAST – Cambium Data reflects grade level achievement
 - 2021-22 School Year grades reflect that student is highly successful & independent with rigorous ELA coursework
- 11th and 12th Grade:
- Student has met the FSA Reading graduation requirement

THEN TIER 1 Only

Core Curriculum

Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.

Savvas myPerspectives Florida ELA HS Curriculum is on the approved Florida Instructional Materials Adoption list.-

Progress Monitoring

Assessment & Frequency

HMH Reading Inventory 3x/year

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students

- 9th Grade- 1010L or above
- 10th Grade- 1050L or above

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark

HMH Reading Inventory falls below proficiency score; Early Warning Systems data shows concerns in academic areas (grades, classroom assessments)

Progress Monitoring

Assessment & Frequency

FAST - Cambium 3x/year

Grade Levels: 9-12

Progress Monitoring

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students

Performance criteria that indicate T1 is sufficient for 80% of students since FAST-FSA Equivalent Score is greater than or equal to level 3.

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark

Performance criteria that prompt the addition of T2 interventions for students not meeting the expectations and benchmarks such as the FAST-FSA Equivalent Score is less than or equal to level 2.

How is the effectiveness of Tier 1 instruction being monitored?

Classroom walkthroughs, scores from the HMH Reading Inventory and/or Phonics Inventory, monitoring of early warning indicators.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students?

Collaborative grade-level planning sessions/PLCs, coaching sessions, and walkthrough data.

How is the effectiveness of Tier 1 curriculum being monitored?

HMH Reading Inventory and/or Phonics Inventory scores and school based common assessments are reviewed a minimum of 3x/year.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Provided to distance learning students?

During IPST and team data meetings, teachers analyze data and plan/determine next steps.

How is instruction provided to students who receive instruction through distance learning?

Students who choose a virtual learning platform may enroll in Brevard's virtual program which provides online reading courses.

Grade Levels: 7-8

IF Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used)

- Spring 2022 ELA FSA scores are Level 3 or above
- FAST-FSA Equivalent Score
- Fall 2022 HMH Read 180 Reading Inventory Lexile score of:
-7th Grade- 925L or above
-8th Grade- 970L or above

If a student has NO Spring 2021 ELA FSA score then:

- Fall 2022 HMH Read 180 Reading Inventory Lexile score of:
-7th Grade- 925L or above
-8th Grade- 970L or above
- Review past standardized test scores: FSA, SAT/PSAT, ACT/PLAN, or other standardized assessments from previous district or state
- FAST-Cambium scores reflect on grade level achievement
- Spring 2022 i-Ready scale score of 641 or above (entering 7th graders)
- 2021-22 School Year grades reflect that student is highly successful & independent with rigorous ELA coursework

THEN TIER 1 Only

Core Curriculum

Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.

Amplify ELA Florida Edition Middle School Curriculum is on the approved Florida Instructional Materials Adoption list.

Progress Monitoring

Assessment & Frequency

HMH Reading Inventory 3x/year

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students

- 7th Grade- 925L or above
- 8th Grade- 970L or above

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark

HMH Reading Inventory falls below proficiency score; Early Warning Systems data shows concerns in academic areas (grades, classroom assessments)

Progress Monitoring

Assessment & Frequency

FAST-Cambium 3x/yr

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students

Performance criteria that indicate T1 is sufficient for 80% of students since FAST-FSA Equivalent Score is greater than or equal to level 3.

Grade Levels: 7-8

Progress Monitoring

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark

Performance criteria that prompt the addition of T2 interventions for students not meeting the expectations and benchmarks such as the FAST-FSA Equivalent Score is less than or equal to level 2.

How is the effectiveness of Tier 1 instruction being monitored?

Classroom walkthroughs, scores from the HMH Reading Inventory and/or Phonics Inventory, monitoring of early warning indicators.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students?

Collaborative grade-level planning sessions/PLCs, coaching sessions, and walkthrough data.

How is the effectiveness of Tier 1 curriculum being monitored?

