

Brevard 2019-20 K-12 Comprehensive Research-Based Reading Plan

Contact Information

The district contact should be the person ultimately responsible for the plan. This person will be FDOE's contact for the K-12 Comprehensive Research-Based Reading Plan. Please designate one contact for your district.

District Contact: Deborah Wood

Contact Email: Wood.Debbie@brevardschools.org

Contact Telephone: 321-633-1000 x315

District-Level Leadership

District-level administrators must look at schools on an individual basis and distribute resources based on students' and teachers' levels of need. To describe the district system for monitoring reading instruction that differentiates school-level services, please address the following.

- 1. Districts should match or exceed the State Board goals for increasing FSA-ELA achievement by six percentile points, increasing the percentage of students making learning gains on the FSA-ELA by seven percentile points and reducing the achievement gap for the identified sub groups on the FSA-ELA by at least one-third by 2020. Please fill out the charts below with the actual results from the 2015-2016, 2016-2017 and 2017-2018 FSA-ELA and the interim district goals for 2020 identified in the 2017-2018 Comprehensive Reading Plan.**

	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
Performance Goals							
State Overall FSA-ELA	52	*	54	*	56	*	58
District Overall FSA-ELA	60	61	62	62	60	64	66

	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
Growth (Learning Gains) Goals							
State Gains FSA-ELA	52	*	54	*	54	*	59
District Gains FSA-ELA	53	54	57	58	54	59	60

State Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
White/African American	29	*	29	*	28	*	21
White/Hispanic	15	*	16	*	14	*	10
Economically Disadvantaged/Non-Economically Disadvantaged	27	*	27	*	26	*	19
Students with Disabilities/Students without Disabilities	37	*	38	*	38	*	25
English Language Learners/ Non-English Language Learners	30	*	32	*	31	*	20

District Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
White/African American	31	29	33	29	32	25	21
White/Hispanic	13	12	14	12	14	10	9
Economically Disadvantaged/Non-Economically Disadvantaged	27	25	26	23	28	21	18
Students with Disabilities/Students without Disabilities	42	39	42	37	42	32	28
English Language Learners/ Non-English Language Learners	32	30	34	30	31	25	21

* Values for subsequent years will be entered once results are available in order to track progress toward the 2020 goal.

2. Explain how expenditures from the allocation are expected to impact student achievement in relation to your district goals.

Expenditures from Brevard's K-12 Reading Plan allocation are used to fund literacy coaches and two district literacy facilitators. Literacy coaches are provided up to date professional development and resources to support all teachers as we move towards enhancing instructional practice, including multisensory instruction, in all classrooms with the goal of closing the achievement gap in Brevard Public Schools. Beginning in 2019-20, literacy coaches will also be used to support the development and implementation of school-based, job-embedded Reading Endorsement courses.

Literacy facilitators support professional development, recruitment, and retention of literacy coaches. This professional development includes collaboration with FDLRS, ESE, MTSS, and ESOL departments to ensure literacy coaches have the most up to date training in strategies to create a strong UDL environment and support the development of appropriate interventions for all student populations. Literacy facilitators will work closely with the Professional Learning & Development office to support the development and implementation of school-based, job-embedded Reading Endorsement courses. In addition, K-12 literacy facilitators provide implementation support for K-12 ELA/literacy core (Tier 1) and intervention (Tiers 2 & 3) programs and routines throughout the district. Our allocation supports Brevard Public Schools' Strategic Plan by providing ongoing coaching support which is critical to increase educator effectiveness and build teacher capacity.

3. In regard to district-level monitoring of student achievement progress, please address the following:

A. Who at the district level is responsible for collecting and reviewing student progress monitoring data?

Tara Harris, Director of Elementary Leading and Learning, is responsible for data directly related to the K-12 Comprehensive Reading Plan. Directors from all departments are responsible for reviewing applicable student progress monitoring data.

B. What specific school-level progress monitoring data will be collected at the district level to determine that students are progressing toward the district goals stated above? Please specify which grade levels are associated with specific school-level progress monitoring tools discussed in this section.

Kindergarten: Brevard developed Kindergarten Literacy Screener (KLS), iReady diagnostic & STAR Early Literacy.

1st -6th grade: i-Ready diagnostic. District Developed Benchmark Assessments for ELA - Quarterly Literacy Assessment (QLA) are optional, but widely used.

7th-12th grade: Students not showing mastery on the ELA portion of FSA will be progress monitored with Reading Plus Benchmark assessments.

All of the above data is readily accessed at the school and district level through Brevard's data management system, Performance Matters. Data can easily be analyzed by school, district, classroom, subgroup and a variety of other groupings.

C. How often will student progress monitoring data be collected and reviewed by the district?

Data will be collected and reviewed at a minimum of three times each year.

4. Who at the district level is responsible for ensuring the fidelity of students not progressing towards district goals receiving appropriate interventions?

