

District Comprehensive Evidence-Based Reading Plan

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

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

1) Contact Information

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

Point of Contact	Name	Email	Phone
Main Reading Contact	Jameka Mallory, Secondary Literacy Facilitator	Mallory.jameka@brevardschools.org	321-633-1000,11364
	Dr. Wendy Smith, Director, Curriculum & Instruction	Smith.Wendy@brevardschools.org	321-633-1000, 11330
	Patricia Vlha, Elementary Literacy Facilitator	Vlha.Patricia@brevardschools.org	321-633-1000, 11342
Data Element	Liz Layfield, Systems Analyst III, FTE Analyst	Layfield.Elizabeth@brevardschools.org	321-633-1000, 11737
Third Grade Promotion	Dr. Wendy Smith, Director Curriculum and Instruction	Smith.Wendy@brevardsdchools.org	321-633-1000, 11330
Multi-Tiered System of Supports	Chelsea Leach, MTSS Trainer	Leach.Chelsea@brevardschools.org	321-633-1000, 11358
Summer School/ Reading Camp	Adrea McDonough, Director Curriculum and Instruction	McDonough.Adrea@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	Dr. Wendy Smith, Director Curriculum and Instruction	Smith.Wendy@brevardsdchools.org	321-633-1000, 11330
	Adrea McDonough, Director Curriculum and Instruction	McDonough.Adrea@brevardschools.org	321-633-1000, 11340
Secondary ELA	Mollie Vega, Director Curriculum and Instruction	Vega.Mollie@brevardschools.org	321-633-1000 x11310

2) District Expenditures

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

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

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

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Elementary Expenses		
Literacy coaches	\$2,223,293.00	58
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
Third grade summer reading camps		
Summer reading camps		
Secondary Expenses		
Literacy coaches	\$1,540,000.00	25
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction		
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification		
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning		
Family engagement activities		
Other – Please Describe (Add additional rows as needed.)		
Estimated proportional share distributed to district charters- <i>*Charter schools must utilize their proportionate share in accordance with Section (s.) 1002.33(7)(a)2.a., s. 1003.4201 and s. 1008.25(3)(a), Florida Statutes (F.S.). Note: All intensive reading interventions specified by the charter must be delivered by a teacher who has a literacy micro-credential or is certified or endorsed in reading.</i>	\$486, 294.00	
Estimated Sum of Expenditures	\$4,249,587.00	

3) Literacy Leadership – District and School

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

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

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Urgent Intervention <10 th percentile	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	At & Above Benchmark 40 th percentile & above
VPK	6	4	77	79

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

After analyzing student performance data after each progress monitoring window, the district will facilitate individual data chats with each teacher to determine the areas of academic strength in early literacy skills and areas of need. District personnel will provide professional learning and resources to guide instruction in the early literacy areas of need. Daily use of small group instruction to provide tier 1 instruction and interventions will be monitored and strengthened.

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Level 1	Level 1	Levels 3-5	Levels 3-5
K	4	1	76	79
1	25	22	57	60
2	21	18	60	63
3	19	16	59	62
4	20	17	57	60
5	17	14	58	61
6	13	10	68	71
7	18	15	58	61
8	21	18	54	57
9	18	15	58	61
10	18	15	57	60

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

Districts must monitor the implementation of the District Comprehensive Evidenced-Based Reading Plan (CERP) at the district and school level, including charter schools sponsored by a district.

1. Provide an explanation of the following:

Grades K-6	District Level	School Level
Data that will be collected and frequency of review	<ul style="list-style-type: none"> • PreK-6 FAST (3 x per year) • K-3 District Fluency Assessments (4 x per year/quarterly) • Kindergarten Literacy Survey (5 x per year) • Grade 3 Portfolio Assessments (4 x per year/quarterly) • Grade 4-6 District Writing Assessments (2 x per year) • i-Ready Diagnostics (3 x per year) • Monthly Fluency checks for Intensive and Targeted RAISE schools 	<ul style="list-style-type: none"> • Grade level-quarterly <ul style="list-style-type: none"> ○ FAST ○ Fluency ○ KLS ○ i-Ready • Grade level-ongoing <ul style="list-style-type: none"> ○ Multi-Tiered Systems of Support (MTSS), Problem Solving Team (PST), Ongoing Progress Monitoring (OPM), Student-Level Data ○ Instructional Pathway Data ○ Intervention Data (4-6 week cycle)
Actions for continuous support and improvement	<ul style="list-style-type: none"> • Unified pacing and planning structures for units within core. • Walkthroughs/Feedback • Data Analysis/Next Steps with schools • Scaffolds and district support for schools • Analysis Sheets for B.E.S.T. ELA • Ongoing Professional Learning (PL)- District and JRF • Monitor i-Ready, Imagine Language and Literacy, and Lexia usage and implementation • Ongoing Professional Learning (PL)for coaches Decision Trees 	<ul style="list-style-type: none"> • Data analysis at the teacher, grade, and school level • Weekly grade-level meetings <ul style="list-style-type: none"> ○ Data Review ○ Professional Learning ○ Collaborative Planning (GL) ○ Problem-Solving via Multi-Tiered Systems of Support (MTSS)/Problem Solving Team (PST) /Literacy Leadership Team • Intervention Group peer data • New teachers supports (coaching, etc.)
Grades 7-8	District Level	School Level
Data that will be collected and frequency of review	<ul style="list-style-type: none"> • FAST (3x per year) • MAP- NWEA (3 x per year) • HMH Read 180 Growth Measure Assessment (3) • HMH Read 180 Code Assessment (3) 	<ul style="list-style-type: none"> • Grade level-quarterly <ul style="list-style-type: none"> - FAST - MAP-NWEA Grade Level Data - Monthly <ul style="list-style-type: none"> • HMH Read 180 Growth Measure Assessment (3), HMH Read 180 Code Assessment (3) • Imagine Language and Literacy

		<ul style="list-style-type: none"> • Problem-Solving via Multi-Tiered Systems of Support (MTSS)/Problem Solving Team (PST) /Literacy Leadership Team <p>Student Level Data - Ongoing</p> <ul style="list-style-type: none"> • HMH Read 180 Lesson Data
Actions for continuous support and improvement	<ul style="list-style-type: none"> -Monitor HMH Read 180 and Imagine Language and Literacy usage and implementation - Ongoing Professional Learning (PL)-District and HMH -Walkthroughs/Feedback -Ongoing HMH Coach Support/Professional Learning (PL) -Decision Trees -Data Analysis/Next Steps with schools 	<ul style="list-style-type: none"> -Data analysis teacher, grade level, and school level -Multi-Tiered Systems of Support (MTSS)/Problem Solving Team (PST) /Literacy Leadership Team -New Teacher Supports -Collaborative Planning -Ongoing PD - Data Chats - Walkthrough Feedback
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	<ul style="list-style-type: none"> • FAST (3x per year) • MAP- NWEA (3 x per year) • HMH Read 180 Growth Measure Assessment (3) • HMH Read 180 Code Assessment (3) 	<ul style="list-style-type: none"> • Grade level-quarterly <ul style="list-style-type: none"> ○ FAST ○ MAP-NWEA <p>Grade Level Data - Monthly</p> <ul style="list-style-type: none"> • HMH Read 180 Growth Measure Assessment (3), HMH Read 180 Code Assessment (3) • Imagine Language and Literacy • Problem Solving via Multi-Tiered Systems of Support (MTSS)/Problem Solving Team (PST) /Literacy Leadership Team <p>Student Level Data - Ongoing</p> <ul style="list-style-type: none"> • HMH Read 180 Lesson Data
Actions for continuous support and improvement	<ul style="list-style-type: none"> -Monitor HMH Read 180 and Imagine Language and Literacy usage and implementation - Ongoing Professional Learning (PL)-District and HMH -Walkthroughs/Feedback -Ongoing HMH Coach Support/Professional Learning (PL) -Decision Trees -Data Analysis/Next Steps with schools 	<ul style="list-style-type: none"> -Data analysis teacher, grade level, and school level - Multi-Tiered Systems of Support (MTSS)/Problem Solving Team (PST) /Literacy Leadership Team -New Teacher Supports -Collaborative Planning -Ongoing PD - Data Chats -Walkthrough Feedback

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

- Strengthen Tier 1 instruction of foundational skills in K-3 by providing ongoing training in high leverage routines based on the Science of Reading research and evidence-proven multisensory practices, including those that align with Orton-Gillingham routines.
- Build knowledge and capacity through professional learning for K-6 teachers in evidence-proven practices based on the Science of Reading research and aligning to the Florida Instructional Practice Profiles.
- Use the Principal/Coach Agreement, Coaching Cycle Log and data to monitor coach work. Communicate and connect FL Literacy Coach Standards and Domains to the literacy coach work so all stakeholders, especially leadership, are well-informed. Increase the number of literacy coaches who have completed the Literacy Coach Endorsement.
- Increase professional learning opportunities for teachers to increase their content knowledge and use of evidence-proven practices that align with HB7069 renewal requirements, including how to use formative assessments to impact student achievement.
- Strengthen Tier 1 instruction by increasing teacher clarity of the B.E.S.T. Standards for ELA, including Foundational Reading Intervention Standards, and how the Science of Reading research impacts learning of all content.

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

District-level directors monitor implementation of school walkthroughs and conduct monthly walkthroughs with principals to build capacity in understanding district/state expectations for ELA/Reading instruction. Monthly walkthrough data is used to determine trends which may need to be addressed via professional learning or through coaching. Walkthrough tools for areas of district-wide focus will be provided to the Literacy Leadership Teams. School-based structures that support the implementation of the K-12 Comprehensive Evidence-Based Reading Plan (CERP) and B.E.S.T. Standards are collaborative planning; site-based coach support; ongoing professional learning; instructional expectations; decision trees and the MTSS process; and department or grade-level meetings to review data from core programs, monitoring and implementation of supplemental technology, and interventions.

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

FAST, district fluency, i-Ready, and NWEA-MAP Growth Measure Reading Assessment data are used, as appropriate to grade level, 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. Principal Data Com meetings are held twice per year where principals report strategies implemented in response to ELA data. 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 Problem-Solving Team (PST). MTSS Points of Contacts, and Title I personnel, along with Literacy Coaches oversee the structure, schedule, and delivery of daily interventions.