HMH Reading Inventory and/or Phonics Inventory scores and school based common assessments are reviewed a minimum of 3x/year.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Provided to distance learning students?

During IPST and team data meetings, teachers analyze data and plan/determine next steps.

How is instruction provided to students who receive instruction through distance learning?

All distance learning will be provided through Brevard Virtual School for the 2022-23 school year.

Grade Levels: K-6

IF Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used)

Previous year FSA at or above Level 3 or student performance in 2020-21 shows a mastery of standards and Star Early Literacy is above a 454, i-Ready Diagnostic BOY Overall Reading Score is 50th percentile rank or higher. FAST-Cambium scores are within the grade level range.

THEN TIER 1 Only

Core Curriculum

Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.

Curriculum is on the 2021 approved Florida Instructional Materials Adoption list
 Florida Benchmark Advance 2022 (K-5) ©2022, Florida Edition
 myPerspectives Florida English Language Arts Grade 6, ©2022, 1st Edition

Progress Monitoring

Assessment & Frequency

- i-Ready Diagnostic – 3 times a year
- District Assessments – quarterly
- FAST - 3 times a year

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
 Overall Reading Scale Score is within grade level ranges.

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark

- Overall Reading Scale Score is below grade level
- Early Warning System (EWS) indicators reflect need for support
- FAST data falls within the At-Risk range
- PMP in place during 2022-23 school year

Progress Monitoring

Assessment & Frequency

- 3 x/yr
- FAST- Star Early Literacy (PreK-K)
- FAST- Star (1-2)
- FAST- Cambium (3-6)

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
 Data falls within grade level

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark

- Data falls within the at-risk levels
- FAST Equivalent scores for grades 3-6

How is the effectiveness of Tier 1 instruction being monitored?

Grade Levels: K-6

Online i-Ready instruction data and other related core instruction data. Performance criteria that indicate T1 is sufficient for 80% of students since FAST-FSA Equivalent Score is greater than or equal to level 3.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students?

Collaborative grade level planning sessions, coaching sessions, and walkthrough data. Process is the same for Brevard Virtual learning environment.

How is the effectiveness of Tier 1 curriculum being monitored?

i-Ready Diagnostic data and school based common assessments are reviewed a minimum of three times a year. Performance criteria that indicates T1 is sufficient for 80% of students since FAST-FSA Equivalent Score is greater than or equal to level 3 for grades 3-6.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Provided to distance learning students?

During IPST and team data meetings, teachers analyze data and plan/determine next steps. Process is the same for Brevard Virtual learning environment.

How is instruction provided to students who receive instruction through distance learning?

All distance learning will be provided through Brevard Virtual School for the 2022-23 school year. Students attending Brevard Virtual rather than brick and mortar traditional setting will have instruction and support modified as it would be in brick & mortar.

[enter grade levels]

Tier 2

Supplemental Instruction/Intervention:

- *is standards-aligned;*
- *address gaps and reduce barriers to students' ability to meet Tier 1 expectations;*
- *provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills;*
- *are matched to the needs of the students;*
- *provide multiple opportunities to practice the targeted skill(s) and receive corrective feedback;*
- *occurs during time allotted in addition to core instruction; and*
- *includes accommodations (IEP, ESOL, or 504).*

Grade Levels: 9-12**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

Student meets the following criteria at beginning of school year:

- Spring 2022 ELA FSA scores are below Level 3 or
- FAST-Cambium Fall score reflects below grade level performance or
- Scores Lexile level above 600 but below 925L in 7th grade and 970L in 8th grade, as indicated on the HMH Reading Inventory.
- FAST-FSA Equivalent Score

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

HMH Read 180 program with supplemental/core program, small group instruction, 45-50 minutes daily

Assessment & Frequency

Monthly Read 180 Workshop and Segment assessments Reading and Phonics Inventory 3x/year

Performance Criteria to discontinue Tier 2 interventions

Monthly assessments show on grade level performance. HMH Reading Inventory (match to the Tier 1 box above). Performance criteria that indicate T1 is sufficient FAST-FSA Equivalent Score is greater than or equal to level 3.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

Monthly assessments and HMH Reading Inventory scores show growth, but do not meet Tier 1 cut scores. Performance criteria that prompt T2 interventions are meeting the expectations and benchmarks such as the FAST-FSA Equivalent Score is less than or equal to level 2.