Dr. Carol Mela, Director of Elementary Leading and Learning

5. In regard to district-level monitoring of instructional alignment to grade-level Florida Standards, please address the following:

A. Who at the district-level is responsible for ensuring classroom instruction is aligned to grade-level Florida Standards?

K. Jane Cline, Assistant Superintendent for Elementary Leading and Learning and Dr. Stephanie Soliven, Assistant Superintendent for Secondary Leading and Learning

B. What evidence will be collected to demonstrate that classroom instruction is aligned to grade-level Florida Standards?

District leaders, school leaders and literacy coaches will use the Instructional Practice Guide during classroom walkthroughs from achievethecore.org to provide regular feedback to teachers and administrators regarding standards-aligned classroom instruction. Brevard's annual teacher evaluation system, IPPAS, contains indicators in Dimension 3 (Instructional Delivery) that is monitored by both building level and district level administrators.

C. How often will this evidence be collected at the district level?

At a minimum, annually through teacher evaluation submissions and ongoing through regular principal PLC meetings and school walk-throughs with district & school leadership.

6. As a separate attachment, please provide the meeting agenda which demonstrates the district contact for the K-12 Comprehensive Research-Based Reading Plan has developed the plan along with: the district contact for Exceptional Student Education (ESE) to discuss the alignment between the District's Special Programs and Procedures (SP&P) requirements, the district contact for Multi-Tiered Systems of Supports(MTSS), the district Management Information Systems (MIS) contact to ensure accurate data reporting, the district ELL contact, a school based principal and a teacher.

See Appendix A.

Research-Based Reading Instruction Allocation

As per Section 1011.62(c), F.S., funds allocated under this subsection must be used to provide a system of comprehensive reading instruction to students enrolled in the K-12 programs, which may include the following:

- An additional hour per day of intensive reading instruction to students in the 300 lowest-performing elementary schools by teachers and reading specialists who are effective in teaching reading;
- Kindergarten through grade 5 reading intervention teachers to provide intensive intervention during the school day and in the required extra hour for students identified as having a reading deficiency;

- Highly qualified reading coaches to specifically support teachers in making instructional decisions based on student data and improve teacher delivery of effective reading instruction, intervention and reading in the content areas based on student need;
- Professional development for school district teachers in evidence-based reading instruction, including strategies to teach reading in content areas with an emphasis on technical and informational text;
- Summer reading camps, using only teachers or other district personnel who are certified or endorsed in reading consistent with Section 1008.25(7)(b)(3), F.S., for all students in kindergarten through grade 2 who demonstrate a reading deficiency as determined by district and state assessments, and students in grades 3 through 5 who score at Level 1 on the statewide, standardized English Language Arts (ELA) assessment;
- Supplemental instructional materials that are grounded in evidence-based reading research; and
- Intensive interventions for students in kindergarten through grade 12 who have been identified as having a reading deficiency or who are reading below grade level as determined by the statewide, standardized English Language Arts assessment.

The following sections will require districts to submit their budget for these expenditures and to answer questions regarding the implementation of the plan.

Professional Development

As per Section 1012.98, F.S. each school district shall develop a professional development system which must include a master plan for inservice activities for all district employees, from all fund sources. The Just Read, Florida! office will review professional development related to reading instruction listed in this plan during monitoring. Please answer the following questions to assist with this process:

- 1. Who is responsible for ensuring every professional development activity funded through the Research-Based Reading Instruction Allocation is appropriately entered into the Professional Learning Catalog pursuant to 6A-5.071 F.A.C.?**

Mike Alba, Director of Professional Learning and Development
Whitney Augustine, Secondary Literacy Facilitator

- 2. What is the total amount budgeted from the Research-Based Reading Allocation for these inservice activities?**

\$0 directly. Indirectly, literacy coaches and district literacy facilitators paid with the Reading Allocation funds are often the instructors of the above courses.

- 3. Within the district professional development system, Section 1012.98 (4)(b)(11), F.S., states the district must provide training to reading coaches, classroom teachers, and school administrators in effective methods of identifying characteristics of conditions such as dyslexia and other causes of diminished phonological processing skills; incorporating instructional techniques into the general education setting which are proven to improve reading performance for all students; and using predictive and other data to make instructional decisions based on individual student needs. The training must help teachers integrate phonemic awareness; phonics, word study, and spelling;**

reading fluency; vocabulary, including academic vocabulary; and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies. Each district must provide all elementary grades instructional personnel access to training sufficient to meet the requirements of Section 1012.585(3)(f), F.S..

Please list the course numbers from your district Professional Learning Catalog which cover this training.