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

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

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

Yes

No

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

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

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 Comprehensive Evidence-Based Reading Plan (CERP) and Just Read, FL Coaching Model. The principal/coach agreement is an ongoing conversation where leadership and the building coach reflect on student data and revisit Florida's Literacy Coach Standards and Domains. The literacy coach and principals are encouraged to meet through their Literacy Leadership Teams to discuss strategies for enhancing literacy instruction, student achievement, and leveraging the continuous support provided by the literacy coach on their campus. District leadership conducts 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.

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

Literacy coaches are provided with 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 the impact on identified subgroup populations and substantially deficient readers. Coaches serving at RAISE schools are provided with 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 areas in their role: facilitates daily Collaboration, Intervention/Multi-Tiered Systems of Support (MTSS), Data,

Coaching Cycle, and Literacy Leadership Team. During this training, Literacy Coaches will learn tips on how to manage /navigate these key facets of their role along with other key aspects of the literacy coach role. District-level mentorship is provided for new coaches serving a targeted or intensive RAISE school. Lastly, the collaborative leadership training sessions provide coaches with an opportunity to build purposeful actions that will enhance the instruction of teachers and enable educators, students, and families to work together to define and create learning environments that support student and other stakeholder learning.

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

Building on what the district already has in place, Brevard plans to utilize the FCRR (Florida Center for Reading Research) modules for the Literacy Coach endorsement for coach training during the 2025-26 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, teacher clarity, foundational skills, 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 coaching needs. Literacy Facilitators and Title I Instructional Coaches support coaches in 1:1 sessions, especially with those coaches serving RAISE priority schools.

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

The district's Vision for Excellent Instruction/Evidence of Practice, and Instructional Agreements in tandem with 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 support at the district or school level.

The Literacy Facilitators will monitor how the literacy coaches' time is being used through the review of quarterly documentation of the coaches' work. Literacy coaches are asked to reflect on current practices and to set goals to better leverage their time to impact student outcomes. Directors of Curriculum & Instruction will also monitor during school walkthroughs and data reviews. Directors of Curriculum & Instruction work with district support staff to realign coach time after consulting with the building leadership. Coaches must document their time and share 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.

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

The district measures the effectiveness of literacy coaches by examining the impact of their work on overall student achievement and learning gains, particularly focusing on targeted subgroups. The district utilizes FAST data to assess whether the literacy coaches are making a significant impact on student performance.

4) Assessment, Curriculum and Reading Instruction

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

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

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

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

ELA curricula are aligned to Florida's 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 professional learning on Florida's Formula for Reading 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 course. Adopted curricula address the six components of reading and each program's 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 ongoing progress monitoring, formative, diagnostic, and summative measures for monitoring or analyzing growth in response to core/intervention instruction. Schools use the decision trees in conjunction with the MTSS process. 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 the following:

- Tier 1- Instructional accommodations for ELL and ESE students are aligned with the 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 ELL and ESE students. ELL and ESE students also have access to Tier 3 intervention programs for ELA as identified in the district decision trees.

Brevard Public Schools' Adopted ELA/Reading Curricula

- Prekindergarten- Benchmark Education, *Ready to Advance*
- Grades K-5- Benchmark Education, *Benchmark Advance, FL version*
- Grade 6- Savvas, *myPerspectives*
- Secondary Reading- HMH, *Read 180* and *System 44*
- Grade 7-8 ELA- Amplify Education, *English Language Arts*
- Grade 9-12 ELA- Savvas, *myPerspectives*

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

Our PreK/VPK program will use the FAST 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. Additional progress monitoring will be used, as needed, between administration windows. The Florida Early Learning and Developmental Standards: Four Years Old to Kindergarten and Ready to Advance Early Learning Program (2020 Benchmark Education) are used to drive daily instruction and lesson planning. District VPK instructional coaches and resource teachers offer Professional Development and individualized training that model strategies for promoting the early literacy foundational skills of print concepts and alphabetic knowledge. Additionally, district personnel model strategies for enhancing oral language, vocabulary and phonological development for preschoolers. District and school personnel will provide materials and information to strengthen parental knowledge of early literacy activities that can be done at home to build their child's literacy foundation.

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

The instructional materials utilized by Brevard Public Schools' PreK programs (VPK, Head Start, and ESE) include Benchmark Ready to Advance and Heggerty. Benchmark Ready to Advance is an integrated curriculum that focuses on early learning and foundational skills based on the Science of Reading. Heggerty is a phonological awareness practice curriculum where teachers have daily activities to address the verbal manipulation of phonemes.

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

For students who have been identified as substantially deficient, intensive interventions are provided one-on-one, or in small group settings. The interventions provided for each student are explicit and multisensory and based upon the early literacy needs that are identified from the Star Early Literacy Assessment as well as from teacher observational tools that are aligned to the Florida Early Learning and Developmental standards for Language and Literacy.

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

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

The Decision Trees must contain the following information:

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

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

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

Grades VPK-6

1. Grades VPK-6 Assessments

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST Star Early Literacy	<input checked="" type="checkbox"/> VPK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1	<input checked="" type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> 3 x Year

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
		<input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension		
FAST Star Reading	<input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2	<input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> 3 x Year
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Grade 6	<input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> 3 x Year

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Fluency (ORF)	<input type="checkbox"/> VPK <input type="checkbox"/> PreK <input type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Grade 6 <input type="checkbox"/> All Students <input type="checkbox"/> Select Students	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input checked="" type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other
iReady Diagnostic (K-6)	<input type="checkbox"/> VPK <input type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Grade 6 <input type="checkbox"/> All Students <input type="checkbox"/> Select Students	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Kindergarten Literacy Assessment (K)	<input type="checkbox"/> VPK <input type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6 <input type="checkbox"/> All Students <input type="checkbox"/> Select Students	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input checked="" type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Benchmark Advance Assessments (1-5)	<input type="checkbox"/> VPK <input type="checkbox"/> PreK <input type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6 <input type="checkbox"/> All Students <input type="checkbox"/> Select Students	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other
Savvas Assessments (6)	<input type="checkbox"/> VPK <input type="checkbox"/> PreK <input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Grade 6 <input type="checkbox"/> All Students <input type="checkbox"/> Select Students	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Brevard Writing Assessments (4-6)	<input checked="" type="checkbox"/> VPK <input type="checkbox"/> PreK <input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Grade 6 <input type="checkbox"/> All Students <input type="checkbox"/> Select Students	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 2 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Imagine Language and Literacy (ELL Students only)	<input type="checkbox"/> VPK <input type="checkbox"/> PreK <input type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Grade 6 <input type="checkbox"/> All Students <input checked="" type="checkbox"/> Select Students	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other

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

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

Students with qualifying disabilities covered by an IEP or a 504 Plan are exempt from the requirement to have a progress monitoring plan, if the IEP or 504 Plan addresses the student’s reading deficiency. Nothing in [Rule 6A-6.053, F.A.C.](#), should be construed to require or prohibit an IEP or 504 Plan or the contents of the Comprehensive Evidence-Based Reading Plan (CERP).

A K-3 student is identified as having a substantial deficiency in reading if:

- The student is identified as in need of Tier 3 interventions;
- A student in grades K-3 demonstrates through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading; and
 - 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\(9\), F.S.](#);
- 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\(9\), F.S.](#); 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\(9\), F.S.](#)
- A student in grade 3 scores Level 1 on the end-of-year statewide, standardized ELA assessment pursuant to [s. 1008.22\(3\)\(a\), F.S.](#)

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

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

Key elements from a student’s data profile are reviewed, including Individualized Education Program (IEPs), current and past Academic Progress Monitoring Plans (PMPs), and other relevant data, to determine the need for Tier 2 and/or Tier 3 intervention. The Comprehensive Evidence-Based Reading Plan (CERP) Decision Trees along with the Multi-Tiered Systems of Supports (MTSS) process provide guidance for schools/teachers as they complete the steps for identifying students who are in need of Tier 2 or Tier 3 intervention.

Once a student’s area of need is identified, the intervention is designed and implemented using the Academic Progress Monitoring Plan (PMP) within the Problem-Solving Model framework. This plan outlines the instructional strategies, frequency, and progress monitoring measures to be used, ensuring interventions are evidence-based and tailored to the student’s unique needs.

The district’s K-12 Substantially Deficient (SD) definition aligns with the state’s provided cut scores and recommended percentiles for FAST progress monitoring assessments. Brevard’s K-12 Definition of Substantially Deficient document requires the triangulation of data prior to reporting and labeling a student as substantially deficient.

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

Key elements from a student’s data profile are reviewed, including Individualized Education Program (IEPs), current and past Academic Progress Monitoring Plans (PMPs), and other relevant data, to determine the need for Tier 2 and/or Tier 3 intervention. The Comprehensive Evidence-Based Reading Plan (CERP) Decision Trees along with the Multi-Tiered Systems of Supports (MTSS) process provide guidance for schools/teachers as they complete the steps for identifying students who are in need of Tier 2 or Tier 3 intervention.

Once a student’s area of need is identified, the intervention is designed and implemented using the Academic Progress Monitoring Plan (PMP) within the Problem-Solving Model framework. This plan outlines the instructional strategies, frequency, and progress monitoring measures to be used, ensuring interventions are evidence-based and tailored to the student’s unique needs.

Brevard’s K-12 Definition of Substantially Deficient document requires the triangulation of data prior to reporting and labeling a student as substantially deficient.

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

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

3a. If not included within the Decision Tree, describe the district's process (i.e., actionable steps) for identifying grades K-3 students with characteristics of dyslexia. Tier 3 interventions must be provided to students identified as having characteristics of dyslexia.

Initial screening takes place with the FAST PM1. The primary grade level decision trees provide the flow for identifying students with characteristics of dyslexia and other reading deficiencies. Students scoring below proficiency on FAST PM1 are additionally screened with the Phonological Assessment Screener Instrument (PASI) and/or the Phonics Screener Instrument (PSI). The problem-solving team determines the Tier 3 intervention appropriate for students, such as the Barton Reading and Spelling Program, 95 Percent PA or Phonics, or Lexia.