Performance Criteria that prompts the addition of Tier 3 interventions

Monthly assessments and HMH Reading Inventory scores do not show growth; HMH Reading Inventory below 600L and below 20 on the HMH Phonics Inventory. Performance criteria that prompt the addition of T3 interventions for students who are not meeting the expectations and benchmarks such as the FAST-FSA Equivalent Score of level 1.

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

HMH Read 180 program with supplemental/core program, small group instruction, 45-50 minutes daily

Assessment & Frequency

FAST-Cambium 3x/yr

Performance Criteria to discontinue Tier 2 interventions

Monthly assessments show on grade level performance. FAST-Cambium mirror grade level cut scores. Performance criteria that indicate T1 is sufficient FAST-FSA Equivalent Score is greater than or equal to level 3.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

Monthly assessments and FAST-Cambium scores do not show on grade level performance.

Grade Levels: 9-12

Progress Monitoring

Performance criteria that prompt T2 interventions for students are meeting the expectations and benchmarks such as the FAST-FSA Equivalent Score is level 2.

Performance Criteria that prompts the addition of Tier 3 interventions

Monthly assessments, HMH Reading Inventory and FAST-Cambium scores do not show growth; HMH Reading Inventory below 600L and below 20 on the HMH PhonicsInventory. Performance criteria that prompt the addition of T2 interventions for students who are not meeting the expectations and benchmarks such as the FAST-FSA Equivalent Score is less than or equal to level 1.

Number of times per week intervention provided

Daily; 5 times a week

Number of minutes per intervention session

45-50 minutes per session

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

Individual Problem-Solving Teams analyze data, use (IPST) forms, document action steps, OPM data, and next steps. Decision trees, IEPs, and LEPs guide the interventions and ongoing progress monitoring data.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

HMH Read 180 and System 44 is on the approved Florida Instructional Materials Adoption list.

How are Tier 2 interventions provided to students who receive interventions through distance learning?

All distance learning will be provided through Brevard Virtual School for the 2022-23 school year.

- Online meeting with student in small groups of 3-5 to review areas that the students are not grasping.
- Providing specific feedback that targets areas where the students is showing weakness.
- Student is discussed at data team meetings to provide ongoing progress monitoring.

Grade Levels: 7-8**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

Student meets the following criteria at beginning of school year:

- Spring 2022 ELA FSA scores are below Level 3 or
- Fall 2022 FAST-Cambium score reflect below grade level performance or
- 11th or 12th grader who has not met the FSA Reading graduation requirement
- Scores Lexile level above 600 but below 1010L in 9th grade and 1050L in 10th grade, and 1080L in 11th and 12th grade, as indicated on the HMH Reading Inventory.

THEN TIER 1 Instruction and TIER 2 Interventions**Progress Monitoring****Tier 2 Programs/Materials/Strategies & Duration**

HMH Read 180 program with supplemental/core program, small group instruction, 45-50 minutes daily

Assessment & Frequency

Monthly Read 180 Workshop and Segment assessments Reading and Phonics Inventory 3x/year
FAST 3 times a year

Performance Criteria to discontinue Tier 2 interventions

Monthly assessments show on grade level performance.

HMH Reading Inventory scores:

- 9th Grade 1010L or above
- 10th Grade- 1050L or above

11th and 12th graders meet ELA Reading graduation requirement

Performance criteria that indicate T1 is sufficient FAST-FSA Equivalent Score is greater than or equal to level 3.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

Monthly assessments and HMH Reading Inventory scores show growth, but do not meet Tier 1 cut scores.

Performance criteria that prompt T2 interventions are meeting the expectations and benchmarks such as the FAST-FSA Equivalent Score is less than or equal to level 2.