Component Number	Title
1-013-034 A	Reading Competency 1: Foundations of Reading Instruction
1-013-035 A	Reading Competency 2: Application of Research-Based Instructional Practices
1-013-036 A	Reading Competency 3: Foundations of Assessment
1-013-037 A	Reading Competency 4: Foundations and Applications of Differentiated Instruction
1-013-038 A	Reading Competency 5: Demonstration of Accomplishment
1-013-039 A	PDA – Reading Competency 4: Alternatives for Differentiating Reading Instruction for Students – Making it Explicit
1-013-043 C	Learning Differences: Supports and Interventions for Diverse Learners
2-100-025 C	PDA: Effective Teaching Practices for Students with Disabilities-Focusing on the Content
2-100-023 C	PDA: Introduction to Differentiating Instruction- Responding to All Learners
2-408-038 C	PDA: Reading Difficulties, Disabilities and Dyslexia
2-100-027 C	Universal Design for Learning
2-408-038 C	PDA: Universal Design for Learning – Lesson Planning
2-105-001 C	ESN: Instructional Techniques and Materials for Exceptional Student Education
3-100-007 C	Blended Learning
1-013-022 C	Reading Implementation Plan
1-013-020 C	SBRR: Scientifically-Based Reading Research Practices
1-013-019 C	Reading Coaches Training
1-008-001 C	Visible Learning

Reading/Literacy Coaches

The Just Read, Florida! office strongly encourages district leadership to allocate reading/literacy coaches for schools determined to have the greatest need based on student performance data, especially achievement gaps. Please answer the following questions regarding reading/literacy coaches:

1. What are the qualifications for reading/literacy coaches in your district? If there is a posted job description you may submit the link.

Qualifications for a Literacy Coach position in Brevard are: Bachelor's Degree with certification in Elementary Education, Reading, Middle Grades English, or Secondary English required. Reading Certification required through Reading K-12 Endorsement OR agreement to complete a minimum of two (2) reading competencies per year in Reading Endorsement OR six semester hours of college courses in reading. Three years of classroom experience, preferably in district schools, and experience with providing professional development required. Three years of effective or highly effective evaluations from supervisors required. Master's Degree and ESOL training preferred.

2. Which schools have reading/literacy coaches funded from the Research-Based Reading Instruction Allocation?

See chart below in reference to questions #2 & 4.

Brevard Public Schools Literacy Coaches		
*All literacy coaches on this list serve their school full time unless noted.		
	Portion paid from	Notations
School Name	Reading Allocation	
A. Jackson Middle	1.00	
Astronaut High	1.00	
Bayside High	1.00	
Central Middle	1.00	
Cocoa Jr/Sr High	1.00	
Eau Gallie High	1.00	
Heritage High	1.00	
Johnson Middle	1.00	
Kennedy Middle	1.00	
Madison Middle	1.00	
McNair Middle	1.00	
Palm Bay High	1.00	
Rockledge High	1.00	
Southwest Middle	1.00	
Space Coast Jr/Sr High	1.00	
Stone Middle	1.00	
Titusville High	1.00	
Melbourne High	0.60	
Jefferson Middle	0.60	shared services
Hoover Middle	0.60	shared services

Merritt Island High	0.60	shared services
Alternative Learning Sites	0.50	shared services
Andersen Elementary	0.50	
Apollo Elementary	0.50	
Audubon Elementary	0.50	
Cambridge Elementary	0.50	
Cape View Elementary	0.50	
Challenger 7 Elementary	0.50	
Columbia Elementary	0.50	
Coquina Elementary	0.50	
Croton Elementary	0.50	
Discovery Elementary	0.50	
Dr. W.J. Creel Elementary	0.50	
Endeavour Elementary	0.50	
Enterprise Elementary	0.50	
Fairglen Elementary	0.50	
Golfview Elementary	0.50	
Harbor City Elementary	0.50	
Holland Elementary	0.50	
Imperial Estates Elementary	0.50	
Indialantic Elementary	0.50	
Jupiter Elementary	0.50	
Lewis Carroll Elementary	0.50	
Longleaf Elementary	0.50	
McAuliffe Elementary	0.50	
Meadowlane/Inter Elem	0.50	
Meadowlane/Prim Elem	0.50	
MILA Elementary	0.50	
Mims Elementary	0.50	
Oak Park Elementary	0.50	
Ocean Breeze Elementary	0.50	
Palm Bay Elementary	0.50	
Pinewood Elementary	0.50	
Port Malabar Elementary	0.50	
Riviera Elementary	0.50	
Roosevelt Elementary	0.50	
Roy Allen Elementary	0.50	
Sabal Elementary	0.50	
Saturn Elementary	0.50	
Sea Park Elementary	0.50	
Sunrise Elementary	0.50	
Suntree Elementary	0.50	
Tropical Elementary	0.50	