3b. Describe the district's process for providing additional screening to students with characteristics of dyslexia pursuant to [s. 1008.25\(9\), F.S.](#) Name the screener(s) utilized.

Brevard Public Schools will use RAN measures based on the IDA's recommendations to further delineate areas of need and for progress monitoring growth of specific foundational skills. Also, the district utilizes the TOWRE-2 to identify older students who may be exhibiting characteristics of dyslexia and who may need the Special Accommodation in place for the state's summative measure.

4. Explain how the effectiveness of Tier 1 instruction is monitored.

The effectiveness of Tier I instruction is measured by overall proficiency on FAST and i-Ready, as well as learning gains of identified subgroups. In addition, the Office of Curriculum and Instruction- Secondary Programs, in conjunction with the Office of Chief of Schools, monthly classroom observations are conducted with school Directors and District content specialists to ensure interventions are being done with fidelity and that the district pacing guide for the above courses are being followed.

5. Explain how the effectiveness of Tier 2 interventions is monitored.

Tier 2 interventions are monitored at the district level through evaluation of learning gains for students enrolled in Tier 2 interventions courses: BAS SKLS READ K-2 (5010020A), BAS SKLS READ 3-5 (5010024A), and M/J INTENS READ (6) (1000010A). Learning gain results can be accessed through a data dashboard and filtered to district or school level to include students performing in the bottom 25% or by intervention course enrollment. In addition, the Office of Curriculum and Instruction- Secondary Programs, in conjunction with the Office of Chief of Schools, monthly classroom observations are conducted with school Directors and District content specialists to ensure interventions are being done with fidelity and that the district pacing guide for the above courses are being followed.

6. Explain how the effectiveness of Tier 3 interventions is monitored.

Tier 3 interventions are monitored at the district level through evaluation of learning gains for students enrolled in Tier 3 interventions courses BAS SKLS READ K-2 (5010020B), BAS SKLS READ 3-5 (5010024B), and M/J INTENS READ (6) (1000010B). Learning gain results can be accessed through a data dashboard and filtered to district or school level to include students performing in the bottom 25% or by intervention course enrollment. In addition, the Office of Curriculum and Instruction- Secondary Programs, in conjunction with the Office of Chief of Schools, monthly classroom observations are conducted with school Directors and District content specialists to ensure interventions are being done with fidelity and that the district pacing guide for the above courses are being followed.

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

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

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

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

Summer Reading Camps for Retained Grade 3 Students

Schedule:

Eighteen school sites will be hosting a Third Grade Summer Reading Camp experience for the district’s students who scored a Level 1 on the FAST PM3. Teachers will instruct using district created lesson plans which include Benchmark Advance grade level materials (module 10), vocabulary instruction to build topic knowledge, morphology lessons, and writing based on text. In addition, evidence based instructional materials will be used to address deficient foundational skills; these include the 95% Summer Booster Phonics Program and Lexia Lessons. Learning Ally audio book/texts will be available for students and teachers as another avenue for students to access text. A Read Aloud group text, is provided in large print as an additional scaffold to support these readers.

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).

SAMPLE Summer Camp Schedule

Time (7:30-1:30)	Schedule
7:30-8:00	Breakfast/Morning Meeting/Procedures
8:00-8:30	Phonics/ Fluency Work
8:30-9:05	Benchmark U10 Comprehension: Science Text
9:05-9:35	Small Group Foundational Skills
9:35-10:05	Read Aloud-Comprehension
10:05-11:05	Small Group Instruction/Literacy Centers
11:05-11:55	Lunch/Recess
11:55-12:15	Word Study
12:15-12:45	Phonics/ Fluency Work

12:45-1:20	Writing/Grammar
1:20-1:30	Clean up/Dismissal
<p>Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): The selected 3rd grade programs are in alignment to the B.E.S.T. ELA Standards, science of reading components, appropriate ESSA levels of evidence, and needs of the target population.</p> <p><u>Lexia Core5:</u></p> <ul style="list-style-type: none"> Aligns with phonological awareness, phonics, and fluency ELA B.E.S.T. Standards Is a systematic and structured approach to six critical areas of reading for all mastery levels, including at-risk learners. Science of reading domains includes phonological awareness, phonics, structural analysis, fluency, vocabulary, and comprehension. Has a strong level of evidence, as defined by ESSA (Hurwitz & Vanacore, 2020). <p><u>95% Group Summer Booster Program:</u></p> <ul style="list-style-type: none"> 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). Is geared towards struggling readers and permits teachers to address foundational skills with a focus on phonological awareness and phonics, including the teaching of multisyllabic words. Has a 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 	
<p>Alternative Assessment Used: iReady is used for progress monitoring and the SAT-10 as an alternative assessment.</p>	
<p>Additional Information (optional):</p>	

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

<p>Will the district implement this option? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p>If yes, please describe the grade level(s) that will be invited to participate.</p>

Grades 7-8

8. Grades 7-8 Assessments

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening	<input checked="" type="checkbox"/> 3 x Year

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
			<input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Summative	

Indicate in the chart below the assessment(s) used to guide instructional decision-making for grades 7-8 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 7-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Diagnostic Assessment of Reading (DAR)	<input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input type="checkbox"/> All Students <input type="checkbox"/> Select Students	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other
Houghton Mifflin Harcourt (HMH)-NWEA MAP Growth Measure Reading Assessment	<input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input type="checkbox"/> All Students <input checked="" type="checkbox"/> Select Students	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Houghton Mifflin Harcourt (READ 180/Code) Assessments	<input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input type="checkbox"/> All Students <input checked="" type="checkbox"/> Select Student	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input checked="" type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Amplify ELA Florida Edition	<input type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input type="checkbox"/> All Students <input type="checkbox"/> Select Student	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 7-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
				<input type="checkbox"/> Other
Imagine Language and Literacy (ELL Students only)	<input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input type="checkbox"/> All Students <input checked="" type="checkbox"/> Select Student	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other

9. Describe the district’s process (e.g., MTSS) for identifying grades 7-8 students in need of Tier 2/Tier 3 interventions.

Brevard Public Schools will utilize a data-driven, systematic approach to identify and address student academic needs. Core data sources—including state assessments, diagnostics, and/or district-assessments to determine whether students require supplemental (Tier 2) or intensive (Tier 3) interventions. The district will utilize decision trees, which incorporate multiple data points, to triangulate the most foundational area of need for each student, ensuring that interventions target specific skill deficits.

Once a student’s area of need is identified, the intervention is designed and implemented using the Academic Progress Monitoring Plan (PMP) within the Problem-Solving Model framework. This plan outlines the instructional strategies, frequency, and progress monitoring measures to be used, ensuring interventions are evidence-based and tailored to the student’s unique needs.

Communication with parents is a key component of the process. The Progress Monitoring Plan, PMP, is shared with parents, and for students identified as substantially deficient, parents receive monthly updates regarding their child’s progress of the intervention plan. The effectiveness of interventions is assessed between data cycles; if progress monitoring indicates insufficient growth, the intervention plan is adjusted accordingly to better support the student’s academic achievement.

This process aligns with Brevard’s Multi-Tiered System of Supports (MTSS), which emphasizes continuous data analysis, collaborative problem-solving, and ongoing communication to maximize student outcomes.

10. Explain how the effectiveness of Tier 1 instruction is monitored.

"Tier 1 instruction is monitored at the district level by evaluating learning gains for students enrolled in Tier 1 courses. These results can be accessed through a data dashboard and filtered to district or school level, including students' course enrollment. Schools can access formative data aligned to the benchmarks through the Amplify curriculum platform. Additionally, the Office of Curriculum and Instruction-Secondary Programs, in collaboration with the Office of Chief of Schools, conducts monthly classroom observations with school Directors and District content specialists to ensure interventions are implemented with fidelity and that the district pacing guide for the courses is followed.

11. Explain how the effectiveness of Tier 2 interventions is monitored.

Tier 2 interventions are monitored at the district level through evaluation of learning gains for students enrolled in Tier 2 interventions courses: 7th M/J Intensive Reading 2 (1000012) and 8th M/J Intensive Reading 3 (1000014). Learning gain results can be accessed through a data dashboard and filtered to district or school level to include students performing in the bottom 25% or by intervention course enrollment. District level monitoring is also done through frequent progress monitoring using Houghton Mifflin Harcourt (HMH)-NWEA MAP Growth Measure Reading Assessment which is conducted three times per year. In addition, the Office of Curriculum and Instruction- Secondary Programs, in conjunction with the Office of Chief of Schools, monthly classroom observations are conducted with school Directors and District content specialists to ensure interventions are being done with fidelity and that the district pacing guide for the above courses are being followed.

12. Explain how the effectiveness of Tier 3 interventions is monitored.

Tier 3 interventions are monitored at the district level through evaluation of learning gains for students enrolled in Tier 3 interventions courses 7th M/J Intensive Reading 2 (1000012) and 8th M/J Intensive Reading 3 (1000014). Learning gains results can be accessed through a data dashboard and filtered to district or school level to include students performing in the bottom 25% or by intervention course enrollment. District level monitoring is also done through frequent progress monitoring using Houghton Mifflin Harcourt (HMH)-NWEA MAP Growth Measure Reading Assessment which is conducted three times per year. In addition, the Office of Curriculum and Instruction- Secondary Programs, in conjunction with the Office of Chief of Schools monthly classroom observations are conducted with school Directors and District content specialists to ensure interventions are being done with fidelity and that the district pacing guide for the above courses are being followed.