Performance Criteria that prompts the addition of Tier 3 interventions

Monthly assessments and HMH Reading Inventory scores do not show growth; HMH Reading Inventory below 600L and below 20 on the HMH Phonics Inventory. Performance criteria that prompt the addition of T3 interventions since students are not meeting the expectations and benchmarks such as the FAST-FSA Equivalent Score is less than or equal to level 1.

Progress Monitoring**Tier 2 Programs/Materials/Strategies & Duration**

MH Read 180 program with supplemental/core program, small group instruction, 45-50 minutes daily

Assessment & Frequency

FAST-Cambium 3xyear

Performance Criteria to discontinue Tier 2 interventions

Performance criteria that prompt the addition of T2 interventions for students not meeting the

Grade Levels: 7-8

Progress Monitoring

expectations and benchmarks such as the FAST-FSA Equivalent Score is less than or equal to level 3.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

Performance criteria that prompt the addition of T2 interventions are meeting the expectations and benchmarks such as the FAST-FSA Equivalent Score is less than or equal to level 2.

Performance Criteria that prompts the addition of Tier 3 interventions

Monthly assessments and FAST-Cambium scores do not show growth; HMH Reading Inventory below 600L and below 20 on the HMH Phonics Inventory. Performance criteria that prompt the addition of T2 interventions for students are not meeting the expectations and benchmarks such as the FAST-FSA Equivalent Score is equal to level 1.

Number of times per week intervention provided

daily - 5 times a week

Number of minutes per intervention session

45-50 minutes per session

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

Individual Problem-Solving Teams analyze data, use (IPST) forms, document action steps, OPM data, and next steps. Decision trees, IEPs, and LEPs guide the interventions and ongoing progress monitoring data.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

HMH Read 180 and System 44 is on the approved Florida Instructional Materials Adoption list.

How are Tier 2 interventions provided to students who receive interventions through distance learning?

All distance learning will be provided through Brevard Virtual School for the 2022-23 school year.

- Online meeting with student in small groups of 3-5 to review areas that the students are not grasping.
- Providing specific feedback that targets areas where the students is showing weakness.
- Student is discussed at data team meetings to provide ongoing progress monitoring.

Grade Levels: K-6**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

Previous FSA scores are below Level 3 and 2021-22 classroom data and screening data from the Star Early Literacy, i-Ready overall reading score is below the grade level. Pre-Kindergarten data has not met adequate progress, retained students and students with PMP plan. FAST-FSA Equivalent Score data falls within at-risk range.

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Interventions are reviewed in 4-6 week cycles

Leveled Literacy Instruction (LLI)

Lexia Core5

i-Ready and Ready Lessons

IES Practice Guide—Assisting Students Struggling with Reading: Rtl

IES Practice Guide—Improving Adolescent Literacy: Effective Intervention

Assessment & Frequency

OPM is administered bi-weekly. Data is recorded student's IEP, LEP or PMP action plan.

Outcome Measures used meet the MTSS requirements. Widely used tools are DIBELS measures and Easy CBM.

i-Ready 2x's/yr

FAST- 3x's/yr

Performance Criteria to discontinue Tier 2 interventions

Individual Problem-Solving Teams analyze data, use (IPST) forms document action steps, OPM data, and next steps. If i-Ready or FAST data indicates significant growth and student classroom data is indicating grade level performance. Performance criteria that indicate T1 is sufficient FAST-FSA Equivalent Score is greater than or equal to level 3.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

OPM data indicates trajectory and rate of growth is commensurate with FAST and i-Ready progress monitoring data. Performance criteria that prompt the addition of T2 interventions for students not meeting the expectations and benchmarks such as the FAST-FSA Equivalent Score is less than or equal to level 2.

Performance Criteria that prompts the addition of Tier 3 interventions

OPM data indicates trajectory and rate of growth is NOT sufficient. Performance criteria that prompt the addition of T2 interventions for students not meeting the expectations and benchmarks such as the FAST-FSA Equivalent Score is less than or equal to level 1.