Turner Elementary	0.50	
University Park Elementary	0.50	
Westside Elementary	0.50	
Williams Elementary	0.50	
DeLaura Middle	0.50	shared services
Satellite High	0.50	shared services
Cocoa Beach Jr/Sr High	0.40	shared services
Viera High	0.40	shared services
Gemini Elementary	0.33	
Surfside Elementary	0.33	
West Melbourne Elementary	0.33	
Freedom 7 Elementary	0.20	
Manatee Elementary	0.20	
Quest Elementary	0.20	
Stevenson Elementary	0.20	
Atlantis Elementary	0.00	
Lockmar Elementary	0.00	
Sherwood Elementary	0.00	
Southlake Elementary	0.50	
Edgewood Jr/Sr High	0.00	shared services
Total Units paid from Rdg All.	45.99	

3. Were these schools identified to have the greatest need based on a review of student achievement data? If not, please explain why reading/literacy coaches were placed at these schools.

Yes.

4. How many total positions will be funded at each level using the Research-Based Reading Instruction Allocation:

- a. **Elementary:** See chart above for all responses.
- b. **Middle:** Click here to enter text.
- c. **High:** Click here to enter text.

5. How is the effectiveness of reading/literacy coaches measured in your district?

Literacy coaches in BPS schools are primarily responsible for providing professional development (PD) at their building and supporting district-wide PD when appropriate. This PD is one-to-one, small group, and whole group- and is guided by a school's School Improvement Plan or other focuses as determined by the principal. Literacy Coaches frequently use the coaching cycle as a method to follow up with teachers after delivering a more formalized PD. Literacy coaches frequently co-teach, co-plan or model instructional

practices to support professional growth of teachers. Literacy coaches document action steps and progress toward the desired practice as they move through the coaching cycle. School based administration and district leaders monitor the effectiveness of site based PD to Practice through the use of Classroom Walkthroughs and analyzing schoolwide student achievement data. Classroom Walkthrough data reflects areas of strength and areas of need regarding the implementation of the school's embedded professional development. Schoolwide achievement data determines if focused PD has impacted student achievement. Literacy Coaches request feedback from fellow coaches and teachers, as well as from the Literacy Facilitators regarding PD delivery and follow up. The informal and formal evaluations conducted by building administration document overall coach effectiveness.

6. What is the total amount from the Research-Based Reading Instruction Allocation that will be expended on reading/literacy coaches?

\$ 2,911,558

Supports for Identification and Intervention of Students with Reading Deficiencies

Districts are required to submit Identification and Intervention Decision Trees which can be found in Appendix B.

Please answer the following questions regarding the use of the Research-Based Reading Instruction Allocation in support of the identification and intervention of students with reading deficiencies:

1. Which schools will be provided reading intervention teachers to provide intensive interventions funded through the Research-Based Reading Instruction Allocation?

None

2. Were these schools identified to have the greatest need based on a review of the students achievement data? If not, please explain why reading intervention teachers were placed at these schools.

N/A

3. How many total positions will be funded at each level through the Research-Based Reading Instruction Allocation:

- a. Elementary:0
- b. Middle:0
- c. High:0

4. What is the total amount expended on these positions funded through the Research-Based Reading Instruction Allocation?

\$ 0

5. Please list any supplemental instructional materials, or interventions, which will be purchased using funds from the Research-Based Reading Instruction Allocation. These will be reviewed by the Just Read, Florida! Office to ensure the materials, or interventions, meet the requirements of Section 1001.215(8), F.S.:

None

6. What is the total amount expended from the Research-Based Reading Instruction Allocation on supplemental instructional materials, or interventions?

\$ 0

7. If the intensive, explicit, systematic and multisensory interventions required to be provided to students in grades K-3 were not purchased using the Research-Based Reading Instruction Allocation, please list the funding source.

FEFP, Title I, IDEA

Summer Reading Camps

Please complete the following questions regarding SRC:

1. **SRC Supervisor Name:** Dr. Carol Mela, Director of Title I
2. **Email Address:** Mela.Carol@brevardschools.org
3. **Phone Number:** 321-633-1000 x341
4. **Please list the schools which will host a SRC:**

Challenger 7 Elementary, Dr. W.J. Creel Elementary, Saturn Elementary, Apollo Elementary, Christa McAuliffe Elementary, MILA Elementary, Mims Elementary, Ocean Breeze Elementary, Riviera Elementary, Sabal Elementary, Sunrise Elementary, Palm Bay Elementary

5. Provide the following information regarding the length of your district SRC:

- a. **Start Date:** June 4, 2019
- b. **Which days of the week is SRC offered:** Monday-Friday
- c. **Number of instructional hours per day in reading:** 5 hours
- d. **End Date:** June 28, 2019
- e. **Total number of instructional hours of reading:** 95 hours

6. Per the requirements of Section 1008.25(7)(b)(3), F.S., are all teachers selected to deliver SRC instruction highly effective as determined by their evaluation under Section 1012.34, F.S.?

