K-12 Comprehensive Evidence-Based Reading Plan (CERP)
2023-24

Brevard Public Schools

District K-12 Comprehensive Evidence-Based Reading Plan

Annually, school districts must submit a K-12 Comprehensive Evidence-Based Reading Plan (CERP) by June 15 for the purpose of supporting increased student achievement in literacy and closing achievement gaps. The comprehensive reading plan must be approved by the applicable school board. By July 1 of each year, the FDOE will release to each school district its allocation of appropriated funds pending plan submission. Charter schools may select to participate in district's K-12 CERP or to submit an updated reading plan to the Office of School Choice by August 15 of each year.

The District K-12 CERP depicts and details the role of administration (both district and school level), professional development, assessment, curriculum, and instruction in the improvement of student learning of the B.E.S.T. English Language Arts Standards as provided in Rule 6A-1.09401, Student Performance Standards, Florida Administrative Code (F.A.C.). This information is reflected for all schools and grade levels and shared with all stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff, and parents.

1) Contact Information

The Main District Reading Contact will be the Florida Department of Education's contact for the District K-12 CERP and is responsible for the plan and its implementation. Other contacts are those who work primarily with an area covered within the plan. **Indicate the contacts for your district.**

Point of Contact	Name	Email	Phone
Main Reading Contact	Dr. Wendy Smith, Director Elementary Programs	Smith.Wendy@brevardschools.org	321-633-1000, 11397
	Jameka Mallory, Secondary Literacy Facilitator	Mallory.jameka@brevardschools.org	321-633-1000, 11364
	***Debbie Wood,** Elementary Literacy Facilitator	Wood.debbie@brevardschools.org	321-633-1000, 11342
Third Grade Progression	Dr. Wendy Smith , Director Elementary Programs	Smith.Wendy@brevardschools.org	321-633-1000, 11397
Title I, Multi-Tiered System of Supports (MTSS)	Marilyn Chappie , Director Early Childhood and Title I	Chappie.Marilyn@brevardschools.org	321-633-1000,11340
	Emilye Tracey, MTSS Trainer	Tracey.Emilye@brevardschools.org	321633-1000, 11358
Summer School/ Reading Camp	Marilyn Chappie,Director Early Childhood and Title I	Chappie.Marilyn@brevardschools.org	321-633-1000, 11340
Reading/Coach Endorsements	Lynnette Thorstensen, PD Specialist	Thorstensen.Lynnette@Brevardschools.org	321-633-1000,11175
RAISE/Tutoring	Jenifer Mallory, Coordinator	Mallory.Jenifer@brevardschools.org	321-633-1000, 11316
Elementary ELA	Marilyn Chappie, Director Early Childhood	Chappie.Marilyn@brevardschools.org	321-633-1000, 11340
	Dr. Wendy Smith Director Elementary Programs	Smith.Wendy@brevardsdchools.org	321-633-1000, 11397
Secondary ELA	Mollie Vega, Director Secondary Programs	Vega.Mollie@brevardschools.org	321-633-1000, 11310
ESE- ELL	Dr. Kim Bias, Director Student Services Program Support	Bias.Kimberly@brevardschools.org	321-633-1000, 11520
MIS - Data Element	Liz Layfield, Systems Analyst III, FTE Analyst	Layfield.Elizabeth@brevardschools.org	321-633-1000, 11737

3) Literacy Leadership – District and School

A. Measurable Student Achievement Goals ([Rule 6A-6.053(1)(d), F.A.C.](#))

For each grade, PreK-10, establish clear and measurable student literacy achievement goals based on the Florida Assessment of Student Thinking (FAST). Goals for plan year should increase from previous year in order to meet statewide literacy achievement goals.

Florida Assessment of Student Thinking (FAST)				
Grade	**Previous School Year – % of Students Scoring**		**Goal for Plan Year – % of Students Scoring**	
	Urgent Intervention <10th percentile	**At & Above Benchmark** 40th percentile & above	**Urgent Intervention** <10th percentile	**At & Above Benchmark** 40th percentile & above
PreK	15	55	9	63
K	14	58	10	63
1	12	57	11	60
2	20	57	14	65
Florida Assessment of Student Thinking (FAST)				
Grade	**Previous School Year – % of Students Scoring**		**Goal for Plan Year – % of Students Scoring**	
	Level 1	**Levels 3-5**	**Level 1**	**Levels 3-5**
3	20	58	15	67
4	20	60	15	68
5	17	61	14	67
6	16	64	13	69
7	25	53	22	59
8	25	52	22	58
9	24	55	21	61
10	22	54	19	60

B. School Literacy Leadership Teams ([Rule 6A-6.053(3), F.A.C.](#))

Schools are required to establish a functioning School Literacy Leadership Team.

1. **Describe the process the principal will use to form and maintain a School Literacy Leadership Team, consisting of a school administrator, literacy coach, media specialist, lead teachers, and other relevant team members, as applicable.**

   Principals will create a Literacy Leadership Team (LLT) by selecting teachers who have a strong understanding of literacy and the legislative reading requirements. The LLT will consist of at least the principal, literacy coach, media specialist and one teacher leader. LLT will be co-chaired by the principal and building literacy coach. The function of the LLT is to support the SIP goals for literacy, to engage stakeholders in improving ELA proficiency across grade levels, and to enrich the literacy culture of the school. Literacy Facilitators will monitor the rostering of school-based Literacy Leadership Teams. Leading and Learning directors will monitor implementation of this requirement for their assigned schools. Classroom walkthrough and assessment data will be used to gauge what is working and what is not. Literacy Facilitators will support building level literacy coaches as they work to strengthen the overall functionality of the LLT.

2. **Describe how the School Literacy Leadership Team requirement is communicated to principals, including how School Literacy Leadership Teams use data to establish literacy goals and take strategic action to improve literacy achievement for all students.**

During summer leadership and preplanning training, the Literacy Leadership Team (LLT) requirement is reviewed with principals and district leadership. District leadership will follow up with a leadership team memo outlining the K-12 CERP requirement and guidance for LLT. The LLT should align their work with the school improvement plan goals for literacy. LLT plays a key role in the implementation of the B.E.S.T. Standards and the adopted ELA instructional materials.

C. **Plan Implementation and Monitoring (Rule 6A-6.053(7), (8), F.A.C.)**

Districts must monitor the implementation of the District K-12 CERP at the district and school level.

1. **Provide an explanation of the following:**

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	-K-2 STAR Literacy -3-6 FAST Data -K-6 District ELA Quarterly Assessments (4) -3-6 District Writing Assessments (3) -i-Ready Diagnostics (3)	Grade Level Data - Monthly - STAR (2), FAST (2), ELA Quarterly (4) - MTSS, IPST, OPM Data Student Level Data - Ongoing - Instructional Pathway data Intervention Data (4-6 wk. cycle)
Actions for continuous support and improvement	-Module Overviews and Small Group Plans for Benchmark Advance Instruction -Analysis Sheets for BEST ELA Standards -Ongoing PD – District and JRF -Site-based coach support -Monitor i-Ready and Lexia usage and implementation -Walkthroughs/Feedback -Scaffolds and district support for RAISE schools -Ongoing Coach PD -Decision Trees -Data Analysis- Next Steps	-Data analysis at the teacher, grade level and school level - Monthly GL Data Meetings -Collaborative Planning (GL) -MTSS/IPST/Literacy Leadership Team Problem Solving -Intervention Data - Grouping -New Teacher supports -Data Chats (all stakeholders) -Action Planning -Read at Home Plans

Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	- FAST Data -HMH Reading Inventory (3) - HMH Phonics Inventory (3)	Grade Level Data - Monthly - HMH Reading Inventory (3), HMH Phonics Inventory (3), FAST (2) - MTSS, IPST, OPM Data Student Level Data - Ongoing - HMH Read 180/System 44 Lesson Data
Actions for continuous support and improvement	-Monitor HMH and Read 180 usage and implementation - Ongoing PD-District and HMH -Walkthroughs/Feedback -Ongoing HMH Coach Support/PD	-Data analysis teacher, grade level, and school level -MTSS/IPST/Literacy Leadership Team Problem Solving -New Teacher Supports