Number of times per week intervention provided

3-5 sessions per week

Number of minutes per intervention session

20-30 minutes

Grade Levels: K-6

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

Grade level decision trees guide the process in conjunction with the district's MTSS IPST Forms. During IPST and grade level data meetings, teachers analyze data and plan/determine next steps. Process is the same for Brevard Virtual learning environment.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

- i-Ready is supported by Promising Evidence according to Evidence for ESSA.
- Leveled Literacy Intervention (LLI) is supported by Moderate to Strong Evidence according to Evidence for What Works Clearinghouse (WWC).
- Lexia Core Strong level of evidence, as defined by ESSA (Hurwitz & Vanacore, 2020)
- Teachers will use 95 Percent Group Interventions and Read Naturally to provide intensive, systematic and explicit instruction on foundational skills utilizing evidence-based practices as listed in the IES" Practice Guides Assisting Students with Struggling with Reading: Response to Intervention and Improving Adolescent Literacy: Effective Intervention Practices. Effect size: Response to Intervention – 1.29, Interventions for Learning Needs .77, Phonics Instruction: .70, Feedback .70, Scaffolding .82, Repeated Readings .75, Rehearsal and Memorization .73, Vocabulary Programs .62, Direct Instruction .60

How are Tier 2 interventions provided to students who receive interventions through distance learning?

All distance learning will be provided through Brevard Virtual School for the 2022-23 school year. Students attending Brevard Virtual rather than brick and mortar traditional setting will have instruction and support modified as it would be in brick & mortar.

Tier 3

Intensive, Individualized Instruction/Intervention:

- *is targeted instruction based on student need;*
- *provides small group or one-on-one instruction;*
- *includes accommodations (IEP, ESOL, or 504);*
- *includes more frequent progress monitoring than Tier 1 instruction and Tier 2 interventions; and*
- *ensures additional **time allotted is in addition** to core instruction and Tier 2 interventions.*

All Tier 3 interventions must be provided by a teacher who is certified in reading or has the reading endorsement.

Grade Levels: 9-12

IF Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used)

Student meets the following criteria at beginning of school year:

- Spring 2022 ELA FSA scores Level 1
- Scores a Lexile level below 600 on the HMH Reading Inventory and below 20 on the HMH Phonics Inventory and
- FAST-Cambium scores fall within significantly deficient range
- Students who ended the previous year receiving Tier 3 instruction as determined by IEP, LEP, IPST and MTSS teams
- FAST-FSA Equivalent Score

THEN TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

HMH System 44 program with supplemental/core program, small group instruction, 45-50 minutes daily in conjunction with Tier 2 instruction

Assessment & Frequency

Monthly System 44 Workshop and Segment assessments
 Reading and Phonics Inventory 3x/year
 FAST 3 times a year

Performance Criteria to discontinue Tier 3 interventions

Monthly assessments show growth and HMH Phonics Inventory score is above 20 and HMS Reading Inventory score is above 600L. FAST-FSA Equivalent Score is greater than or equal to level 2.

Performance Criteria indicating continuation of Tier 3 interventions

Monthly assessments, HMH Phonics Survey and HMH Reading Inventory scores show growth but student is still not at the level to move to Tier 2 successfully.
 Performance criteria that prompt T3 interventions are sufficient for meeting the expectations and benchmarks such as the FAST-FSA Equivalent Score is less than or equal to level 2.

Performance Criteria that prompts intensified Tier 3 interventions

Monthly assessments, HMH Phonics Survey and HMH Reading Inventory scores do not show expected growth. May need to administer additional assessment or hold a data chat/conference with student to revisit expectations. Performance criteria that prompt T3 interventions are not sufficient for meeting the expectations and benchmarks such as the FAST-FSA Equivalent Score is less than or equal to level 1.