Yes

7. What is the anticipated teacher/student ratio?

15:1

8. Will students in grades other than grade 3 be served as well? If so, which grade level(s)?

Not as a district-wide model .

Some schools are opting to provide targeted summer school services under Title I and/or ESOL to students in other grade levels.

9. What evidence will be collected that demonstrates growth in student achievement was a result of the instruction provided during SRC?

A final writing project connected to curriculum and iReady progress monitoring data from online instruction will be collected from all. Additional evidence may be collected for individual students (portfolio, SAT-10, and other OPMs listed on 3rd grade decision trees).

300 Lowest-Performing Elementary Schools

Section 1011.62(9)(d)(2), F.S., requires school districts that have one or more of the 300 lowest-performing elementary schools, specifically delineate in the comprehensive reading plan, or in an addendum to the comprehensive reading plan, the implementation design and reading strategies that will be used for the required additional hour of reading instruction.

This may be found in Appendix C.

Budget Review

Estimated proportional share distributed to district charter schools	\$ 277,447.00
District expenditures on reading coaches	\$ 2,911,558
District expenditures on intervention teachers	\$ 0
District expenditures on supplemental materials or interventions	\$ 0
District expenditures on professional development	\$ 0
District expenditures on summer reading camps	\$ 0
District expenditures on additional hour for schools on the list of 300 lowest performing elementary schools	\$ 0
Flexible Categorical Spending	\$ 0
Sum of Expenditures	\$ 3,189,005
Amount of district research-based reading instruction allocation for 2019-2020	\$ 3,189,005

APPENDIX A

Brevard Public Schools Collaboration Documentation K-12 Comprehensive Reading Plan 2019-20

DATE (S)	Group focus	Members
Fall 2018 (initial conversations) Feb 25, 2019 May 21, 2019 Ongoing phone & email communication in between	Reading Endorsement Mandate: Collaborative Planning Call with JRF, continuous on-going discussion, planning for Matrix revision	D. Wood and W. Augustine (K-12 Literacy) L. Conroy (PD Office) M. Alba, Director of Professional Learning & Development T. Harris, Director of Elementary Leading & Learning
March 14, 2019 (all) Ongoing through email and small group discussions March 11, 2019 April 17, 2019 May 21, 2018 June 5, 2019 June 17-21 workshop Ongoing through small group discussions and email	Reading Endorsement Mandate: Focus Team Meetings- creating job-embedded opportunities- trouble shooting, discussion on what structures should be built, timeline for creation & implementation Reading Endorsement revamp: reviewing/revising/formatting for job-embedded/blended learning options. Matrix review	D. Wood and W. Augustine (K-12 Literacy & Reading Contacts) L. Conroy, Coordinator of Reading Endorsement J. Magloire, ESOL Coordinator P. Adams, FDLRS D. Keane, Title I Coordinator J. Hall, Title I department J. Jenkins, Asst. Director of FDLRS T. Harris, Director of Elementary Leading & Learning C. Mela, Director of Title I and MTSS in Elementary Leading & Learning M. Sylvester, Director of Early Childhood in Elementary Leading & Learning School Based Reading Endorsement Facilitators and Course Development Team: J. Baldrige, Cocoa Beach Jr/Sr High School M. Braun, Student Services H. Allen, Oak Park Elementary School L. Maggio, Stone Magnet Middle School M. Kerrigan, Eau Gallie High School
Dec 2018-Jan 2019 April 29, 2019 May 3, 2019 (w/directors)	Data Element determination for 2018-19 SY, start plan for 2019-20 and beyond Scheduling meetings for Data Element YA, YB - Determination of which courses will be used, parameters for scheduling, instructions for data	D. Wood and W. Augustine (K-12 Literacy & Reading Contacts) Management Information Services: L. Layfield, MIS Programmer C. Johnson, MIS Programmer R. Treap, MIS Programmer T. Baker, MIS Programmer