Grades 9-12

13. Grades 9-12 Assessments

FAST				
Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10	<input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> 3 x Year

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 9-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Diagnostic Assessment of Reading (DAR)	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness	<input type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 9-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	<input checked="" type="checkbox"/> Grade 12 <input type="checkbox"/> All Students <input type="checkbox"/> Select Students	<input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other
Houghton Mifflin Harcourt (HMH)-NWEA MAP Growth Measure Reading Assessment	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12 <input type="checkbox"/> All Students <input checked="" type="checkbox"/> Select Students	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Houghton Mifflin Harcourt (READ 180/Code) Assessments	<input type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12 <input type="checkbox"/> All Students <input checked="" type="checkbox"/> Select Students	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input checked="" type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Savvas Assessments	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12 <input type="checkbox"/> All Students <input type="checkbox"/> Select Students	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other
Imagine Language and Literacy (ELL Students only)	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12 <input type="checkbox"/> All Students <input checked="" type="checkbox"/> Select Students	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 9-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
				<input type="checkbox"/> Other

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

Brevard Public Schools will utilize a data-driven, systematic approach to identify and address student academic needs. Core data sources—including state assessments, diagnostics, and/or district-assessments to determine whether students require supplemental (Tier 2) or intensive (Tier 3) interventions. The district will utilize decision trees, which incorporate multiple data points, to triangulate the most foundational area of need for each student, ensuring that interventions target specific skill deficits.

Once a student’s area of need is identified, the intervention is designed and implemented using the Academic Progress Monitoring Plan (PMP) within the Problem-Solving Model framework. This plan outlines the instructional strategies, frequency, and progress monitoring measures to be used, ensuring interventions are evidence-based and tailored to the student’s unique needs.

Communication with parents is a key component of the process. The Progress Monitoring Plan, PMP, is shared with parents, and for students identified as substantially deficient, parents receive monthly updates regarding their child’s progress of the intervention plan. The effectiveness of interventions is assessed between data cycles; if progress monitoring indicates insufficient growth, the intervention plan is adjusted accordingly to better support the student’s academic achievement.

This process aligns with Brevard’s Multi-Tiered System of Supports (MTSS), which emphasizes continuous data analysis, collaborative problem-solving, and ongoing communication to maximize student outcomes.

15. Explain how the effectiveness of Tier 1 instruction is monitored.

Tier 1 instruction is monitored at the district level through evaluation of learning gains for students enrolled in Tier 1 courses. Learning gains results can be accessed through a data dashboard and filtered to district or school level to include students course enrollment. In addition, the Office of Curriculum and Instruction-Secondary Programs, in conjunction with the Office of Chief of Schools, monthly classroom observations are conducted with school Directors and District content specialists to ensure interventions are being done with fidelity and that the district pacing guide for the above courses are being followed.

16. Explain how the effectiveness of Tier 2 interventions is monitored.

Tier 2 interventions are monitored at the district level through evaluation of learning gains for students enrolled in Tier 2 interventions courses: 9th Intensive Reading 1 (1000412), 10th Intensive Reading 2 (1000414), 11th Intensive Reading 3 (1000416), and 12th Intensive Reading 4 (1000418). Learning gain results can be accessed through a data dashboard and filtered to district or school level to include students performing in the bottom 25% or by intervention course enrollment. In addition, the Office of Curriculum and Instruction- Secondary Programs, in conjunction with the Office of Chief of Schools monthly classroom observations are conducted with school Directors and District content specialists to ensure interventions are being done with fidelity and that the district pacing guide for the above courses are being followed.

17. Explain how the effectiveness of Tier 3 interventions is monitored.

Tier 3 interventions are monitored at the district level through evaluation of learning gains for students enrolled in Tier 3 interventions courses: 9th Intensive Reading 1 (1000412), 10th Intensive Reading 2 (1000414), 11th Intensive Reading 3 (1000416), 12th Intensive Reading 4 (1000418) Learning gain results can be accessed through a data dashboard and filtered to district or school level to include students performing in the bottom 25% or by intervention course enrollment. In addition, the Office of Curriculum and Instruction- Secondary Programs, in conjunction with the Office of Chief of Schools monthly classroom observations are conducted with school Directors and District content specialists to ensure interventions are being done with fidelity and that the district pacing guide for the above courses are being followed.

5) Professional Learning ([Rule 6A-6.053\(9\)\(b\)3.f.–j., F.A.C.](#))

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

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

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

Name of Professional Learning	Target Audience	Description
Reading Competency 1 & 2	K-12	The purpose of this course is to present the foundations of quality reading instruction and address several indicators required for the Florida Reading Endorsement (Competencies 1 & 2). This course introduces the six components of effective reading instruction (i.e., oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension), and builds capacity to implement effective research-based instruction to meet the needs of a wide range of learner, including those of varying abilities and from varied backgrounds.
Reading Competency 3	K-12	This course provides a foundation in assessment with an emphasis on

		<p>literacy/reading and is required for the Florida Reading Endorsement (Competency 3). Throughout the course, teachers select and administer appropriate formal and informal assessments that meet the needs of all learners to inform their reading instruction. Grounded in the principles of research-based reading instruction and the Reading Endorsement Guiding Principle that teaching reading for understanding is an ongoing systematic, problem-solving process, teachers will implement and analyze assessments and select appropriate instruction/interventions based on the collected data.</p>
Reading Competency 4	K-12	<p>This course prepares pre-service teachers to differentiate reading instruction for learners with a range of reading profiles including typically developing learners, English language learners (ELLs), and learners with and at risk for reading disabilities (e.g., dyslexia). The course provides a foundation in research-based practices used to address individual needs related to the six components of reading (i.e., comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary). This course emphasizes an ongoing, systematic approach to problem solving in which teachers implement and analyze assessments, select and implement appropriate instruction/intervention based on the collected data, and monitor student progress.</p>
Reading Competency 5	K-12	<p>This course provides a culminating experience that addresses several indicators required for the Florida Reading Endorsement (Competencies 1, 2, 3, 4, and 5). In this culminating experience, participants will apply their broad knowledge of reading to address the needs of learners with differing reading profiles to develop a comprehensive, scientifically based reading plan for a classroom. The plan will include a method to engage in systematic assessment and problem solving to effectively differentiate instruction. Participants will apply scientifically based instructional practices to support all learners.</p>

Literacy Coach Endorsement- Florida Center for Reading Research (FCRR)	K-12 Literacy Coaches	This course, created by the Florida Center for Reading Research (FCRR) in collaboration with the FDOE, is designed to meet the FDOE Literacy Coaching Domains and Standards. It provides an opportunity for coaches to enhance their knowledge and skills by engaging in reading, analyzing videos, participating in collaborative activities related to the literacy coach standards, and developing culminating projects for each module to demonstrate their growing expertise.
Exploring Structured Literacy	K-12	This course is offered multiple times throughout the year, incorporating all facets of Section 1012.98(4)(b)11., F.S., regarding multisensory, explicit, and systematic instruction. Systematic and explicit instruction, corrective feedback, and multisensory supports are integrated into all Science of Reading training.
Strive for Five	VPK	Guided PLCs with discussions involving instructional coaches and resource teachers aim to improve oral language development and vocabulary instruction. The conversational framework will serve as a powerful tool aligned with the Science of Reading, empowering teachers to enhance early literacy skills.
Structured Literacy: Might Moves and Beyond	K-6	This professional learning opportunity provides elementary schools teachers to engage in professional learning focused on how to incorporate elements of structured literacy in both whole group and small group teaching. An emphasis will be placed on how the Instructional Practice Profiles support the implementation of explicit, systematic, differentiated instruction that includes scaffolding and corrective feedback; and includes the use of multisensory strategies (e.g. Orton Gillingham).
Teacher Clarity	7-12	Teacher clarity is a research-based approach that focuses on improving the quality of instruction by clearly defining learning intentions and success criteria. This professional learning session aims to equip educators with the skills and knowledge necessary to implement teacher clarity effectively in their classrooms. Participants will understand the core principles of teacher clarity, learn how to articulate clear

		learning intentions and success criteria, and develop strategies to integrate teacher clarity into daily instructional practices. By the end of this session, educators will have a deeper understanding of teacher clarity and be equipped with practical tools to enhance their instructional effectiveness, leading to more focused and purposeful teaching that improves student learning and achievement.
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Instructional Personnel and Certified PreK Teachers

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

Brevard Public Schools provides a comprehensive reading endorsement program created to meet the needs of our teachers and students. We currently deliver our content through the Florida Center for Reading Research (FCRR) at FSU and facilitated by district approved literacy instructor trained through the FCRR. The hybrid program is delivered online through a combination of face-to-face instruction and independent practice of skills, followed by guided feedback. Completion of Reading Competencies 1-5 will allow participants to apply for the reading endorsement to be added to their current Florida teaching license.

Differentiated Professional Learning

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

Professional learning is strategically differentiated and intensified using real-time progress monitoring data to ensure instructional practices meet the diverse needs of students. Teachers receive targeted support based on student performance trends identified through formative assessments, benchmark data, and classroom observations.

Professional learning is differentiated through a variety of formats, including job-embedded coaching, collaborative planning sessions, peer observations, and data chats. Teachers demonstrating proficiency in certain areas may engage in advanced learning opportunities or serve as peer mentors, while those needing additional support receive more frequent coaching cycles and modeling of effective practices. Instructional coaches and administrators use data to group teachers by need, content area, or grade level, ensuring that professional learning is relevant and immediately applicable.

Throughout the year, additional professional learning opportunities are provided based on evolving teacher needs. These include:

- Instructional Walks to promote reflective practice and shared learning.
- Workshops on new curriculum resources or instructional technology tools as they are introduced.
- Targeted sessions on classroom management, differentiation, and student engagement based on teacher feedback and observation trends.
- Beginning of the year, Mid-year and end-of-year data reviews that inform adjustments to instructional strategies and future professional development priorities.

- Voluntary professional learning communities (PLCs) that allow teachers to explore topics of interest or deepen expertise in specific instructional areas.

Mentor Teachers

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

Mentor teachers are identified based on their expertise, experience, and ability to demonstrate effective teaching practices. These teachers are selected through a rigorous process that includes evaluations, recommendations, and a review of their teaching performance. Once identified, mentor teachers are provided with additional training and support to enhance their mentoring skills.

Model classrooms are established by designating classrooms led by mentor teachers as exemplary environments for observing and learning effective teaching strategies. These classrooms are utilized within the school to provide opportunities for other teachers to observe best practices, engage in collaborative planning, and receive coaching and feedback. The model classrooms serve as a hub for professional development, fostering a culture of continuous improvement and collaboration among teachers.