Grades 9-12	District Level	School Level
	-Decision Trees -Data Analysis/Next Steps with schools	-Collaborative Planning -Ongoing PD - Data Chats
Data that will be collected and frequency of review	-FAST Data -HMH Reading Inventory (3) - HMH Phonics Inventory (3)	Grade Level Data - Monthly - HMH Reading Inventory (3), HMH Phonics Inventory (3), FAST (2) - MTSS, IPST, OPM Data Student Level Data - Ongoing - HMH Read 180/System 44 Lesson Data
Actions for continuous support and improvement	-Monitor HMH and Read 180 usage and implementation - Ongoing PD-District and HMH -Walkthroughs/Feedback -Ongoing HMH Coach Support/PD -Decision Trees -Data Analysis/Next Steps with schools	-Data analysis teacher, grade level, and school level -MTSS/IPST/Literacy Leadership Team Problem Solving -New Teacher Supports -Collaborative Planning -Ongoing PD - Data Chats

2. **How are concerns communicated if it is determined that the District K-12 CERP is not being implemented with fidelity?**

Annual surveys and reflection of what is working and what is not, along with the completion of the K-12 CERP Self Reflection Tool, provide data for determining next steps and/or need for additional Professional Development. Leading and Learning directors regularly have discussions with individual principals to review the processes, structures, and systems in place, and discuss the next steps in order to better meet the needs of their students. Leading & Learning directors share concerns or questions with district staff working with schools. Action steps are put in place immediately to address areas of concern. Monthly touch points with literacy coaches along with walkthroughs provide insight on progress. Ongoing professional development is provided to school level principals during their regularly scheduled meetings.

3. **Describe what has been revised to improve literacy outcomes for students in the district's K-12 CERP based upon the District K-12 CERP Reflection Tool and a root-cause analysis of student performance data.**

- Engage teachers in professional learning opportunities to increase content knowledge and evidence-based practices such as the Science of Reading, the reading micro-credential or the reading endorsement.
- Replace current district reading endorsement model with the FCRR Reading Endorsement Pathway coursework which aligns with new matrix and legislation.
- Provide guidelines for how school-based literacy leadership teams can leverage literacy achievement with clear expectations which are monitored regularly.
- Monitor the explicit teaching of Phonemic Awareness, phonics, and word study multi-sensory instruction. In addition to the 90 Minute Block, schools are encouraged to build in an additional block of instruction for pa/phonics instruction for K-3 students.

4. **Describe the process used by principals to monitor implementation of the reading plan, including frequent reading walkthroughs conducted by administrators.**

> Leading and Learning directors, who supervise a select group of principals, will monitor implementation of school walkthroughs, and conduct walkthroughs with principals to build capacity of district/state expectations for ELA/Reading instruction. Walkthrough data is used to determine trends which may need to be addressed via PD or through coaching. School based structures which support the implementation of the K-12 CERP and BEST Standards are: Collaborative Planning, Site-based Coach Support, Ongoing PD, Instructional Expectations, Decision Trees and MTSS process, Department or grade level data meetings to review core data, monitoring and implementation of supplemental technology, and interventions.

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

> FAST/STAR, along with i-Ready/Read 180/System 44 data, are used to start data conversations at the school and district levels. Principals and coaches review data with departments and grade levels. During these discussions, teachers develop an action plan for responding to the data. Through collaborative planning and coaching conversations, teachers are asked to utilize the small group segment of instruction to leverage up achievement. Data chats are encouraged to engage and empower students to "own" their future achievement. The decision trees guide the process by indicating next steps, progress monitoring data and interventions applicable for the identified need. The Progress Monitoring Plan (PMP) captures the actions and strategies taken by the teacher and other stakeholders to address learning deficiencies or gaps. The MTSS process and forms guide ongoing problem-solving to address the needs of individual students through the collective efforts of the Individual Problem-Solving Team (IPST). Literacy Coaches, MTSS facilitators, and Title I personnel oversee the structure, schedule, and delivery of daily interventions.

4) Literacy Coaches/Coaching (Rule 6A-6.053(6), F.A.C.)

A. **Literacy Coaches (Rule 6A-6.053(6)(a), F.A.C.)**
   Describe how schools with the greatest need based on student performance data in reading are selected for coach services and supports.

> For many years, Brevard has used a data-based formula to allocate K-12 coach resources to the schools with the greatest needs. 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 early literacy for all students.
>
> Literacy coaches play a critical role in implementing district adopted curricula and supporting teachers as they maximize these resources to increase ELA proficiency. Literacy coaches are site-based for the purpose of providing more immediate response to data and teacher needs.
>
> Brevard's coach cadre consists of life-long learners who will take advantage of every opportunity to update and perfect their skillset and grow professionally. Brevard literacy coaches are required to be reading endorsed or reading certified. With the state's implementation of the Literacy Coach Endorsement, several elementary literacy coaches serving schools identified as an intensive or targeted RAISE school have earned or are currently acquiring this credential. It is the intent that all Brevard literacy coaches will acquire this credential in an effort to strengthen the skills needed to deliver high-impact, teacher-centered coaching to the educators they support, while building evidence-based coaching strategies to enhance teachers' knowledge and skills, ultimately improving literacy outcomes for students.

B. The Just Read, Florida! Literacy Coach Model (Rule 6A-6.053(6)(c), F.A.C.)

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

- 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 interventions.
- Model effective instructional strategies for teachers in whole and small group instruction;
- Collect and use data on instructional practices to inform and implement professional learning activities;
- Train teachers to administer assessments, analyze data, and use data to differentiate instruction;
- Coach and mentor teachers daily;
- Work with teachers to ensure that evidence-based reading strategies and programs grounded in the science of reading are implemented with fidelity;
- Participate in literacy leadership teams;
- Continue to grow professionally to increase knowledge of and ability to apply effective pedagogy and andragogy;
- Prioritize time to teachers, activities, and roles that will have the greatest impact on student achievement in reading; and
- Work with school principals to plan and implement a consistent program of improving reading achievement using evidence-based strategies that demonstrate a statistically significant effect on improving student outcomes.

Literacy coaches must possess the following:

- A minimum of a bachelor's degree and reading endorsement or K-12 certification in reading;
- Effective or highly effective rating from the most recently available evaluation that contains student performance data;
- Specialized knowledge of evidence-based reading instruction grounded in the science of reading, infusing evidence-based reading strategies into content area instruction;
- Special expertise in quality reading instruction and infusing reading strategies into content area instruction;
- Data management skills;
- Strong knowledge base in working with adult learners;
- Excellent communication skills; and
- Outstanding presentation, interpersonal, and time-management skills.

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.

1. **Is the district using the Just Read, Florida! literacy coach model?**

   Yes/No

YES

2. **How is the literacy coach model being communicated to principals?**

Annually, principals are informed about the role of the literacy coach through multiple formats, along with a leadership team memo which outlines the language of K12 CERP and JRF Coaching Model. Throughout the school year, principals and coaches have the opportunity to attend joint professional development to assist with building capacity of the school-based literacy leadership teams and opportunities to review data for next steps. During these learning experiences, administrators and literacy coaches problem solve on how to maximize efforts to increase ELA proficiency on their campus. Conversations include steps for leveling up teacher efficacy through the ongoing efforts of the literacy coach on their campus. District leadership conduct walkthroughs with principals. Directors share desired work/best practices during small group principal meetings or in 1:1 settings based on the qualitative and quantitative data of a school. Directors work with building principals on how utilizing a coach correctly will move core and intervention instruction forward, specifically through facilitating collaborative planning, conducting data sessions, and supporting teacher growth through coaching cycles.

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

Literacy coaches are provided ongoing opportunities for professional development growth throughout the year. A calendar of scheduled training is provided to coaches at the beginning of each school year. This training includes, but is not limited to, increasing knowledge of the Science of Reading & Structured Literacy, learning curricula and standards, using data to drive instruction, reaching adult learners, coaching up teachers, developing coaching skillset, and implementing legislative requirements. Literacy Facilitators create and provide professional development with the support of other district personnel and curricula content specialists.