	clerks, how information will be communicated to principals & data clerks	R. George, MIS Director Elementary Leading & Learning Directors: T. Harris, M. Sylvester, C. Mela J. Cline, Assistant Superintendent for Elementary Leading & Learning
February 20, 2019 March 29, 2019 April 29, 2019 August 23, 2019 <i>Training sessions for site-based teams: Sept 4- 6, 2019</i>	MTSS Fall Collaboration Meeting: Planning for PD for site-based teams-alignment of MTSS process, best practices, K-12 decision trees and data analysis: School-based teams of Administrator, Literacy Coach, MTSS Facilitator, ESE Support Specialist, School Psychologist	R. Gilman, ESE Coordinator P. Lewis, Coordinator for School Psychologists K. Cilsick, Coordinator for ESE Support Specialists J. Magloire, ESOL Coordinator P. Adams, FDLRS D. Wood, Elementary Literacy Facilitator W. Augustine, Secondary Literacy Facilitator S. Dickinson, MTSS Facilitator K. Matthews, MTSS Facilitator S. Martin, ESE Program Support A. Shaw, ESE Program Support J. Lobley, Behavior Intervention Support N. Burks, ESE Program Support
March 29, 2019- May 3, 2019 Ongoing through small group discussions and email	Substantially Deficient Definition (K-12, all subgroups) Email and face to face meetings	D. Wood and W. Augustine (K-12 Literacy & Reading Contacts) L. Conroy, Coordinator for Reading Endorsement program J. Magloire, ESOL Coordinator S. Dickinson and K. Matthews, MTSS Facilitators P. Adams, FDLRS L. Rogers, ESE Resource Teacher M. White, Access Points Resource Teacher A. Skinner, Title I Instructional Coach for ELA J. Jenkins, Asst. Director of FDLRS Directors of Elementary Leading & Learning- T. Harris, M. Sylvester, W. Smith C. Mela, Director of Title I M. Alba, Director of Professional Learning & Development S. Bowman, Director of Secondary Leading & Learning D. O'Brien, Director of ESE J. Cline, Assistant Superintendent for Elementary Leading & Learning S. Soliven, Assistant Superintendent for Secondary Leading & Learning C. Moore, Assistant Superintendent for Student Services

<p>April 18-29, 2019</p> <p>Ongoing through small group discussions and email</p>	<p>Overall Reading Plan Input & Review</p> <p>Information gathered in all meetings above was included in the development of the 2019-20 K-12 Comprehensive Reading Plan.</p>	<p>D. Wood and W. Augustine (K-12 Literacy & Reading Contacts)</p> <p>L. Conroy, Coordinator for Reading Endorsement program</p> <p>J. Magloire, ESOL Coordinator</p> <p>P. Adams, FDLRS</p> <p>L. Rogers, ESE Resource Teacher</p> <p>S. Dickinson and K. Matthews, MTSS Facilitators</p> <p>J. Jenkins, Asst. Director of FDLRS</p> <p>Directors of Elementary Leading & Learning-</p> <p>T. Harris, M. Sylvester, W. Smith</p> <p>C. Mela, Director of Title I</p> <p>M. Alba, Director of Professional Learning & Development</p> <p>S. Bowman, Director of Secondary Leading & Learning</p> <p>D. O'Brien, Director of ESE</p> <p>J. Cline, Assistant Superintendent for Elementary Leading & Learning</p> <p>S. Soliven, Assistant Superintendent for Secondary Leading & Learning</p> <p>C. Moore, Assistant Superintendent for Student Services</p>
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APPENDIX B

Identification of Students with Reading Deficiencies and Intervention Supports

In this section districts will describe how they identify students with substantial reading deficiencies and provide them with required interventions. Districts will create three Identification/Intervention Decision Tree charts to demonstrate how data from screening, diagnostic, progress monitoring, local assessments, statewide assessments or teacher observations will be used to determine specific reading instructional needs and interventions for students. It is important to note that a school may not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial deficiency in reading. If a local assessment is being used for identification, districts should internally analyze their data in order to ensure students are identified at similar rates as on statewide assessments. Districts who use a procured diagnostic, progress monitoring or assessment tool should, at a minimum, use the recommended ranges provided by the instrument developer; however, these districts should also ensure that rates of identification correlate to statewide performance.

- DT1 – Elementary (K-5)
- DT2 – Middle (6-8)
- DT3 – High (9-12)

The charts must contain the following information:

- The grade level(s) of the student;
- Name and performance benchmark on screening, diagnostic, progress monitoring, local assessment, statewide assessment or teacher observations used to identify students with substantial deficiencies in reading and subsequent interventions provided. FSA-ELA scores must be used for appropriate grade levels;
- DT1 must clearly state the conditions the district uses to determine whether a student has a substantial reading deficiency and will subsequently notify the student's parent as required in Section 1008.25, F.S. This also includes a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3;
- DT1 must include information on how the Florida Kindergarten Readiness Screener will be used to identify students for intervention. For each grade level on each chart, districts must include a description of which students will be reported in the Student Information System with an appropriate code for the Reading Intervention Component; and
- An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided;

Kindergarten Identification/Intervention Decision Tree

The Florida Kindergarten Readiness Screener (FLKRS), the *STAR Early Literacy* assessment will be administered to **all** students within the first thirty days of school. The Phonological Awareness and Oral Language components of the *Kindergarten Literacy Survey (KLS)* will be administered within the first three weeks of school. These data in conjunction with VPK or other Pre-Kindergarten data will be used to identify which students need immediate scaffolds and intervention at the onset.