Professional Learning Time

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

Time is provided for teachers to meet weekly for professional learning through structured collaborative planning sessions, professional learning communities (PLCs), and data analysis meetings. These sessions are designed to focus on effective and standards-aligned core instruction. Additionally, coaching sessions and Literacy Leadership Team meetings are held to support teachers in their professional growth and development.

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

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

Name of Tutoring Program	Target Audience	Description
RAISE High School Tutoring	Bottom Quartile K-3 students	The R.A.I.S.E. High School Tutoring Program provides additional support for Title I schools by engaging juniors and seniors from BPS high schools as tutors. These high school students work with bottom quartile K-3 students to strengthen foundational reading skills. Tutors receive training and serve in either paid or volunteer roles at BPS elementary schools. They support small groups of students 3-5 days a week, using resources from the Benchmark Advance core ELA

		program and/or Lexia Lessons to enhance foundational literacy development.
Title I Tutoring	K-12 (Homeless/Students in Transition)	Title I provide 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.
Elementary Tutoring with Eastern Florida State College	K-6	Brevard Public Schools partners with Eastern Florida State College's (EFSC) work study program to provide tutoring for BPS elementary students. EFSC tutors provide targeted support in math and reading to students in grades K-6.
Academic Support: Before/After School Tutoring	K-8	This tutoring opportunity provided by teachers offers targeted academic support through before and after school tutoring programs designed specifically for Level 1 students in grades K-8. These programs aim to provide additional instructional time and personalized support to help students improve their literacy skills and overall academic performance.
Post Secondary Remediation	9-12	Brevard Public Schools offers post-secondary remediation tutoring programs specifically designed for Level 1 and Level 2 students in grades 9-12. These programs aim to provide additional instructional support to help students improve their literacy skills, achieve

		academic success, and prepare for post-secondary education or career opportunities.
Bootcamps	11-12	The academic bootcamps for students in grades 11-12 to provide intensive, focused support in preparation for post-secondary education and career readiness. These bootcamps are designed to help students strengthen their academic skills, particularly in areas where they may need additional support.

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

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

Parents are notified of resources to support at home learning each month when they receive updates on their child’s progress via the Academic Progress Monitoring Plan (PMP), Interim Report, or the Progress Report.

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 (Academic Progress Monitoring Plan (PMP) or Individualized Education Program (IEP)), Literacy Nights and/or Open House.

Academic Progress Monitoring Plan (PMP), Individualized Education Program (IEP), and Limited English Proficient (LEP) 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 other digital tools support 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 at risk from birth.

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

All eligible Brevard County elementary students in grades VPK-5th (including charter schools) who have been identified as substantially deficient in reading are eligible to receive free books for the purpose of building an at-home library.

All eligible Brevard County elementary students in grades VPK-5th (including charter schools) can participate in the New Worlds Reading Initiative. Eligible and enrolled students get books delivered to their homes monthly. Books and activities support students in strengthening literacy skills, building confidence in reading, and nurturing a lifelong love of reading. Florida VPK students scoring below the 40th percentile on FAST Star Early Literacy/Reading, K-2nd grade students scoring below the 40th percentile on FAST STAR Early

Literacy/Reading or receiving Tier 2 or Tier 3 Reading intervention support, and 3rd-5th graders scoring below level 3 on FAST assessments or receiving Tier 2 or Tier 3 Reading intervention support are eligible for the program. Literacy coaches promote the New Worlds Reading Initiative through school websites, newsletters, and any other communication platforms used with families. Eligible but not enrolled families receive flyers with directions on how to enroll. School enrollment is monitored monthly through a report provided by the University of Florida Lastinger Center. Literacy coaches look closely at the percentage of eligible students who are enrolled at their school and set goals to increase that number. Books are provided in Spanish, Haitian Creole, and Braille. Many schools have partnered with New Worlds Reading to provide parent workshops.


Capacity building events are provided at schools in order to equip families with skills and information to effectively support their child at home. Parent trainings focus on critical reading skills, sharing resources that support learning, and providing materials to use at home. Improving academic achievement of students is the driving force behind these targeted parent meetings.

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.

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

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

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

Local Educational Agency Chief Executive Officer or Authorized Representative (Printed Name):	
Signature: 	Date: 6.16.25

House Bill 1255 amends section 1003.4201, Florida Statutes, and adds a component of the reading instruction plan to provide a description of how the district prioritizes the assignment of highly effective teachers from kindergarten to grade 2.

9) Highly Effective Teachers

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

The district places a strategic emphasis on assigning highly effective teachers in kindergarten through second grade, recognizing the critical importance of early literacy and foundational skills in shaping long-term academic success. To ensure this priority is met, the district has implemented several key measures:

- **Data-Informed Placement:** Teacher effectiveness data, including student growth metrics and evaluation scores, are used to guide placement decisions. This ensures that students in K–2 classrooms benefit from instruction by educators with demonstrated success in improving student outcomes.
- **Instructional Support and Collaboration:** Highly effective teachers in K–2 are supported through school-based facilitated collaborative planning with district support and guidance, feedback using a district-wide walkthrough tool with supported next steps, access to school-based literacy coaches for all teachers, and ongoing training in evidence-based practices with early literacy goals.
- **Dedicated Interventionists:** New this year, Brevard Public Schools (BPS) has introduced dedicated 2nd and 3rd grade interventionists, which are highly effective educators who provide targeted intervention support to students performing below grade level and an additional Tier 1 small group to work in tandem with the homeroom teacher also providing instruction in a small group setting.

Retention Strategies: To retain highly effective teachers in early grades, the district provides professional development opportunities, mentorship programs, and recognition initiatives that support teacher growth and satisfaction.

Elementary School (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 2025 FAST PM3 score is at Level 3 or higher

If a student has no 2025 PM 3 data, then:

- Fall FAST PM 1 score is at Level 2 or higher
- iReady Diagnostic 1 on grade level
- Fluency meeting national norms- 50th percentile

THEN:

TIER 1 Only

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.*

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.

*Florida Benchmark Advance 2022 (K-5) ©2022, Florida Edition
myPerspectives Florida English Language Arts Grade 6, ©2022, 1st Edition*

The curriculum was adopted in 2021 and approved Florida Instructional Materials Adoption list.

Progress Monitoring

Assessment & Frequency

FAST – (Grades K-6) (3 times a year)
iReady Diagnostic – 2/3 times a year
Kindergarten Literacy Survey (5 times per year)
Fluency Assessment (4-5 times per year)
3rd Grade Portfolio Assessment – quarterly

Performance Criteria that indicates Tier 1 is sufficient

Scale Scores fall within grade level ranges

Performance Criteria that prompts the addition of Tier 2 interventions

- Overall Reading Scale Score is below grade level
- Early Warning System (EWS) indicators reflect need for support
- FAST data fall within the At-Risk range
- PMP in place during 2024-25 SY

How is the effectiveness of Tier 1 instruction being monitored?

Classroom walkthroughs, student work samples, and district required ELA assessments and iReady instruction performance data measure the effectiveness of core instruction.

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

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.

How is the effectiveness of Tier 1 curriculum being monitored?

FAST, i-Ready diagnostic and district required ELA assessments data are used to measure the effectiveness of core curriculum.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? During PST 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 needs.

TIER 1

How is instruction provided to students who receive instruction through distance learning?
 All distance learning will be provided through Brevard Virtual School for the 2025-26 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. 4.2025

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

- Spring 2025 FAST PM3 score is below Level 3

If a student has no 2025 PM 3 data, then:

- Fall FAST PM 1 score is at Level 2 or below
- iReady Diagnostic 1 below grade level
- Fluency below national norms- 50th percentile

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 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
95 Percent Group Interventions	Ongoing Progress Monitoring (OPM) is administered bi-weekly. Data is recorded student's Individualized Education Plan (IEP), Limited English Proficiency (LEP) or Progress Monitoring Plan (PMP) action plan. Outcome Measures used meet the Multi-Tiered Systems of Support (MTSS) requirements. Widely used tools are DIBELS measures and Easy Curriculum - Based Measures (CBM). iReady 2x's/yr. FAST- 3x's/yr.	Teacher Data Teams analyze data, use the Progress Monitoring Plan (PMP) Intervention Plan to document action steps, Ongoing Progress Monitoring (OPM) data, and next steps. If iReady or FAST data indicates significant growth and student classroom data indicates grade level performance. Performance criteria that indicate Tier 1 is sufficient FAST Score is greater than or equal to Level 3.	Ongoing Progress Monitoring (OPM) data indicates trajectory and rate of growth is commensurate with FAST and iReady progress monitoring data. Performance on District required assessments is also reviewed during this process. Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations and benchmarks such as FAST score is less than or equal to Level 2.	Ongoing Progress Monitoring (OPM) data indicates trajectory and rate of growth is NOT sufficient. Performance criteria that prompt the addition of Tier 2 interventions for students not meeting the expectations and benchmarks such as the FAST Score is less than or equal to Level 1.
Lexia Core5				
iReady Scaffolded Lessons and Toolkit Lessons				
University of Florida Literacy Institute (UFLI) Foundations				
Read Naturally				
Small Group Comprehension Toolkit				
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 PST Forms. During PST and grade level data meetings, teachers analyze data and plan/determine next steps.