To build collective efficacy and capacity of the literacy coach cadre, networking and mentoring are essential components of literacy coach professional development. Coaches learn from each other through collaborative discussions central to data and literacy achievement. Coaches collaborate with feeder chain colleagues to increase impact on identified subgroup populations and substantially deficient readers. Coaches serving at RAISE schools are provided bi-monthly training focused on key elements of the coaching role. New Coach training is provided monthly. During this training, new coaches learn about the five plates (Collaboration, Intervention/MTSS, Data, Coaching Cycle, Literacy Leadership Team) that they will manage on a daily basis and other key aspects of the literacy coach role. District level mentorship is provided for new coaches serving a RAISE school.

Lastly, the collaborative leadership training sessions provide coaches an opportunity to build purposeful actions that will enhance the instruction of teachers and enables educators, students, and families to work together to define and create learning environments that support student and other stakeholder learning.

4. **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?**

Building on what the district already has in place, Brevard plans to utilize the FCRR modules for the Literacy Coach endorsement for coach training during the 23-24 SY. The model will update all

coaches to current practices and will provide consistency across the district in how coaches are utilized for improving ELA instruction and increasing ELA proficiency-- with continued focus on data analysis, coaching cycles and Hattie's visible literacy and the effect size of strategies being used. Additionally, collaborative coach and administrator professional development sessions provide learning experiences on how to implement the elements of the Science of Reading and Structured Literacy (explicit, systematic, scaffolded, differentiated). Additional training will be differentiated by school and coach needs. Literacy Facilitators and Title I Instructional Coaches support coaches in 1:1 session, especially with those coaches serving priority schools (RAISE).

5. How does the district monitor implementation of the coach model?

The district's Vision for Excellent Instruction/Evidence of Practice, and Instructional Agreements in tandem with the Florida's Formula for Success prioritize the literacy coach's work. Coaches are aware that their effectiveness is measured by teacher efficacy resulting in school growth (grade level proficiency and learning gains). Beginning-, Middle-, and End-of-Year data is reviewed by the district personnel and work with coaches on action steps needed to address data findings, professional development needs, and teacher supports at the district or school level.

The Literacy Facilitators will monitor how the literacy coaches' time is being used. Literacy coaches are asked to reflect on current practices and to set goals to better leverage their time to impact student outcomes. Directors of Leading & Learning will also monitor during school walkthroughs and data reviews. Directors of Leading & Learning work with district support staff to realign coach time after consulting with the building leadership. Coaches are required to document their time and to share the status of their work (i.e. coaching cycle) monthly with building leadership during scheduled literacy leadership team (LLT) meetings. Coaches are to prioritize their time to maximize student achievement through increasing teacher efficacy and effectiveness through focused site based or job-embedded PD and coaching. The district has created Literacy Coach "Look-Fors" to help guide coaches and administrators as they implement the JRF Coach Model.

5) K-12 Assessment, Curriculum, and Instruction

A. **Florida's Formula for Success (Rule 6A-6.053(9)(a), F.A.C.)**

K-12 reading instruction will align with Florida's 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;
- **Three tiers of instruction that are standards-aligned**; include accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in 34 C.F.R. 200.2(b)(2)(ii);
  - o **Core Instruction (Tier 1)**: provides print-rich explicit and systematic, scaffolded, differentiated instruction, and corrective feedback; builds background and content knowledge; incorporates writing in response to reading;
  - o **Supplemental Instruction/Interventions (Tier 2)**: provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice

the targeted still(s) and receive corrective feedback; occurs in addition to core instruction; and

- o **Intensive, Individualized Instruction/Interventions (Tier 3)**: provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial reading deficiency. All intensive reading interventions must be delivered by instructional personnel who possess a literacy micro-credential as provided in s. 1003.485, F.S., or are certified or endorsed in reading.

1. **Describe how the district will align K-12 reading instruction to Florida's Formula for Success for all students including students with a disability and students who are English language learners.**

Adopted ELA Curricula are aligned to Florida's new B.E.S.T. Standards for ELA. District and program assessments measure the mastery of grade level benchmarks for core instruction (Tier 1). Stakeholders receive ongoing PD on Florida's Revised Formula for Success and how the state's formula is implemented in Brevard's K-12 Reading Plan.

K-6 classrooms require a 90 Minute block of uninterrupted reading instruction; secondary students identified as needing Tier 2 and Tier 3 reading instruction are placed in an Intensive Reading classroom. Adopted curricula address the six components of reading and each programs design aligns with 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 for instruction. 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 process (Forms 1-8). Schedules and intervention enrollment are reviewed in relation to the outcome and universal screener data.

It is important to note that English Language Learners and Exceptional Education Students have access to and are provided the same curriculum materials as their non-ELL and non-ESE peers. In addition to what is provided for all, ELL and ESE students also receive:
- Tier 1 – Instructional accommodations for ELL and ESE students as they align with Florida Consent Decree and Individual Education Plans are provided to ensure access to core instruction.
- Tier 2 – ELL students have access to Imagine Language and Literacy (K-12) and Achieve 3000 (7-12).
- Tier 3 – Lexia, a strong evidence-based intervention, has been used to support the ELL and ESE populations. ELL and ESE students also have access to Tier 3 intervention programs for ELA as identified in the district decision tree.

Brevard Public Schools' Adopted ELA/Reading Curricula:
- Grades PreK - 5: *Benchmark Advance*, FL version
- Grade 6: Savvas, *myPerspectives*
- Secondary Reading: HMH, *Read 180 and System 44*
- Grade 7 & 8 ELA: *Amplify Education*
- Grade 9-12 ELA: Savvas, *myPerspectives*

3. **Describe your public school PreK program's plan for assessment, standards, curriculum, instruction, and support to meet the needs of all learners.**

Our PreK/VPK program will use F.A.S.T Star Early Literacy assessment three times a year (PM1, PM2, and PM3) as described in **Section 1002.67(2)(b), Florida Statutes** to monitor student learning and plan for instruction to meet the needs of all learners. The Florida Early Learning Standards: Four Year Olds to Kindergarten and Ready to Advance (RTA) Early Learning Program (©2020 Benchmark Education) are used to drive daily instruction and lesson planning. District VPK instructional coaches and resource teachers offer mini training sessions and model the strategies for Language, Vocabulary and Phonological Awareness Development for Preschoolers in the VPK Classroom.

B. **Assessment/Curriculum Decision Trees (Rule 6A-6.053(9)(d), F.A.C.)**

Districts are required to develop Assessment/Curriculum Decision Trees to demonstrate how data will be used to determine specific reading instructional needs and interventions for all students in grades K-12.

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. For students in the Voluntary Prekindergarten Education Program through grade 10, the coordinated screening and progress monitoring system must be administered pursuant to s. 1008.25(8)(b), F.S., and included as a component of the Assessment/Curriculum Decision Trees.
- Targeted audience (grade level);
- Performance criteria used for decision-making for each instrument at each grade level;
- Assessment/curriculum connection, including evidence-based curriculum materials and practices used in instruction and interventions that address the six components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
- 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 or instructional personnel who possess a literacy micro-credential; and
- Identification of the multisensory interventions provided to students in grades K-3 who have a substantial reading deficiency, including a description of the intensive, explicit, systematic, and multisensory reading interventions which will be provided to students in grades K-3.

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

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

Grades PreK-6

1. **Grades PreK-6 Assessments**

Name of the Assessment	Target Audience (Grades PreK-5)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST Star Early Literacy	☒ PreK ☒ Grade K ☒ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
FAST Star Reading	☐ PreK ☐ Grade K ☒ Grade 1 ☒ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
FAST ELA Reading	☐ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ Grade 6	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
i-Ready Diagnostic (K-6)	☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ Grade 6	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Kindergarten Literacy Assessment (K, TK)	☐ PreK ☒ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☐ Grade 6	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☒ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other

Name of the Assessment	Target Audience (Grades PreK-5)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
Brevard Benchmark Assessments (1-5)	☐ PreK ☐ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ Grade 6	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☒ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Savaas District Assessments (6)	☐ PreK ☒ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☒ Grade 6	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☒ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Brevard Writing Assessments (4-6)	☐ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ Grade 6	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other

2. **Identification of K-5 Students with a Substantial Reading Deficiency (Rule 6A-6.053(10), F.A.C.)**
   In accordance with s. 1008.25(4)(c), F.S., students identified with a substantial reading deficiency must be covered by a federally required student plan, such as an 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 reading deficiency if the following criteria are met:

   - **For kindergarten, the student scores below the tenth (10th) percentile** or is unable to complete the practice items on the designated grade-level assessment at the beginning, middle, or end of the year on the coordinated screening and progress monitoring system pursuant to s. 1008.25(8), F.S., and the student has demonstrated, through progress monitoring, 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; fluency; and comprehension;

   - **For grades 1 and 2, the student scores below the tenth (10th) percentile** or is unable to complete the practice items on the designated grade-level assessment for the specified testing window of the coordinated screening and progress monitoring system pursuant to s. 1008.25(8), F.S., and the student has demonstrated, through progress monitoring, 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; fluency; and comprehension; or

- **For grade 3, the student scores**:
  - **Below the twentieth (20th) percentile** at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to s. 1008.25(8), F.S., and the student has demonstrated, through progress monitoring, 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; fluency; and comprehension; or
  - Level 1 on the end of the year statewide, standardized English Language Arts assessment pursuant to s. 1008.22(3)(a), F.S.