STAR Early Literacy

Alphabetic Principle
Concept of Word
Visual Discrimination

Phonemic Awareness

KLS Phonological Awareness Oral Language

i-Ready Overall Reading Score

=

Triangulating Kindergarten Data Remember to consider the *Whole Child* (social, emotional) when problem solving

- **IF Pre-Kindergarten** measures indicated that the student had not made adequate progress and is still working below grade level indicated by performance on initial Kindergarten assessments, **THEN** parents are notified of the school's plan for intervention through the MTSS process.
- **IF student is repeating Kindergarten** and initial Kindergarten assessment data reflects below targeted performance, **THEN** parents are notified of the school's plan for intervention through the MTSS process.
- **IF** scale score is a **455 or higher** on the *STAR Early Literacy* universal screener, **THEN** student will be provided multiple Oral Language and Print Concepts experiences, exposing them to the language necessary for Phonological Awareness mastery.

IF scale score is a **454 or lower** on the Star Early Literacy universal screener, **AND...**

IF a student's score on KLS Phonemic Awareness is below 7 correct, **THEN** administer the short form of the Phonological Awareness Screener for Intervention (PASI) to determine needs for phonological awareness intervention.

IF a student's performance on the PASI indicates **below** target phonological awareness, **THEN** PA intervention should be provided which is systematic, explicit and multi-sensory. Progress monitor with the Long Form of PASI.

IF a student's performance on the PASI indicates **on** target phonological awareness, **THEN** analyze listed *data from above chart* and other teacher selected data for addressing skill gaps with guided practice which provide the scaffolding needed for students to successfully apply learning.

IF student's i-Ready Overall Reading scale score falls **BELOW** – **Diagnostic 1: 349; Diagnostic 2: 375; Diagnostic 3: 402 ...**

IF a student's performance on Phonological Awareness of i-Ready Diagnostic falls in the At-Risk range, **THEN** administer PASI to identify instructional focus for PA intervention, evidence based materials. OPM with PASI.

IF a student's performance on Phonological Awareness of i-Ready Diagnostic falls in Tier 2, **THEN** provide targeted small group instruction, which explicitly teaches PA skills using a multi-sensory, systematic approach.

Second Nine Weeks

IF a student's performance in Phonemic Awareness is below 9 correct, **THEN** administer PASI, Skill 5 to determine need for phonological awareness intervention. Progress monitor with the PASI.

IF a student's performance on the PASI indicates on target phonological awareness, **THEN** administer *DIBELS Next* Nonsense Word Fluency (NWF) measure to determine focus of intervention. OPM with NWF.

Second Semester

IF a student's performance falls within At-Risk range on i-Ready Diagnostic, **THEN** provide intervention, which is targeted to address foundational reading skills necessary for making meaning of text. Progress monitor with the PASI.

IF a student's performance falls within Tier 2 range on i-Ready for PA, Phonics or HFW on i-Ready Diagnostic, **THEN** provide targeted small group instruction, which explicitly teaches PA, Phonics and HFW skills using a multi-sensory, systematic approach. OPM with i-Ready or PASI.

*Kindergarten Progress Monitoring Indicators

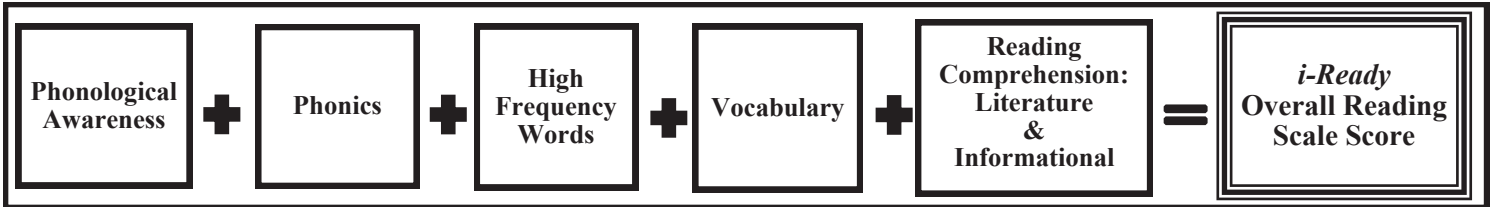
	End of 1st 9 Weeks	End of 2nd 9 Weeks	End of 3rd 9 Weeks	End of 4th 9 Weeks
PASI 3.1 Skill Level	3.6	5.3	5.8	5.11
Listening Comprehension	70%	70%	70%	70%

In Pursuant of section 1008.25, Florida Statutes; State Board Rule 6A-6.054 Student Reading Intervention

Students identified with a reading deficiency must be provided intervention **beyond** their core ELA Instruction until the deficiency is remedied. Supplemental intervention provided will target skills which pose the greatest barrier to learning and intervention will be matched to student need as outlined by MTSS. Students not responding adequately to Tier 2 interventions will receive more intensive intervention through Tier 3 instruction. Parents receive formal communication of a substantial reading deficiency by mid-year if student is not working on-level or when an IPST determines intervention should move from Tier 2 to Tier 3. *See appendix for guidance in identifying students who are substantially deficient in reading.