TIER 1 instruction and TIER 2 interventions

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

- iReady Toolkit does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–6. Recommendation(s) Routinely use a set of comprehension building practices to help students make sense of the text (strong evidence). Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information (strong evidence). These recommendations are implemented through explicit and systematic instruction focused on fluency and comprehension aligned to the science of reading. The district will support and monitor implementation of this program by district leadership monitoring usage and teachers reporting student progress on the progress monitoring plan, including provided training from Curriculum and Associates for professional learning.
- Lexia Core is supported by Strong level of evidence, as defined by ESSA (Hurwitz & Vanacore, 2020)
- 95 Percent Group Intervention does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Build students' decoding skills so they can read complex multisyllabic words (strong evidence). These recommendations were built into the program through scripted explicit and systematic instruction. The district will support and monitor implementation of this program by providing training for professional learning.
- University of Florida Literacy Institute (UFLI) Foundations does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Build students' decoding skills so they can read complex multisyllabic words (strong evidence). These recommendations were built into the program through scripted explicit and systematic instruction. The district will support and monitor implementation of this program by providing training for professional learning.
- Read Naturally does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Provide purposeful fluency-building activities to help students read effortlessly (strong evidence). These recommendations were built into the program through scripted explicit and systematic instruction. The district will support and monitor implementation of this program by providing training for professional learning.
- Small Group Comprehension Toolkit does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Consistently provide students with opportunities to ask and answer questions to better understand the text they read (strong evidence). These recommendations were built into the program through scripted explicit and systematic instruction. The district will support and monitor implementation of this program by providing training for professional learning.
- Imagine Language and Literacy (ESOL) has an ESSA rating of Promising

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

- 95% Group: Phonics Lesson Library (PLL) employs a multi-sensory approach to provide direct and systematic intervention, using gestures, manipulatives, and auditory cues to enhance learning. This method is particularly beneficial for students with dyslexia and those who struggle with phonics skills, as it reinforces concepts through multiple sensory pathways.
- Lexia: Lexia Core5 incorporates multisensory stimulation through visual, auditory, and tactile modalities to enhance instruction and facilitate learning. This approach is designed to support students with dyslexia and other learning disabilities by providing a structured and sequential learning environment that aligns with the Orton-Gillingham approach.
- Phonics 4 Reading: Phonics for Reading employs a systematic and explicit approach to phonics instruction, utilizing multiple sensory pathways to enhance learning. This includes visual, auditory, kinesthetic, and tactile elements, which are consistent and reinforce connections between the symbols the student sees, the sounds the student hears, and the movements the student feels.
- University of Florida Literacy Institute (UFLI) Foundations: University of Florida Literacy Institute (UFLI) Foundations uses visual, auditory, kinesthetic, and tactile elements to reinforce learning, aligning with the principles of multisensory instruction. UFLI is designed to be an explicit and systematic program that targets foundational reading skills, providing teachers with detailed lesson plans and materials to support students' learning.

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 2025-26 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.

4.2025

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

- Spring 2025 FAST PM3 ELA score is Level 1

If a student has no 2025 PM 3 data, then:

- Fall FAST PM 1 score is Level 1
- iReady Diagnostic 1 below grade level
- Fluency below national norms- 50th percentile

Students who ended the previous year receiving Tier 3 instruction as determined by Individualized Education Plan (IEP), Limited English

IF:

Proficiency (LEP), Problem Solving Team (PST) and Multi-Tiered Systems of Support (MTSS) teams

- A student demonstrates through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the six components of reading (oral language, phonological awareness, phonics, fluency, vocabulary and comprehension); and

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

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

Immediate, intensive intervention:

- is targeted instruction based on student need;
- provides multisensory interventions
- 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	Ongoing Progress Monitoring (OPM)) is administered bi-weekly. Data is recorded student's IEP, LEP or Progress Monitoring Plan (PMP) action plan. Outcome Measures used meet the MTSS requirements. iReady 2x's/yr. FAST PM 1 and PM 2.	Problem-Solving Team will analyze data, use Problem Solving Team (PST) forms document action steps, Ongoing Progress Monitoring (OPM) data, and next steps. If i-Ready or FAST data indicates significant growth and student classroom data indicates Tier 2 services are sufficient to sustain rate of growth. Performance criteria that indicate Tier 2 is sufficient FAST Score is greater than or equal to level 2.	Ongoing Progress Monitoring (OPM) data indicates trajectory and rate of growth is NOT sufficient. Performance criteria that prompt the addition of Tier 3 interventions for students are not meeting the expectations and benchmarks such as the FAST Score is equal to level 1
Lexia Core5 and Power UP			
Visualizing & Verbalizing			
Power UP			
95 Percent Group Intervention			
Barton Reading and Spelling Program Intervention-			
Imagine Language and Literacy (ESOL students only)			

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

<i>Number of times per week intervention provided</i>	4-5	<i>Number of minutes per intervention session</i>	15-60
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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 PST Forms. During PST 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 have a Strong level of evidence, as defined by ESSA (Hurwitz & Vanacore, 2020)
- Lexia Power UP have a Strong level of evidence, as defined by ESSA (Hurwitz & Vanacore, 2020)
- 95 Percent Group Interventions does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the programs: Build students' decoding skills so they can read complex multi-syllabic words (strong evidence). These recommendations were built into the programs by providing intensive, systematic, and explicit instruction on foundational skills utilizing evidence-based practices. The district will support and monitor implementation of this program by providing training for professional learning.
- Rewards does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the programs: Build students' decoding skills so they can read complex multisyllabic words (strong evidence). These recommendations were built into the programs by providing intensive, systematic, and explicit instruction on foundational skills utilizing evidence-based practices. The district will support and monitor implementation of this program by providing training for professional learning.
- Visualizing & Verbalizing does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the programs: Build students' decoding skills so they can read complex multisyllabic words (strong evidence). These recommendations were built into the programs by providing intensive, systematic, and explicit instruction on foundational skills utilizing evidence-based practices. The district will support and monitor implementation of this program by providing training for professional learning.
- Barton Reading and Spelling Program interventions does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the programs: Build students' decoding skills so they can read complex multisyllabic words (strong evidence). These recommendations were built into the programs by providing intensive, systematic, and explicit instruction on foundational skills utilizing evidence-based practices. The district will support and monitor implementation of this program by providing training for professional learning.
- Imagine Language and Literacy (ESOL) has a ESSA rating of Promising

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

- Visualizing and Verbalizing: Visualizing and Verbalizing engages multiple senses by combining listening, speaking, and visualization, making it particularly effective for children with learning challenges. The program is designed to strengthen these skills by teaching children how to form mental pictures as they process language, which enhances comprehension and critical thinking.
- Barton Reading & Spelling System: The Barton Reading & Spelling System is a multisensory intervention designed to improve reading, spelling, and writing skills for individuals with dyslexia or other learning disabilities. It utilizes a structured, sequential, and explicit approach, incorporating all five senses to help students connect sounds with letters and words. This multisensory approach is particularly beneficial for dyslexic learners, as it allows them to process information in a way that suits their learning style. The program is aligned with the Science of Reading and follows the Orton-Gillingham methodology, which is widely recognized as the gold standard for dyslexia intervention.
- 95% Group: Phonics Lesson Library (PLL) employs a multi-sensory approach to provide direct and systematic intervention, using gestures, manipulatives, and auditory cues to enhance learning. This method is particularly beneficial for students with dyslexia and those who struggle with phonics skills, as it reinforces concepts through multiple sensory pathways.
- Lexia: Lexia Core5 incorporates multisensory stimulation through visual, auditory, and tactile modalities to enhance instruction and facilitate learning. This approach is designed to support students with dyslexia and other learning disabilities by providing a structured and sequential learning environment that aligns with the Orton-Gillingham approach.

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 2025-26 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 setting.

Middle School (7-8)