2a. Describe the district's process for identifying grades K-3 students in need of Tier 2/Tier 3 interventions. Tier 3 interventions must be provided to students identified as having a substantial reading deficiency.

> Brevard's K-12 definition of Substantially Deficient document requires the triangulation of data prior to labeling a student SD. District's K-12 Substantially Definition document includes cut scores for the Star Literacy/FAST progress monitoring assessments. Key elements from a student's data profile are reviewed, which includes i-Ready diagnostic data and PM1/PM2 STAR Literacy/FAST scores, to determine substantially deficient (SD) identification. K-12 Decision Trees and the MTSS process guide the process for identifying students who are in need of Tier 3 intervention.

2b. Describe the district's process for identifying grades 4-5 students in need of Tier 2/Tier 3 interventions.

> Brevard's K-12 definition of Substantially Deficient document requires the triangulation of data prior to labeling a student SD. District's K-12 Substantially Definition document includes cut scores for the Star Literacy/FAST progress monitoring assessments. Key elements from a student's data profile are reviewed, which includes i-Ready diagnostic data and PM1/PM2 STAR Literacy/FAST scores, to determine substantially deficient (SD) identification. K-12 Decision Trees and the MTSS process guide the process for identifying students who are in need of Tier 3 intervention.

3. **Summer Reading Camps (Rule 6A-6.053(12), F.A.C.)**
   Requirements of Summer Reading Camps pursuant to s. 1008.25(7), F.S., include:

   - Providing instruction to grade 3 students who score Level 1 on the statewide, standardized ELA assessment;
   - Implementing evidence-based explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension; and
   - Providing instruction by a highly effective teacher endorsed or certified in reading.

3a. Describe the district's plan to meet each requirement for Summer Reading Camps required by s. 1008.25(7), F.S. Include a description of the evidence-based instructional materials that will be utilized, as defined in 20 U.S.C. s. 7801(21)(A)(i).

> 13 school sites will be hosting a Summer Reading Camp experience for the district's 3rd grade students identified as substantially deficient in reading. Teachers will instruct using the district created lesson plans which includes **Benchmark Advance** grade level materials (module 10). Additional evidence-based instructional materials will be used to address deficient foundational standards, such as 95% Percent Phonics and Multisyllabic Lessons, and evidenced- based, high-yield instructional strategies. Comprehension instruction is supported with connected writing and vocabulary instruction with the intent

to build topic knowledge. 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 evidence-based intervention technology and teachers will use Lexia intervention lessons to provide explicit intervention instruction. Lessons are explicit, multisensory, and scaffolded for learners (and teachers).

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)

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 address foundational skills 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

3b. Districts have the option of providing summer reading camps to students in grades K-2 who demonstrate a reading deficiency and students in grades 4-5 who score Level 1 on the statewide, standardized ELA assessment. Will the district implement this option?

Yes/No

Yes. District is providing summer opportunities for students in grades K-2.

3c. If yes, describe the district's instructional plan. Include a description of the evidence-based instructional materials that will be utilized.

-Grade 1 and 2 Summer Acceleration Program will use the 95% Core Summer Phonics curriculum to provide systematic, explicit, and multisensory multiple structured phonics lessons. Students will utilize Lexia Core 5 as an additional intervention to address foundation standards.

-*Let's Go Wild About Literacy* is a summer school program that will take place at five RAISE schools and aims to provide additional support in foundational skills to students currently in grades K, 1, and 2. The students participating from these grade levels are identified as those who scored in the bottom quartile on the PM2. The program will utilize i-Ready Magnetic Reading lessons, Lexia Core5 lessons, and resources from the adopted core program, Benchmark Advance as the instructional materials.

4. Grades 7-8 Assessments

Name of the Assessment	Target Audience (Grades 7-8)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST ELA Reading	☒ Grade 7 ☒ Grade 8	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
DAR (Diagnostic Assessment of Reading)	☒ Grade 7 ☒ Grade 8	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☒ Annually ☒ As Needed ☐ Other
HMH READ 180-Reading Inventory	☒ Grade 7 ☒ Grade 8	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
HMH System 44-Phonics Inventory	☒ Grade 7 ☒ Grade 8	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
HMH READ 180 Lesson Data	☒ Grade 7 ☒ Grade 8	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☒ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other

Name of the Assessment	Target Audience (Grades 7-8)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
HMH System 44 Lesson Data	☒ Grade 7 ☒ Grade 8	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☒ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other

2. **Describe the district's process for identifying grades 6-8 students in need of Tier 2/Tier 3 interventions.**

Brevard's K-12 definition of Substantially Deficient document requires the triangulation of data prior to labeling a student SD. District's K-12 Substantially Definition document includes cut scores for the Star Literacy/FAST progress monitoring assessments. Key elements from a student's data profile are reviewed, which includes i-Ready diagnostic data and PM1/PM2 STAR Literacy/FAST scores, to determine substantially deficient (SD) identification. K-12 Decision Trees and the MTSS process guide the process for identifying students who are in need of Tier 3 intervention.

Grades 9-12

3. **Grades 9-12 Assessments**

Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST ELA Reading	☒ Grade 9 ☒ Grade 10 ☐ Grade 11 ☐ Grade 12	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed
DAR (Diagnostic Assessment of Reading)	☒ Grade 9 ☒ Grade 10 ☐ Grade 11 ☐ Grade 12	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☒ Annually ☒ As Needed
HMH READ 180-Reading Inventory	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency ☒ Vocabulary	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually

Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
		☒ Comprehension		☐ As Needed
HMH System 44-Phonics Inventory	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☒ As Needed ☐ Other
HMH Read 180 Lesson Data	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☒ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
HMH System 44 Lesson Data	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☐ Grade 12	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☒ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other

4. **Describe the district's process for identifying grades 9-12 students in need of Tier 2/Tier 3 interventions.**

Brevard's K-12 definition of Substantially Deficient document requires the triangulation of data prior to labeling a student SD. District's K-12 Substantially Definition document includes cut scores for the Star Literacy/FAST progress monitoring assessments. Key elements from a student's data profile are reviewed, which includes i-Ready diagnostic data and PM1/PM2 STAR Literacy/FAST scores, to determine substantially deficient (SD) identification. K-12 Decision Trees and the MTSS process guide the process for identifying students who are in need of Tier 3 intervention.

6) Professional Development (Rule 6A.6.053(4), F.A.C.)

A. **Describe the literacy professional development that will be provided by the district and/or schools, aligned to the requirements below:**
- Provide professional development required by [s. 1012.98(4)(b)11., F.S.](s. 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;
- Provide professional learning in B.E.S.T. ELA standards and evidence-based reading practices and programs;
- 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.

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 professional development sessions. These elements will be the focus of the PD for implementing core instructional materials, as well as ongoing intervention PD offerings. Orton Gillingham training is being offered to a select group of teachers through Student Services. District personnel provide opportunities to attend BEESS Independent courses (Reading Difficulties, Disabilities and Dyslexia and Structured Literacy through a Multi-Sensory Approach) and the BEESS facilitated Exploring Structured Literacy 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 is ongoing. Professional Development is created to support elements which need strengthening or clarification, including BEST standards knowledge/understanding. Moving forward, additional training will be available to support foundational standards and 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 as the expectation for Tier 1 instruction. Literacy coaches will assist with identifying model classrooms and teachers who exemplify a particular expectation of ELA instruction.