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

HMH System 44 program with supplemental/core program, small group instruction, 45-50 minutes daily in conjunction with Tier 2 instruction

Assessment & Frequency

FAST-Cambium 3x/yr

Performance Criteria to discontinue Tier 3 interventions

Monthly assessments show growth and FAST-Cambium score reflects significant growth and HMS Reading Inventory score is above

Grade Levels: 9-12**Progress Monitoring**

600L.

Performance criteria that prompt T2 interventions are sufficient for meeting the expectations and benchmarks such as the FAST-FSA Equivalent Score is greater than or equal to level 2.

Performance Criteria indicating continuation of Tier 3 interventions

Monthly assessments, HMH Phonics Survey, HMH Reading Inventory and FAST-Cambium scores show growth but student is still not at the level to move to Tier 2 successfully. FAST-FSA Equivalent Score is less than or equal to level 1.

Performance Criteria that prompts intensified Tier 3 interventions

Monthly assessments, HMH Phonics Survey, HMH Reading Inventory and FAST-Cambium scores do not show expected growth. May need to administer additional assessment or hold a data chat/conference with student to revisit expectations. Performance criteria that prompt T3 interventions are not sufficient for meeting the expectations and benchmarks such as the FAST-FSA Equivalent Score is less than or equal to level 1.

Number of times per week intervention provided

Daily; five times a week

Number of minutes per intervention session

45-50 minutes or more per session

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

Individual Problem-Solving Teams analyze data, use (IPST) forms, document action steps, OPM data, and next steps. Decision trees, IEPs, and LEPs guide the interventions and ongoing progress monitoring data.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

HMH Read 180 and System 44 Curriculum is on the approved Florida Instructional Materials Adoption list.

How are Tier 3 interventions provided to students who receive interventions through distance learning?

All distance learning will be provided through Brevard Virtual School for the 2022-23 school year.

- Continue with Tier 2 interventions
- Explicit individual instruction – one on one – with teacher in virtual classroom
- Student is discussed at data team meetings to provide ongoing progress monitoring
- Additional evaluations for possible special education services – data collected based on Response to Intervention (RTI)

Grade Levels: 7-8**IF Student meets the following criteria at the beginning of the school year:***(Enter assessment criteria that will be used)*

Student meets the following criteria at beginning of school year:

- Spring 2022 ELA FSA scores Level 1
- Scores a Lexile level below 600 on the HMH Reading Inventory and below 20 on the HMH Phonics Inventory
- Scores on FAST-Cambium fall within significant deficient range
- Students who ended the previous year receiving Tier 3 instruction as determined by IEP, LEP, IPST and MTSS teams
- FAST-FSA Equivalent Score

THEN TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**Progress Monitoring****Tier 3 Programs/Materials/Strategies & Duration**

HMH System 44 program with supplemental/core program, small group instruction, 45-50 minutes daily in conjunction with Tier 2 instruction

Assessment & Frequency

Monthly System 44 Workshop and Segment assessments
Reading and Phonics Inventory 3x/year

Performance Criteria to discontinue Tier 3 interventions

Monthly assessments show growth
and HMH Phonics Inventory score is above 20 and HMS Reading Inventory score is above 600L
FAST-FSA Equivalent Score is greater than or equal to level 2.

Performance Criteria indicating continuation of Tier 3 interventions

Monthly assessments, HMH Phonics Survey and HMH Reading Inventory scores show growth but not sufficient growth for students to only receive Tier 2 services. Performance criteria that prompt the addition of T3 interventions for students not meeting the expectations and benchmarks such as the FAST-FSA Equivalent Score is less than or equal to level 2.

Performance Criteria that prompts intensified Tier 3 interventions

Monthly assessments, HMH Phonics Survey and HMH Reading Inventory scores do not show expected growth. Performance criteria that prompt the addition of T3 interventions for students not meeting the expectations and benchmarks such as the FAST-FSA Equivalent Score is equal to level 1.