Tiered

Decision Trees



Assessment/Curriculum Decision Tree

Grade Level(s): 7-8

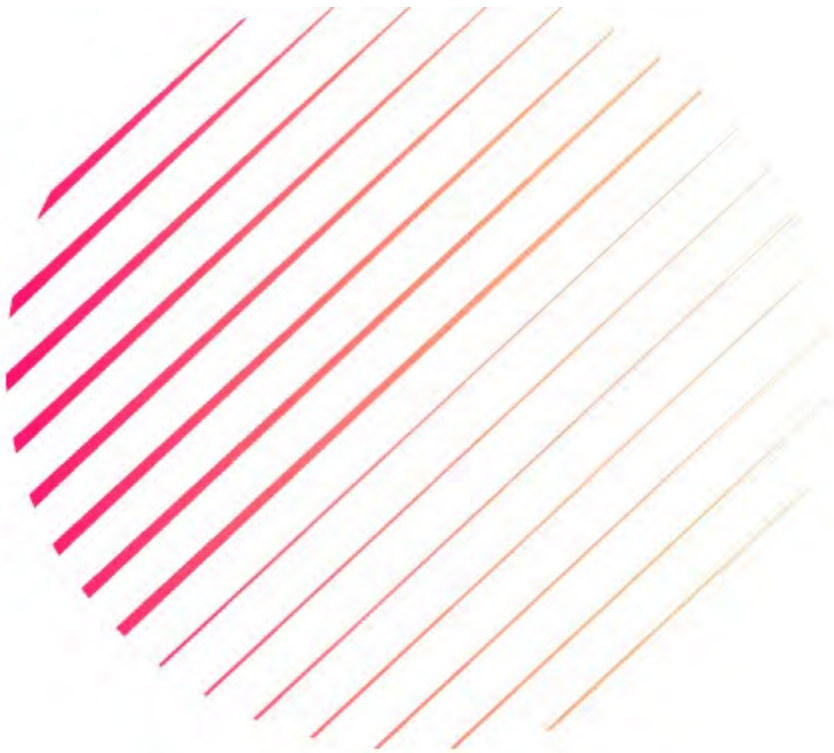
IF:	<p>If student meets the following criteria at beginning of school year:</p> <ul style="list-style-type: none"> • Spring 2025 FAST scores are Level 3 or above • Fall 2025 Reading Inventory Lexile Score or Beginning of the Year Read 180 Growth Measure Reading Assessment RIT score of: <ul style="list-style-type: none"> -7th Grade- - 925L or above; RIT Score (Fall) – 206 or above; 8th Grade- 970L or above); RIT Score (Fall) – 209 or above <p>If a student has NO Spring 2025 ELA FAST score, then:</p> <ul style="list-style-type: none"> • Beginning of the Year HMH Read 180 Growth Measure Assessment /Reading Inventory score of: <ul style="list-style-type: none"> -7th Grade- 925L or above (Reading Inventory); RIT Score (Fall) – 206 or above -8th Grade- 970L or above (Reading Inventory); RIT Score (Fall) – 209 or above • Review past standardized test scores: FAST or other standardized assessments from previous district or state, demonstrate a score of on or above grade level proficiency • FAST scores reflect on grade level achievement • Spring 2025 i-Ready scale score of 641 or above (entering 7th graders) • 2024-25 School Year grades reflect that student is highly successful & independent with rigorous ELA coursework 							
THEN:	TIER 1 Only							
TIER 1	<p><i>Initial instruction:</i></p> <ul style="list-style-type: none"> • 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. <p style="text-align: center;">Core Curriculum</p> <p style="text-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></p> <p style="text-align: center;">Amplify ELA Florida Edition Middle School Curriculum was adopted in 2021 and is on the approved Florida Instructional Materials Adoption list.</p> <p style="text-align: center;">Progress Monitoring</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="width: 33%; text-align: center;">Assessment & Frequency</th> <th style="width: 33%; text-align: center;">Performance Criteria that indicates Tier 1 is sufficient</th> <th style="width: 33%; text-align: center;">Performance Criteria that prompts the addition of Tier 2 interventions</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; vertical-align: top;"> Read 180 Growth Measure Reading Assessment 3x/year FAST 3x/year </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • 7th Grade-925L or above; RIT Score Fall) - 206 or above • 8th Grade- 970L or above; RIT Score (Fall) - 209 or above <p>Performance criteria that indicate Tier 1 is sufficient for 80% of students since FAST Equivalent Score is greater than or equal to level 3.</p> </td> <td style="vertical-align: top;"> HMH Read 180 Growth Measure Reading Assessment (NWEA-MAP) falls below proficiency score; Early Warning Systems data shows concerns in academic areas. (Grades, classroom assessments) Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations and benchmarks such as the FAST Equivalent Score is less than or equal to level 2. </td> </tr> </tbody> </table>		Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria that prompts the addition of Tier 2 interventions	Read 180 Growth Measure Reading Assessment 3x/year FAST 3x/year	<ul style="list-style-type: none"> • 7th Grade-925L or above; RIT Score Fall) - 206 or above • 8th Grade- 970L or above; RIT Score (Fall) - 209 or above <p>Performance criteria that indicate Tier 1 is sufficient for 80% of students since FAST Equivalent Score is greater than or equal to level 3.</p>	HMH Read 180 Growth Measure Reading Assessment (NWEA-MAP) falls below proficiency score; Early Warning Systems data shows concerns in academic areas. (Grades, classroom assessments) Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations and benchmarks such as the FAST Equivalent Score is less than or equal to level 2.
Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria that prompts the addition of Tier 2 interventions						
Read 180 Growth Measure Reading Assessment 3x/year FAST 3x/year	<ul style="list-style-type: none"> • 7th Grade-925L or above; RIT Score Fall) - 206 or above • 8th Grade- 970L or above; RIT Score (Fall) - 209 or above <p>Performance criteria that indicate Tier 1 is sufficient for 80% of students since FAST Equivalent Score is greater than or equal to level 3.</p>	HMH Read 180 Growth Measure Reading Assessment (NWEA-MAP) falls below proficiency score; Early Warning Systems data shows concerns in academic areas. (Grades, classroom assessments) Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations and benchmarks such as the FAST Equivalent Score is less than or equal to level 2.						
	<p>How is the effectiveness of Tier 1 instruction being monitored?</p> <p>Classroom walkthroughs, scores from the Read 180 Growth Measure Reading Assessment, monitoring of early warning indicators.</p>	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students?</p> <p>Collaborative grade-level planning sessions/PLCs, coaching sessions, and walkthrough data.</p>						
	<p>How is the effectiveness of Tier 1 curriculum being monitored?</p> <p>Read 180 Growth Measure Reading Assessment scores and school based common assessments are reviewed a minimum of 3x/year.</p>	<p>What procedures are in place to identify and solve problems to improve the effectiveness of Tier 1 curriculum? Provided to distance learning students? During Problem Solving Team and team data meetings, teachers analyze data and plan/determine next steps.</p>						

IF:	<p>If student meets the following criteria at beginning of school year:</p> <ul style="list-style-type: none"> • Spring 2025 FAST scores are below Level 3 or • Fall FAST score reflect below grade level performance or • Past standardized test scores other standardized assessments from previous district or state show below grade level • Fall or Beginning of the Year HMH Read 180 Growth Measure Assessment /Reading Inventory score of: <ul style="list-style-type: none"> -7th Grade- 925L or above (Reading Inventory); RIT Score (Fall) – 206 or above -8th Grade- 970L or above (Reading Inventory); RIT Score (Fall) – 209 or above 				
THEN:	TIER 1 instruction and TIER 2 interventions				
TIER 1 instruction and TIER 2 interventions	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> • are standards-aligned; • address gaps and reduce barriers to students' ability to meet Tier 1 expectations; • provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills • are matched to the needs of the students; • provide multiple opportunities to practice the targeted skill(s) and receive feedback; • occurs during time allotted in addition to core instruction; and • includes accommodations (IEP, ESOL, or 504). 				
	TIER 2 Programs/ Materials/S strategies	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
	<p>HMH Read 180 program with supplemental/core program, small group instruction, 45-50 minutes daily</p> <p>Imagine Language and Literacy (ESOL)</p>	<p>Monthly READ 180/Code Workshop and Segment assessments</p> <p>Read 180 Growth Measure Reading Assessment (NWEA-MAP) 3x/year</p> <p>FAST 3x/year</p>	<p>Monthly assessments show on grade level performance.</p> <p>Read 180 Growth Measure Reading Assessment:</p> <ul style="list-style-type: none"> • 7th Grade- RIT Score Fall 206 or above; Spring- 210 or above • 8th Grade- RIT Score Fall 209 or above; Spring- 212 or above <p>Performance criteria that indicate Tier 1 is sufficient FAST-FSA Equivalent Score is greater than or equal to level 3.</p>	<p>Monthly assessments and Read 180 Growth Measure Reading Assessment show growth, but do not meet Tier 1 cut scores.</p> <p>Performance criteria that prompt T2 interventions are meeting the expectations and benchmarks such as the FAST Score is less than or equal to level 2.</p>	<p>Monthly assessments and Read 180 Growth Measure Reading Assessment scores do not show growth; Read 180 Growth Measure Reading Assessment below 600L and/or below the RIT score of 195 and below 20 on the HMH Foundational Skills Growth Measure.</p> <p>Performance criteria that prompt the addition of Tier 3 interventions since students are not meeting the expectations and benchmarks such as the FAST Score is less than or equal to level 1.</p>
	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? Provided to distance learning students?				
<p>Problem-Solving Teams analyze data, use (PST) forms, document action steps, OPM data, and next steps. Decision trees, IEPs, and LEPs guide the interventions and ongoing progress monitoring data.</p>					
<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <ul style="list-style-type: none"> • HMH Read 180 Curriculum was adopted in 2021 and is on the approved Florida Instructional Materials Adoption list. • Imagine Language and Literacy (ESOL) has an ESSA rating of Promising 					
<p>How are Tier 2 interventions provided to students who receive interventions through distance learning?</p> <p>All distance learning will be provided through Brevard Virtual School for the 2025-26 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.4.2025</p>					

IF:	<p>If Student meets the following criteria at beginning of school year:</p> <ul style="list-style-type: none"> • Spring 2025 ELA FAST scores Level 1 • Scores a Fall RIT Score of 195 or below on the Read 180 Growth Measure Reading Assessment and below 600L • 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	<p><i>Immediate, intensive intervention:</i></p> <ul style="list-style-type: none"> • <i>is targeted instruction based on student need;</i> • <i>provides small group or one-on-one instruction;</i> • <i>includes accommodations (IEP, ESOL, or 504);</i> • <i>includes more frequent progress monitoring than Tier 1 instruction and Tier 2 interventions; and</i> • <i>ensures additional time allotted is in addition to core instruction and Tier 2 interventions.</i> 			
	TIER 3 Programs/Materials/Strategies	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
	<p>HMH Code program with supplemental/core program, small group instruction, 45-50 minutes daily in conjunction with Tier 2 instruction</p> <p>Imagine Language and Literacy (ESOL)</p>	<p>Monthly READ 180/Code Workshop and Segment assessments</p> <p>Read 180 Growth Measure Reading Assessment (NWEA-MAP) 3x/year</p> <p>FAST 3x/year</p>	<p>Monthly assessments show growth and HMH Foundational Skills Growth Measure score is above 20 and HMH Read 180 Growth Measure Reading Assessment is above 206 (7th) and 209 (8th)</p> <p>FAST Score is greater than or equal to level 2.</p>	<p>Monthly assessments, HMH Foundational Skills Growth Measure and HMH Read 180 Growth Measure Reading Assessment scores do not show expected growth.</p> <p>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations and benchmarks such as the FAST Score is equal to level 1.</p>
	All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.			
	Number of times per week intervention conjunction with Tier 2 instruction	*5	Number of minutes per intervention session	* 15-60
	<p>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? Provided to distance learning students?</p> <p>Problem-Solving Teams analyze data, use (PST) forms, document action steps, other progress monitoring data, and next steps. Decision trees, IEPs, and LEPs guide the interventions and ongoing progress monitoring data.</p>			
	<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <ul style="list-style-type: none"> • HMH Read 180 Curriculum is on the approved Florida Instructional Materials Adoption list. READ 180 has an ESSA rating of Strong evidence. • Imagine Language and Literacy (ESOL) has an ESSA rating of Promising 			
	<p>How are Tier 3 interventions provided to students who receive interventions through distance learning?</p> <p>All distance learning will be provided through Brevard Virtual School for the 2025-26 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 setting.</p>			

High School (9-12)