B. **List the pathways that are available in your district for earning the Reading Endorsement.**

> Starting in the 2023-2024 school year Brevard Public Schools will be offering the Florida Center for Reading Research pathway to reading endorsement. This will be our primary pathway for reading endorsement. We will also continue to accept credits from UF Literacy Matrix, Beacon Educator, The Schultz Institute, Brevard Federation of Teachers and NEFEC.

7) Tutoring Programs to Accelerate Literacy Learning (Rule 6A-6.053(2), F.A.C.)

Describe any tutoring programs available within your district and include targeted grade levels (e.g., K-3 Reading Tutoring, RAISE High School Tutoring, etc.).

> -The R.A.I.S.E. High School Tutoring program provides additional support to bottom quartile first grade students in the area of phonics. Juniors and Seniors from BPS high schools were trained and deployed as either paid tutors, or volunteer tutors at BPS elementary schools. Tutors utilize on grade level phonics and word recognition lessons and resources from Benchmark Advance core ELA program to deliver targeted lessons to small groups of students 3-5 times a week.
>
> -Title I provides school-based academic support/tutoring for homeless students at risk of failing to meet state standards in grades K-12. The focus is on instruction in the improvement of student learning of B.E.S.T standards in Reading and/or Math. Tutoring is available to homeless students at all schools in Brevard County. As a team, school-based homeless contacts, counselors, and school/district social workers identify & submit academic support referrals to the Title I Content Specialist who oversees the program & coordinates efforts to have certified BPS teachers provide standards- based academic support for the identified students. Certified teachers (tutors) collaborate with classroom teachers to address student deficiencies. Academic support may take place on campus, at homeless shelters, off-campus at a safe location, or virtually. The program is evaluated by reviewing students' report cards, monthly progress reports completed by the academic support certified teachers, and other available student data.
>
> -Student Services provides Tutor.com for identified homeless students in grades 4-12. Tutor.com is designed to meet the needs of students in grades 4 to 12. All tutoring sessions are online web-based with two-way shared interactive white boards. The student also has the option to schedule a tutor on demand. Each one-to-one session is tailored to the students' needs, level of proficiency, and unique learning style. They receive asynchronous support, for math problems, science, social sciences, business, computer sciences, and career services. The student receives feedback for his writing within hours and it gives tutors the opportunity to walk students through suggested improvements and confirm their understanding of complex concepts. Tutor.com also provides SAT and ACT self-paced drills and lessons. Practice tests and video lessons that the student can view at their convenience.
>
> -The ESOL Department provides after-school tutoring to ELL students in the schools that choose to participate. An ESOL endorsed teacher provides an hour a day 4x's a week after school.

8) Family Engagement (Rule 6A-6.053(11), F.A.C.)

In accordance with s. 1008.25(5)(e), F.S., parents of students identified with a substantial reading deficiency must be provided a read-at-home plan, including multisensory strategies, 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 reading deficiency. Include literacy partnerships or programs the district utilizes to increase support for families to engage in literacy activities and reading at home (e.g., New Worlds Reading Initiative).

> 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. Students

who are eligible for supports from New World's Reading Initiative: Reading Scholarships are provided information for how to sign up for tutoring supports.

IEP, LEP and PMP documents capture the Read at Home plan documenting strategies that address areas of deficiency. Monthly communications occur with families of K-3 students identified as substantially deficient in reading. 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 families through a 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. In partnership with local businesses and hospitals, the district's "Thrive by Five" initiative highlights local events and resources available for new parents and young families. This initiative connects resources to our earliest readers…who are risk at birth.

All Brevard County elementary schools, including charters, participate in the New Worlds Reading Initiative: free books. Students in grades K-5 who have been identified as substantially deficient in reading are eligible to receive free books for the purpose of building an at-home library. Literacy coaches coordinate the initiative of the at-home reading program through school websites, newsletters, and any other communication platform used with families. Schools share New Worlds Reading Initiative informational fliers with families of the identified students. Fliers provide instructions on how to enroll their child. Literacy coaches support and promote family participation. Participating students receive books monthly along with other resources. Books are provided in Spanish, Haitian Creel, or Braille.

Literacy Nights and Parent Nights are provided to equip families with information needed to support their child at home. Parent training focuses on critical reading skills, sharing resources (online) that support learning, and receiving materials to use with their child at home. Improving the academic achievement of students is the driving force behind these targeted parent meetings.

Partnering with United Way, BPS elementary schools participate in the Summer Reading Challenge for PK-5 students as a way to minimize learning loss. The summer reading challenge provides families a way to keep students reading throughout the summer. Select Title I elementary schools participate in a 2nd Grade Incentive Program - Read to Succeed! The program's focus is on promoting reading achievement of 2nd graders.

Elementary (K-6)
Tiered
Decision Trees

Assessment/Curriculum Decision Tree

Grade Level(s): K- 6

IF:	*If student meets the following criteria at beginning of school year:*
	• Spring 2023 FAST PM3 score is at a Level 3 or higher • Spring 2023 STAR PM3 score is at the 40th percentile rank or higher *If a student has no 2023 PM 3 data, then:* • Fall 2023 FAST PM 1 score is at a Level 2 or higher • Fall 2023 STAR PM 1 score is at the 40th percentile rank or higher

<table>
<tr><td>THEN:</td><td colspan="3" align="center"><h2>TIER 1 Only</h2></td></tr>
<tr><td rowspan="11">TIER 1</td><td colspan="3">

Initial instruction:
- *is standards-aligned;*
- *explicitly teaches PA, phonics, and word study utilizing multi-sensory instruction.*
- *builds background and content knowledge.*
- *provides print-rich, systematic, scaffolded, and differentiated instruction.*
- *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.*

</td></tr>
<tr><td colspan="3" align="center"><i>Core Curriculum</i></td></tr>
<tr><td colspan="3" align="center"><i>Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.</i></td></tr>
<tr><td colspan="3" align="center">Curriculum is on the 2021 approved Florida Instructional Materials Adoption list.
<i>Florida Benchmark Advance</i> 2022 (K-5) ©2022, Florida Edition
<i>myPerspectives Florida</i> English Language Arts Grade 6, ©2022, 1st Edition</td></tr>
<tr><td colspan="3" align="center"><i>Progress Monitoring</i></td></tr>
<tr><td align="center"><i>Assessment & Frequency</i></td><td align="center"><i>Performance Criteria that indicates Tier 1 is sufficient</i></td><td align="center"><i>Performance Criteria that prompts the addition of Tier 2 interventions</i></td></tr>
<tr><td>FAST – STAR Early Literacy (PreK – K) (3x)
FAST- STAR (Grades 1 -2) (3x)
FAST – Cambium (Grades 3-6) ((3x)
i-Ready Diagnostic – 2/3 times a year
District Assessments – quarterly</td><td>Scale Scores fall within grade level ranges or percentile rank is at or above the 50th.</td><td>- Overall Reading Scale Score is below grade level
- Early Warning System (EWS) indicators reflect need for support
- FAST/STAR data fall within the At-Risk range
- PMP in place during 2023-24 SY</td></tr>
<tr><td><i>How is the effectiveness of Tier 1 instruction being monitored?</i>
Classroom walkthroughs, student work samples, and district required ELA assessments and i-Ready instruction performance data measure the effectiveness core instruction.</td><td colspan="2"><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students?</i>
Collaborative planning sessions, PLC's, data analysis meetings, coaching sessions, Literacy Leadership Team, and classroom walkthroughs are the structures for focusing on effective and standards aligned core instruction.</td></tr>
<tr><td><i>How is the effectiveness of Tier 1 curriculum being monitored?</i>
STAR/FAST, i-Ready diagnostic and district required ELA assessments data are used to measure the effectiveness of core instruction.</td><td colspan="2"><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</i> During IPST and team data meetings, teachers analyze data and plan/determine next steps. School Improvement and Literacy Leadership Teams identify what is working and what is not and establish action steps to address need.</td></tr>
<tr><td colspan="3"><i>How is instruction provided to students who receive instruction through distance learning?</i>
<i>All distance learning will be provided through Brevard Virtual School for the 2023-24 school year.</i> Students attending Brevard Virtual rather than brick and mortar traditional setting will have instruction and support modified as it would be in brick & mortar.
<div align="right">4.2023</div></td></tr>
</table>