Progress Monitoring**Tier 3 Programs/Materials/Strategies & Duration**

HMH System 44 program with supplemental/core program, small group instruction, 45-50 minutes daily in conjunction with Tier 2 instruction

Assessment & Frequency

FAST-Cambium 3x/yr

Performance Criteria to discontinue Tier 3 interventions

Monthly assessments, HMH Phonics Inventory and FAST-Cambium scores show significant gains and HMS Reading Inventory score is above 600L. FAST-FSA Equivalent Score is less than or equal to level 2 or higher.

Grade Levels: 7-8**Progress Monitoring****Performance Criteria indicating continuation of Tier 3 interventions**

Monthly assessments, HMH Phonics Survey, HMH Reading Inventory and FAST-Cambium scores show growth but not sufficient growth for students to only receive Tier 2 services. Performance criteria that prompt the addition of T3 interventions for students are meeting the expectations and benchmarks such as the FAST-FSA Equivalent Score is equal to level 1.

Performance Criteria that prompts intensified Tier 3 interventions

Monthly assessments, HMH Phonics Survey, HMH Reading Inventory and Cambium scores do not show expected growth. What is working? Why factors may be contributing to insufficient growth? Performance criteria that prompt the addition of T3 interventions are not meeting the expectations and benchmarks such as the FAST-FSA Equivalent Score is less than or equal to level 1.

Number of times per week intervention provided

Daily: 5 times a week

Number of minutes per intervention session

45-50 minutes or longer sessions

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

Individual Problem-Solving Teams analyze data, use (IPST) forms, document action steps, OPM data, and next steps. Decision trees, IEPs, and LEPs guide the interventions and ongoing progress monitoring data

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

HMH Read 180 and System 44 Curriculum is on the approved Florida Instructional Materials Adoption list.

How are Tier 3 interventions provided to students who receive interventions through distance learning?

All distance learning will be provided through Brevard Virtual School for the 2022-23 school year.

- Continue with Tier 2 interventions
- Explicit individual instruction – one on one – with teacher in virtual classroom
- Student is discussed at data team meetings to provide ongoing progress monitoring
- Additional evaluations for possible special education services – data collected based on Response to Intervention (RTI)

Grade Levels: K-6**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

Students who ended the previous year receiving Tier 3 instruction as determined by IEP, LEP, IPST and MTSS teams and students not making expected progress in Tier 2 interventions (determined by IPST teams based on individual progression goals) or Overall Reading Score on i-Ready Diagnostic is at or below the 15th Percentile Rank. FAST-FSA Equivalent Score data falls within substantially deficient range.

THEN TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions
Progress Monitoring
Tier 3 Programs/Materials/Strategies & Duration

Interventions are reviewed in 4-6 week cycles; Intervention occurs daily

Lexia Core5

Rewards

95 Percent

Barton Spelling and Reading

Visualizing and Verbalizing

IES Practice Guide—Assisting Students Struggling with Reading: RtI

IES Practice Guide - Providing Reading Interventions for Students in Grades 4-9

IES Practice Guide—Improving Adolescent Literacy: Effective Intervention

Assessment & Frequency

OPM is administered weekly as required by MTSS. Data is recorded student's IEP, LEP or PMP action plan.

Outcome Measures used meet the MTSS requirements. Widely used tools are DIBELS measures and Easy CBM.

i-Ready 2x's/yr

FAST- 3x's/yr

Performance Criteria to discontinue Tier 3 interventions

Individual Problem-Solving Teams analyze data, use (IPST) forms document action steps, OPM data, and next steps. If i-Ready or FAST data indicates significant growth and student classroom data is indicating Tier 2 services are sufficient to sustain rate of growth. Performance criteria that indicate T2 is sufficient FAST-FSA Equivalent Score is greater than or equal to level 2.

Performance Criteria indicating continuation of Tier 3 interventions

OPM data indicates trajectory and rate of growth is commensurate with FAST and i-Ready progress monitoring data. Performance criteria that prompt T3 interventions for students are meeting the expectations and benchmarks such as the FAST-FSA Equivalent Score is equal to level 1.