Tiered Decision Trees



Assessment/Curriculum Decision Tree

Grade Level(s): 9-12

IF:	<p>If student meets the following criteria at beginning of school year:</p> <p>For 9th and 10th Grade:</p> <ul style="list-style-type: none"> • Spring 2025 ELA FAST scores are Level 3 or above • Fall 2024 Reading Inventory Lexile score or Beginning of the Year HMH Read 180 Read 180 Growth Measure Reading Assessment RIT score of: <ul style="list-style-type: none"> -9th Grade- 1010L or above; RIT Score (Fall) – 209 or above -10th Grade- 1050L or above; RIT Score (Fall) – 212 or above <p>If a student has NO Spring 2025 ELA FSA score, then:</p> <ul style="list-style-type: none"> • Fall 2024 HMH Read 180 Growth Measure Reading Assessment RIT score of: <ul style="list-style-type: none"> -9th Grade- 1010L or above; RIT Score (Fall) – 209 or above -10th Grade- 1050L or above; RIT Score (Fall) – 212 or above • Review past standardized test scores: FAST, SAT/PSAT, CLT, ACT/PLAN, or other standardized assessments from previous district or state • FAST Data reflects grade level achievement • 2024-25 School Year grades reflect that student is highly successful & independent with rigorous ELA coursework <p>11th and 12th Grade:</p> <ul style="list-style-type: none"> • Student has met the FAST-Reading graduation requirement 							
THEN:	TIER 1 Only							
TIER 1	<p><i>Initial instruction:</i></p> <ul style="list-style-type: none"> • is 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. <p style="text-align: center;">Core Curriculum</p> <p style="text-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></p> <p style="text-align: center;">Savvas myPerspectives Florida ELA HS Curriculum was adopted in 2020, and is on the approved Florida Instructional Materials Adoption list.</p> <p style="text-align: center;">Progress Monitoring</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%; text-align: center;">Assessment & Frequency</th> <th style="width: 33%; text-align: center;">Performance Criteria that indicates Tier 1 is sufficient</th> <th style="width: 33%; text-align: center;">Performance Criteria that prompts the addition of Tier 2 interventions</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> Read 180 Growth Measure Reading Assessment 3x/year FAST 3x/year </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • 9th Grade- 1010L or above; RIT Score (Fall)—209 or above • 10th Grade- 1050L or above; RIT Score (Fall) 212 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. </td> <td style="vertical-align: top;"> Read 180 Growth Measure Reading Assessment falls below proficiency score; Early Warning Systems data shows concerns in academic areas (grades, classroom assessments) Performance criteria that prompt the addition of Tier 2 interventions for students not meeting the expectations and benchmarks such as the FAST Score is less than or equal to level 2. </td> </tr> </tbody> </table>		Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria that prompts the addition of Tier 2 interventions	Read 180 Growth Measure Reading Assessment 3x/year FAST 3x/year	<ul style="list-style-type: none"> • 9th Grade- 1010L or above; RIT Score (Fall)—209 or above • 10th Grade- 1050L or above; RIT Score (Fall) 212 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.	Read 180 Growth Measure Reading Assessment falls below proficiency score; Early Warning Systems data shows concerns in academic areas (grades, classroom assessments) Performance criteria that prompt the addition of Tier 2 interventions for students not meeting the expectations and benchmarks such as the FAST Score is less than or equal to level 2.
Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria that prompts the addition of Tier 2 interventions						
Read 180 Growth Measure Reading Assessment 3x/year FAST 3x/year	<ul style="list-style-type: none"> • 9th Grade- 1010L or above; RIT Score (Fall)—209 or above • 10th Grade- 1050L or above; RIT Score (Fall) 212 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.	Read 180 Growth Measure Reading Assessment falls below proficiency score; Early Warning Systems data shows concerns in academic areas (grades, classroom assessments) Performance criteria that prompt the addition of Tier 2 interventions for students not meeting the expectations and benchmarks such as the FAST Score is less than or equal to level 2.						
	<p>How is the effectiveness of Tier 1 instruction being monitored? Classroom walkthroughs, scores from the Read 180 Growth Measure Reading Assessment, monitoring of early warning indicators.</p>							
	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students?</p> <p>Collaborative grade-level planning sessions/PLCs, coaching sessions, and walkthrough data.</p>							

	<p>How is the effectiveness of Tier 1 curriculum being monitored? Read 180 Growth Measure Reading Assessment and school based common assessments are reviewed a minimum of 3x/year.</p>	<p>What procedures are in place to identify and solve problems to improve the effectiveness of Tier 1 curriculum? Provided to distance learning students? During the Problem-Solving Team and team data meetings, teachers analyze data and plan/determine next steps.</p>		
	<p>How is instruction provided to students who receive instruction through distance learning? All distance learning will be provided through Brevard Virtual School for the 2025-26 school year.</p>			4.2025
<p>IF:</p>	<p>If a student meets the following criteria at beginning of school year:</p> <ul style="list-style-type: none"> • Spring 2025 FAST scores are below Level 3/FAST Fall score reflects below grade level performance or • Fall 2024 HMH Read 180 Growth Measure Reading Assessment RIT score of: <ul style="list-style-type: none"> -9th Grade- 1010L or above; RIT Score (Fall) – 209 or above -10th Grade- 1050L or above; RIT Score (Fall) – 212 or above -11th Grade- 1185L or above; RIT Score (Fall)- 223.53 or above -12th Grade- 1185L or above; RIT Score (Fall)- 223.8 or above 			
<p>THEN:</p>	<p>TIER 1 instruction and TIER 2 interventions</p>			
	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> • are standards-aligned; • address gaps and reduce barriers to students' ability to meet Tier 1 expectations; • provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills • are matched to the needs of the students; • provide multiple opportunities to practice the targeted skill(s) and receive feedback; • occurs during time allotted in addition to core instruction; and • includes accommodations (IEP, ESOL, or 504). 			
<p>TIER 1 instruction and TIER 2 interventions</p>	<p>TIER 2 Programs/Materials/Strategies &Duration</p>	<p>TIER 2 Progress Monitoring</p>		
	<p>Assessment & Frequency</p>	<p>Performance Criteria to discontinue Tier 2 intervention</p>	<p>Performance Criteria indicating continuation of Tier 2 interventions in addition Tier 1 instruction</p>	<p>Performance Criteria that prompts the addition of Tier 3 interventions</p>
<p>HMH Read 180 program with supplemental/core program, small group instruction, 45-50 minutes Daily Imagine Language and Literacy (ESOL)</p>	<p>-Monthly READ 180/Code Workshop and Segment assessments -Read 180 Growth Measure Reading Assessment (NWEA-MAP) 3x/year -FAST 3x/year</p>	<p>FAST Score is greater than or equal to level 3. Monthly assessments show on grade level performance. Read 180 Growth Measure Reading Assessment</p> <ul style="list-style-type: none"> • 9th Grade RIT Score Fall 209 or above; Spring- 212 or above • 10th Grade- RIT Score Fall 212 or above; Spring- 214 or above <p>11th and 12th graders meet ELA Reading graduation requirement.</p>	<p>Performance criteria that prompt T2 interventions are meeting the expectations and benchmarks such as the FAST score is less than or equal to level 2. Monthly assessments and Read 180 Growth Measure Reading Assessment scores Show growth, but do not meet Tier 1 cut scores.</p>	<p>Performance criteria that prompt the addition of Tier 3 interventions for students who are not meeting the expectations and benchmarks such as the FAST-FSA Equivalent Score of level 1. Monthly assessments and Read 180 Growth Measure Reading Assessment scores do not show growth; RIT Scores on/below 195, 600L or below.</p>

	Number of times per week intervention provided:	5	Number of minutes per intervention session	45-50
	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?</p> <p>The Problem-Solving Teams analyze data, use (PST) forms, document action steps, OPM data, and next steps. Decision trees, IEPs, and LEPs guide the interventions and ongoing progress monitoring data.</p>			
	<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <ul style="list-style-type: none"> • HMH Read 180 Curriculum is on the approved Florida Instructional Materials Adoption list. READ 180 has an ESSA rating of Strong evidence. • Imagine Language and Literacy (ESOL) has an ESSA rating of Promising 			
	<p>How are Tier 2 interventions provided to students who receive interventions through distance learning?</p> <p>All distance learning will be provided through Brevard Virtual School for the 2025-26 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 setting.</p>			
				4.2025

IF:	<p>If a student meets the following criteria at beginning of school year:</p> <ul style="list-style-type: none"> • Spring 2025 ELA FAST scores Level 1/FAST scores fall within significantly deficient range • Fall 2024 HMH Read 180 Growth Measure Reading Assessment RIT score of: <ul style="list-style-type: none"> -9th Grade- 1010L or above; RIT Score (Fall) – 209 or above -10th Grade- 1050L or above; RIT Score (Fall) – 212 or above -11th Grade- 1185L or above; RIT Score (Fall)- 223.53 or above -12th Grade- 1185L or above; RIT Score (Fall)- 223.8 or above • Students who ended the previous year receiving Tier 3 instruction as determined by IEP, LEP, IPST and MTSS teams • FAST Equivalent Score 			
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions			
	<p><i>Immediate, intensive intervention:</i></p> <ul style="list-style-type: none"> • <i>is targeted instruction based on student need;</i> • <i>provides small group or one-on-one instruction;</i> • <i>includes accommodations (IEP, ESOL, or 504);</i> • <i>includes more frequent progress monitoring than Tier 1 instruction and Tier 2 interventions; and</i> • <i>ensures additional time allotted is in addition to core instruction and Tier 2 interventions.</i> 			
	TIER 2 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
	<p>HMH System 44 program with supplemental/core program, small group instruction, 45-50 minutes daily in conjunction with Tier 2 instruction</p> <p>Imagine Language and Literacy (ESOL)</p>	<p>Monthly READ 180/Code Workshop and Segment assessments</p> <p>Read 180 Growth Measure Reading Assessment (NWEA-MAP) 3x/year</p> <p>FAST 3x/year</p>	<p>Monthly assessments show growth and HMH Phonics Inventory score is above 20 and HMS Reading Inventory score is above 600L FAST Equivalent Score is greater than or equal to level 2.</p>	<p>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 Tier 3 interventions are not sufficient for meeting expectations and benchmarks such as the FAST Equivalent Score is less than or equal to level 1.</p>

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

Number of times per week intervention provided *In conjunction with Tier 2 instruction	*5	Number of minutes per intervention session	*15-60
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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? Provided to distance learning students?

Individual Problem-Solving Teams analyze data, use (IPST) forms, document action steps, Other Progress Monitoring 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 Curriculum is on the approved Florida Instructional Materials Adoption list. READ 180 has an ESSA rating of Strong evidence.
- Imagine Language and Literacy (ESOL) has an ESSA rating of Promising.

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 2025-26 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 setting.

4.2025