IF:	*If* student meets the following criteria at beginning of school year*:*
	• Spring 2023 FAST PM3 score are below Level 3 • Spring 2023 STAR PM3 score is below the 40ᵗʰ percentile rank *If a student has no 2023 PM 3 data, then:* • Fall 2023 FAST PM 1 score is at a Level 2 or lower Fall 2023 STAR PM 1 score is at the 40ᵗʰ percentile rank or lower

THEN:	**TIER 1 instruction and TIER 2 interventions**

TIER 1 instruction and TIER 2 interventions

Interventions:
- *include multi-sensory instruction;*
- *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 feedback;*
- *occurs during time allotted in addition to core instruction; and*
- *includes accommodations (IEP, ESOL, or 504).*

TIER 2 Programs/Materials/Strategies &Duration	*TIER 2 Progress Monitoring*			
	Assessment & Frequency	*Performance Criteria to discontinue Tier 2 intervention*	*Performance Criteria indicating continuation of Tier 2 interventions addition to Tier 1 instruction*	*Performance Criteria that prompts the addition of Tier 3 interventions*
PA/Phonics Intervention – *95%, UFLI Foundations or Phonics for Reading* Lexia Core5 i-Ready Scaffolded Lessons and Toolkit Lessons IES Practice Guide–Assisting Students Struggling with Reading: RtI IES Practice Guide–Improving Adolescent Literacy: Effective Intervention	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.	Teacher Data Teams analyze data, use Form 7 to 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 Score is greater than or equal to Level 3.	OPM data indicates trajectory and rate of growth is commensurate with FAST and i-Ready progress monitoring data. Performance on District required assessments is also reviewed during this process. Performance criteria that prompt the addition of T2 interventions for students not meeting the expectations and benchmarks such as FAST score is less than or equal to Level 2.	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 Score is less than or equal to Level 1.
Number of times per week intervention provided	3-5	*Number of minutes per intervention session*		20-30

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?
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.

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.
- Lexia Core is supported by Strong level of evidence, as defined by ESSA (Hurwitz & Vanacore, 2020) https://tinyurl.com/yv3temac
- Teachers will 95 Percent Group Interventions, Read Naturally and Small Group Comprehension Toolkit intervention lessons 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.   4.2023

IF:	**If student meets the following criteria at beginning of school year:**

<table>
<tr><td rowspan="2">**IF:**</td><td>**If student meets the following criteria at beginning of school year:**
Spring 2023 FAST PM3 ELA score is a Level 1
Spring 2023 STAR PM3 score is below the 10th percentile rank
If a student has no 2023 PM 3 data, then:
Fall 2023 FAST PM 1 score is below the 20th percentile rank
Fall 2023 STAR PM 1 score is below the 10th percentile rank
Students who ended the previous year receiving Tier 3 instruction as determined by IEP, LEP, IPST and MTSS teams</td></tr>
</table>

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

TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions

Immediate, intensive 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.*

Tier 3 Programs/Materials/Strategies & Duration	*Tier 3 Progress Monitoring*		
	Assessment &Frequency	*Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction*	*Performance Criteria that prompts the changes to Tier 3 interventions*
Rewards Lexia Core5 and Power UP Visualizing & Verbalizing IES Practice Guide–Assisting Students Struggling with Reading: RtI IES Practice Guide–Improving Adolescent Literacy: Effective Intervention IES Practice Guide-Providing Interventions for Students in Grades 4-9	FAST-PM1 and PM2; i-Ready 2x's/year; 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 Score is greater than or equal to level 2. 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 Score is equal to level 1.		

All Tier 3 Interventions must be provided by a teacher who is certified in reading endorsed or has micro-credential for target audience.		

Number of times per week intervention provided	**5**	*Number of minutes per intervention session*	*15-60*

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction, provided to in-person 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.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
- Lexia Core5 and Power UP have a 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 above are integrated spiral 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 comprehension-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

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 2023-24 school year. Students attending Brevard Virtual rather than brick and mortar traditional setting will have instr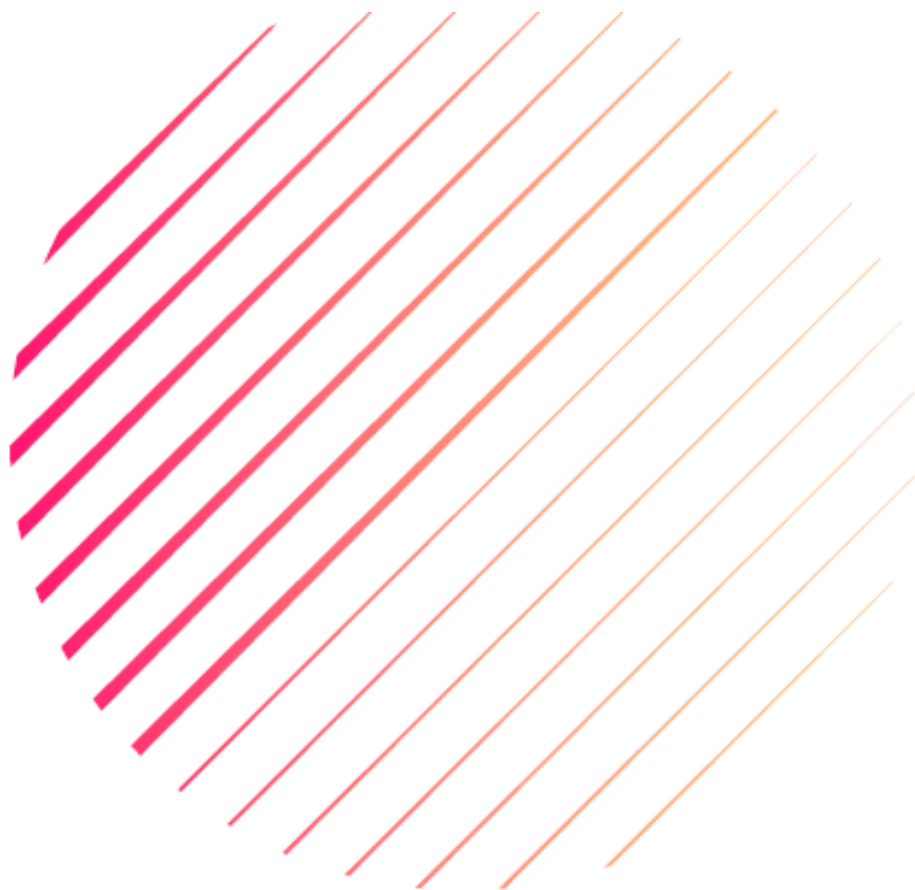uction and support modified as it would be in brick & mortar setting   .   4.2023

Middle School (7-8)
Tiered
Decision Trees

Assessment/Curriculum Decision Tree

Grade Level(s): 7-8

IF:	***If** student meets the following criteria at beginning of school year:* • Spring 2023 FAST scores are Level 3 or above • Fall 2022 or Beginning of the Year 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 or Beginning of the Year HMH Read 180 Reading Inventory Lexile score of: -7th Grade- 925L or above -8th Grade- 970L or above • Review past standardized test scores: FSA or other standardized assessments from previous district or state • FAST-Cambium scores reflect on grade level achievement • Spring 2023 i-Ready scale score of 641 or above (entering 7th graders) • 2022-23 School Year grades reflect that student is highly successful & independent with rigorous ELA coursework

THEN:	**TIER 1 Only**

<table>
<tr>
<td rowspan="5">TIER 1</td>
<td colspan="3">Initial instruction:
•   are standards-aligned;
•   builds background and content knowledge;
•   provides print-rich, systematic, scaffolded, and differentiated instruction;
•   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.</td>
</tr>
<tr>
<td colspan="3">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</td>
</tr>
</table>

Assessment & Frequency	***Performance Criteria that indicates Tier 1 is sufficient***	***Performance Criteria that prompts the addition of Tier 2 interventions***
HMH Reading Inventory 3x/year	• 7th Grade- 925L or above • 8th Grade- 970L or above	HMH Reading Inventory falls below proficiency score; Early Warning Systems data shows concerns in academic areas. (grades, classroom assessments)
FAST-Cambium 3xyr	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 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?*** 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 2023-24 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.