Performance Criteria that prompts intensified Tier 3 interventions

OPM data indicates trajectory and rate of growth is NOT sufficient. Performance criteria that prompt the addition of T3 interventions for students are not meeting the expectations and benchmarks such as the FAST-FSA Equivalent Score is equal to level 1.

Number of times per week intervention provided

Daily; five times a week

Number of minutes per intervention session

Grade Levels: K-6

15-60 minutes as determined by IPST/MTSS process

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

Grade level decision trees, in conjunction with Substantially Deficient document, guide the MTSS process in utilizing the district's MTSS IPST Forms. During IPST and grade level data meetings, teachers analyze data and plan/determine next steps. Process is the same for Brevard Virtual learning environment.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

- Lexia Core Strong level of evidence, as defined by ESSA (Hurwitz & Vanacore, 2020)
 - 95 Percent Group Interventions, Rewards, Visualizing & Verbalizing, Barton Reading and Spelling Program interventions which do not have a have an ESSA rating of strong, moderate or promising levels of evidence yet. However, the IES Practice Guides' recommendations listed below are integrated spirial back to cement learning within these intervention programs:
 - provide intensive, systematic and explicit instruction on foundational skills utilizing evidence-based practices.
 - build students' decoding skills so they can read complex multisyllabic words
 - provide purposeful fluency-building activities to help students read effortlessly
 - provide explicit vocabulary instruction
 - provide direct and explicit comprehension strategy instruction
 - provide opportunities for discussion of text/image to make meaning and interpretation
 - routinely use a set of comprehensio-building practices to help students make sense of text/visuals
 - increase student motivation and engagement in literacy learning
 - allows for differentiation and individualized interventions for struggling readers
- IES" Practice Guides Assisting Students with Struggling with Reading: Response to Intervention, Providing Reading Interventions for Students in Grades 4-9 and Improving Adolescent Literacy: Effective Intervention Practices
 Effect size: Response to Intervention – 1.29, Interventions for Learning Needs .77, Phonics Instruction: .70, Feedback .70, Scaffolding .82, Vocabulary Programs .62, Direct Instruction .60

How are Tier 3 interventions provided to students who receive interventions through distance learning?

All distance learning will be provided through Brevard Virtual School for the 2022-23 school year. Students attending Brevard Virtual rather than brick and mortar traditional setting will have instruction and support modified as it would be in brick & mortar.

Identification of Students with a Substantial Reading Deficiency

In accordance with Section 1008.25(4)(c), F.S., students identified with a substantial reading deficiency as determined in Section 1008.25(5)(a), F.S., must be covered by a federally required student plan, such as an individual education plan (IEP) or an individualized progress monitoring plan, or both, as necessary. A kindergarten through grade 3 student is identified as having a substantial deficiency in reading if any of the following criteria are met:

- The student scores at the lowest achievement level/benchmark as identified by the publisher during a universal screening period, on an assessment listed in the district's approved District K-12 Comprehensive Evidence-Based Reading Plan; and beginning in 2022-2023 school year, students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F.S.;
- The student scores at the lowest achievement level/benchmark as identified by the publisher during progress monitoring administration at any time during the school year, on an assessment listed in the district's approved District K-12 Comprehensive Evidence-Based Reading Plan and beginning in 2022-2023 school year, students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F.S.; or
- The student has demonstrated, through consecutive formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; reading fluency; and reading comprehension.

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

Brevard's K-12 definition of Substantially Deficient document is very thorough and requires the triangulation of data prior to labeling a student SD. Key data elements from a student's data profile are reviewed along with the universal screening/diagnostic data along with outcome measures FSA/FAST equivalent scores to determine SD identification. K-12 Decision Trees and the MTSS process guide the process for identifying students who require Tier 3 intervention. Until further guidance, the district will use the 15th percentile on the 2022 i-Ready Diagnostic 3 and FSA level 1 and/or FAST equivalent scores for K-12 as well as previous year's grade level and intervention data to determine . District's K-12 Substantially Definition document will include cut scores for FAST progress monitoring assessments when provided to by state.