IF:	*If* student meets the following criteria at beginning of school year:

If student meets the following criteria at beginning of school year:
- Spring 2023 FAST scores are below Level 3 or
- Fall 2022 FAST-Cambium score reflect below grade level performance or
- Past standardized test scores: FSA or other standardized assessments from previous district or state show below grade level

THEN:	**TIER 1 instruction and TIER 2 interventions**

Interventions:
- *include multi-sensory instruction;*
- *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 feedback;*
- *occurs during time allotted in addition to core instruction; and*
- *includes accommodations (IEP, ESOL, or 504).*

		TIER 2 Progress Monitoring		
	Assessment & Frequency	*Performance Criteria to discontinue Tier 2 intervention*	*Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction*	*Performance Criteria that prompts the addition of Tier 3 interventions*
HMH Read 180 program with supplemental/ core program, small group instruction, 45-50 minutes daily	Monthly Read 180 Workshop and Segment assessments Reading and Phonics Inventory 3x/year FAST-PM 2x's	Monthly assessments show on grade level performance. HMH Reading Inventory scores: ● 7th Grade- 925L or above ● 8th Grade- 970L or above Performance criteria that indicate T1 is sufficient FAST-FSA Equivalent Score is greater than or equal to level 3.	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.	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.

Number of times per week intervention provided	5	**Number of minutes per intervention session**	45-50

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?

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 2023-24 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.

4.2023

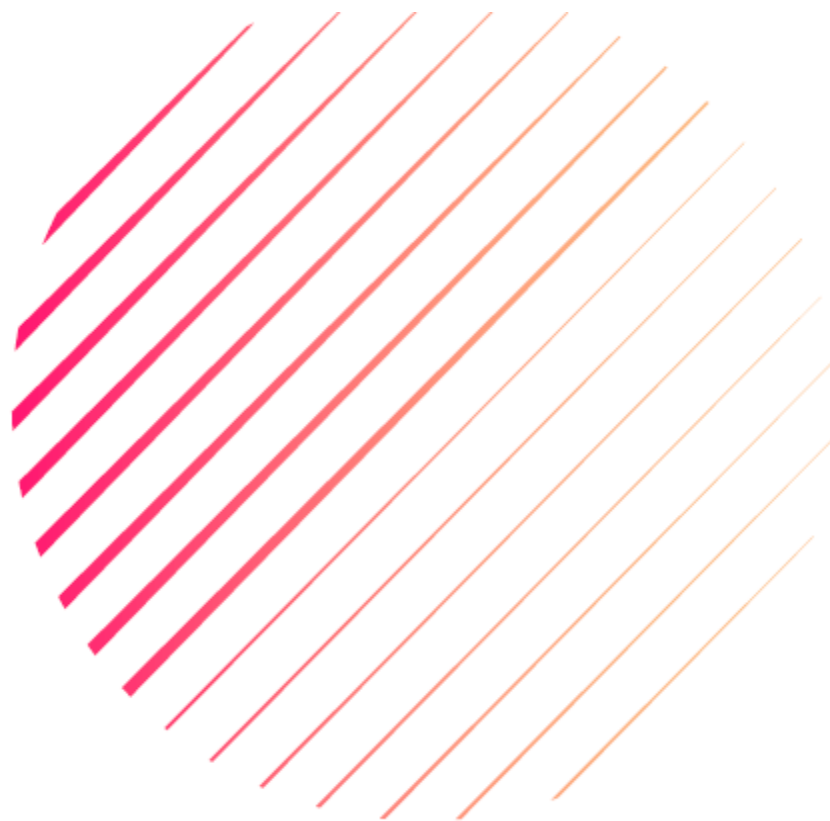| IF:	*If* Student meets the following criteria at beginning of school year:
	• Spring 2023 ELA FSA scores Level 1
	• FAST-FSA Equivalent Score is Level 1
	• Scores a Lexile level below 600 on the HMH Reading Inventory and below 20 on the HMH Phonics Inventory
	• Students who ended the previous year receiving Tier 3 instruction as determined by IEP, LEP, IPST and MTSS teams
THEN:	**TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**

TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions

Immediate, intensive 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.*

	Tier 3 Progress Monitoring		
	Assessment & Frequency	*Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction*	*Performance Criteria that prompts the changes to Tier 3 interventions*
HMH System 44 program with supplemental/core program, small group instruction, 45-50 minutes daily in conjunction with Tier 2 instruction	Monthly System 44 Workshop and Segment assessments Reading and Phonics Inventory 3x/year FAST 2x's year	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.	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.

All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement or micro-credential for target audience.

Number of times per week intervention conjunction with Tier 2 instruction	**5*	*Number of minutes per intervention session*	** 45-50*

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction, provided to in-person 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 2023-24 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)

4.2023

High School (9-12) Tiered Decision Trees

Assessment/Curriculum Decision Tree

Grade Level(s): 9-12

IF:	***If student meets the following criteria at beginning of school year:***
	For 9th and 10th Grade:
	•Spring 2023 ELA FSA scores are Level 3 or above
	•FAST-FSA Equivalent Score
	•Fall 2022 or Beginning of the Year 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
	• 2022-23 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**

<table>
<tr><td rowspan="2">TIER 1</td><td colspan="3"><i>Initial instruction:</i>
    •   <i>is standards-aligned;</i>
    •   <i>builds background and content knowledge;</i>
    •   <i>provides print-rich, systematic, scaffolded, and differentiated instruction;</i>
    •   <i>incorporates writing in response to reading;</i>
    •   <i>includes accommodations (IEP, ESOL, or 504);</i>
    •   <i>incorporates the principles of Universal Design for Learning; and</i>
    •   <i>includes specially designed instruction for students with disabilities.</i></td></tr>
</table>

	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	***Performance Criteria that indicates Tier 1 is sufficient***	***Performance Criteria that prompts the addition of Tier 2 interventions***
HMH Reading Inventory 3x/year FAST - Cambium 3x/year	• 9th Grade- 1010L or above • 10th Grade- 1050L or above Performance criteria that indicate T1 is sufficient for 80% of students since FAST-FSA Equivalent Score is greater than or equal to level 3.	HMH Reading Inventory falls below proficiency score; Early Warning Systems data shows concerns in academic areas (grades, classroom assessments) 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?*** 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 2023-24 school year.   4.2023

IF:	*If* a student meets the following criteria at beginning of school year: • Spring 2023 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 9th Grade- 1010L or above and 10th Grade- 1050L or above as indicated on the HMH Reading Inventory. • FAST-FSA Equivalent Score
THEN:	**TIER 1 instruction and TIER 2 interventions**

	Interventions: • *include multi-sensory instruction ;* • *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 feedback;* • *occurs during time allotted in addition to core instruction; and* • *includes accommodations (IEP, ESOL, or 504).*

TIER 1 instruction and TIER 2 interventions

		TIER 2 Progress Monitoring			
		Assessment & Frequency	**Performance Criteria to discontinue Tier 2 intervention**	**Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction**	**Performance Criteria that prompts the addition of Tier 3 interventions**
	HMH Read 180 program with supplemental/core program, small group instruction, 45-50 minutes daily	FAST-Cambium 3x/yr Monthly Read 180 Workshop and Segment assessments Reading and Phonics Inventory 3x/year	FAST-FSA Equivalent Score is greater than or equal to level 3. 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 prompt T2 interventions are meeting the expectations and benchmarks such as the FAST-FSA Equivalent Score is less than or equal to level 2. Monthly assessments and HMH Reading Inventory scores Show growth , but do not meet Tier 1 cut scores.	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. Monthly assessments and HMH Reading Inventory scores do not show growth; HMH Reading Inventory below 600L and below 20 on the HMH Phonics Inventory.

Number of times per week intervention provided:	5	*Number of minutes per intervention session*	45-50

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? 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 2023-24 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. *4.2023*

IF:	*If* a student meets the following criteria at beginning of school year:
	• Spring 2023 ELA FSA scores Level 1 • Scores a Lexile level below 600 on the HMH Reading Inventory and below 20 on the HMH Phonics Inventory • 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

TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions

Immediate, intensive 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.*

	Tier 3 Progress Monitoring		
	Assessment &Frequency	*Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction*	*Performance Criteria that prompts the changes to Tier 3 interventions*
HMH System 44 program with supplemental/core program, small group instruction, 45-50 minutes daily in conjunction with Tier 2 instruction	Monthly System 44 Workshop and Segment assessments Reading and Phonics Inventory 3x/year FAST 3 times a year	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.	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.

All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement or micro-credential for target audience.

*Number of times per week intervention provided *In conjunction with Tier 2 instruction*	*5	*Number of minutes per intervention session*	*45-50

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction, provided to in-person 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 3 interventions provided to students who receive interventions through distance learning?
All distance learning will be provided through Brevard Virtual School for the 2023-24 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)

4.2023

Identification/Intervention Decision Tree Appendix
Identifying Students with a Substantial Deficiency in Reading

Students identified with a reading deficiency must be provided intervention beyond their core ELA Instruction until the deficiency is remedied. Supplemental intervention provided will target skills which pose the greatest barrier to learning and intervention will be matched to student need as outlined by MTSS. Students not responding adequately to Tier 2 interventions will receive more intensive intervention through Tier 3 instruction. Intensifying an intervention will involve increased academic engaged time, a change in the intervention and/or delivery of instruction and size of instructional group.

All students, including those with specially designed instruction through an IEP or LEP plan, **who are identified as being substantially deficient in reading will require the most intensive instruction (Tier 3) to remediate those deficiencies**. *This intensive instruction must be provided by a teacher who is reading endorsed or certified or has the micro-credential for target audience.*

Parents receive formal communication of a substantial reading deficiency. Parents are notified when a change is made in the level of reading support for their child.
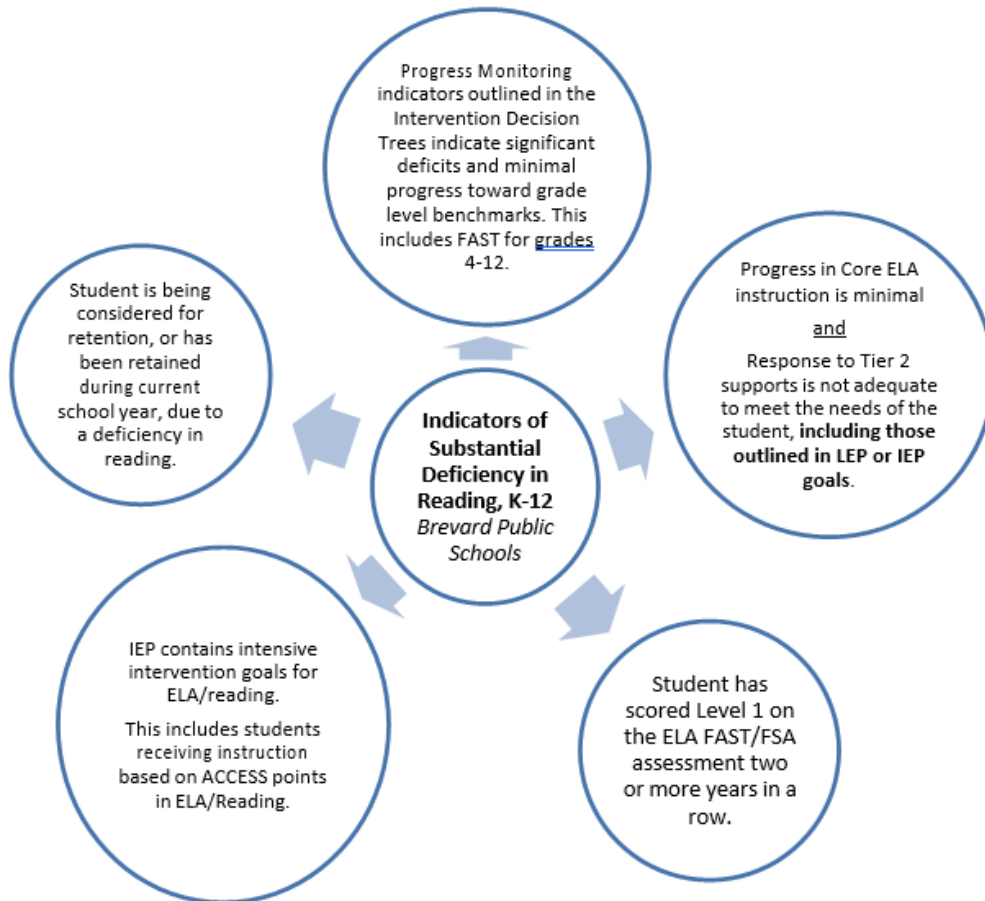
Considerations:

- Kindergarten students showing significant deficiencies on STAR Early Assessment:

    - Pre-K enrollment and Pre-K assessments should be analyzed along with current year data

- Third grade students retained due to Level 1 on FAST:
    - Considered substantially deficient until multiple benchmarks show on grade level performance

- ELL students:
    - The Date of Entry in US Schools (**DEUSS**) and programmatic assessment should always be reviewed to determine length of exposure to English academic language
    - **WIDA** composite proficiency level did not increase to the next highest whole number on the WIDA assessment (unless levels 4-6)
    - **WIDA** scale score change from does not move from one confidence band to the next
    - Long Term ELL flagged in FOCUS

- Students with Disabilities:

    - The determination of the IEP team drives who and how often Tier 3 instruction is provided to SWD students

    - Students receiving instruction guided by ACCESS points in ELA/Reading are considered SD

    - If progress towards the annual IEP reading goal is insufficient, the IEP team should use the systematic problem-solving process to determine if changes are needed in level of service and supports provided to the student

- Students who show significant progress in their intensive interventions may no longer qualify as "substantially deficient" before the end of the school year. Schools should modify intervention course enrollment when a student is moved from Tier 3 (B course) services to Tier 2 (A course) intervention services.

K-12 Identification/Intervention Decision Tree Appendix
Identifying Students with a Substantial Deficiency in Reading

K-6 students who ended the previous year receiving Tier 3 instruction as determined by IEP, LEP, IPST and MTSS teams *are identified as substantially deficient in reading.* Students with a FAST Score of a level 1 or have an i-Ready Diagnostic *Overall Reading Score* at or below the 15th Percentile Rank *are identified as substantially deficient in reading.* 7-12 students who ended the previous year receiving Tier 3 instruction as determined by IEP, LEP, IPST and MTSS teams, or with a FAST-FSA Equivalent Score of a level 1 or have an Reading Inventory score of 600L or below *are identified as substantially deficient in reading* and will receive instruction through System 44.

Progress Monitoring indicators outlined in the Intervention Decision Trees indicate significant deficits and minimal progress toward grade level benchmarks. This includes FAST for grades 4-12.

Student is being considered for retention, or has been retained during current school year, due to a deficiency in reading.

Progress in Core ELA instruction is minimal

and

Response to Tier 2 supports is not adequate to meet the needs of the student, including those outlined in LEP or IEP goals.

Indicators of Substantial Deficiency in Reading, K-12 *Brevard Public Schools*

IEP contains intensive intervention goals for ELA/reading.

This includes students receiving instruction based on ACCESS points in ELA/Reading.

Student has scored Level 1 on the ELA FAST/FSA assessment two or more years in a row.

Elementary Reading Intervention Course Codes			
Student	**K-2nd Grade Course**	**3rd-5th Grade Course**	**6th Grade Course Code**
All Students	5010020X BAS SKLS READ K-2	5010024X BAS SKLS READ 3-5	1000010Z M/J INTENS READ (6)
Tier 2 Course	5010020**A** BAS SKLS READ K-2	5010024**A** BAS SKLS READ 3-5	1000010**A** M/J INTENS READ (6)
Tier 3 Course **(Substantially Deficient)**	5010020**B** BAS SKLS READ K-2	5010024**B** BAS SKLS READ 3-5	1000010**B** M/J INTENS READ (6)

M/J Reading Course Codes	High School Reading Course Codes
7th M/J Intensive Reading 2 (#1000012)	9th Intensive Reading 1 (#1000412)
8th M/J Intensive Reading 3 (#1000014)	10th Intensive Reading 2 (#1000414)
	11th Intensive Reading 3 (#1000416)
	12th Intensive Reading 4 (#1000418)