Grade 1 Identification/Intervention Decision Tree

The *i-Ready* diagnostic assessment will be administered to all students in first grade three times a year. Parents are to be informed and involved in the plan for intervention if a child has significant reading deficiencies. The expectation is for all students to make a year's growth or more.



Beginning of the Year: Revisit and teach phoneme manipulation (blending, segmentation, deletion, addition, & substitution) using 95 Percent Group Lessons. Refer to *Standards Focus and PA, Phonics & Word Study Companion documents* in conjunction with Florida Standards when planning instruction.

IF student's Overall Reading scale score falls *BELOW* – Diagnostic 1: 405; Diagnostic 2: 435; Diagnostic 3: 463...

IF a student's Overall Reading scale score is one grade level or more below target ,	THEN administer the Phonics Screener for Intervention (PSI) to identify foundational skill gaps to be addressed during intervention.
IF a student's performance on the PSI indicates below grade level performance,	THEN intervention should be provided daily outside of the 90 minute uninterrupted ELA Instruction. Progress monitor with PSI or <i>DIBELS Next</i> Nonsense Word Fluency (NWF).
IF student does not show mastery of PSI Skill 1,	THEN administer the <u>First Grade Short Form</u> of the Phonological Awareness Screener for Intervention (PASI). Phonological awareness instruction should be infused in all small group and intervention lessons. Progress monitor with the Long Form of the PASI and/or <i>DIBELS Next</i> Phoneme Segmentation Fluency (PSF).

SECOND SEMESTER ...

IF a student's scale score is 435 or below on the mid-year i-Ready diagnostic,	THEN administer <i>DIBELS Next</i> Oral Reading Fluency measure to determine if fluency intervention is necessary.
IF a student's ORF is NOT at grade level target (accurate but slow),	THEN proceed with intervention to address all aspects of fluency to increase reading comprehension of grade level text.
IF a student's ORF is NOT at grade level target (due to accuracy issues),	THEN proceed with phonics and decoding intervention connected to text. Intervention instruction should be provided outside the 90 minute uninterrupted ELA Instruction. Progress monitor with the <i>DIBELS Next</i> ORF or PSI.
IF a student's ORF is at or above grade level target,	THEN continue with standards-based instruction. Administer Running Record and use miscue analysis data to differentiate small group instruction to address identified skill and strategy gaps.
IF a student has not mastered PA skills,	THEN provide with blended phonics intervention infusing phonological awareness skills not mastered. Progress monitor with the PSI.
IF a student's data indicates reading performance is a year or more below target,	THEN a daily intervention plan should be implemented. Decoding and Fluency are a necessary prerequisite for comprehension. Therefore, Phonological Awareness, Phonics, and Fluency deficiencies should be addressed prior to or be embedded within Comprehension and Vocabulary intervention.

*First Grade Progress Monitoring Indicators

	End of 1st 9 Weeks	End of 2nd 9 Weeks	End of 3rd 9 Weeks	End of 4th 9 Weeks
PASI 3.1 Skill Level	5.11			
PSI Skill Level	2	4	5	6
Running Record Level	6	12	16	18
Reading Comprehension	70%	70%	70%	70%
DIBELS Next Oral Reading Fluency (DORF) WCPM		23	41	60

*These target indicators reflect stretch goals required by the Florida Standards. Indicators are not to be used in isolation when making placement decisions. Consider the whole child and all aspects of reading when recommending intervention or alternative placement.

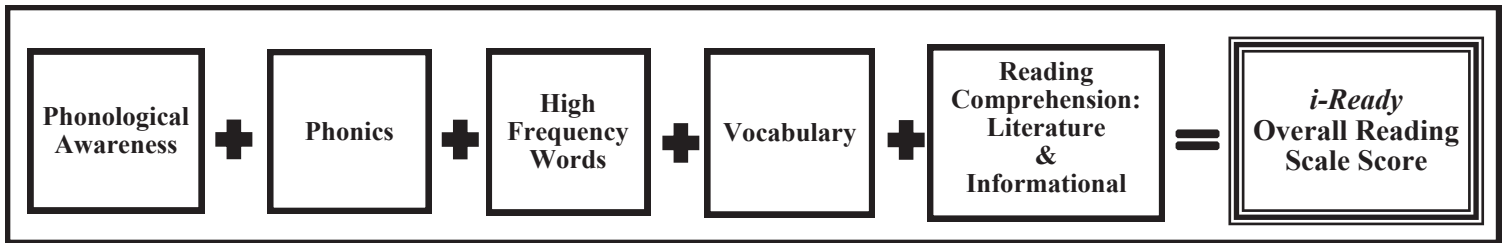
Pursuant to section 1008.25, Florida Statutes; State Board Rule 6A-6.054 Student Reading Intervention

Students *identified* with a reading deficiency **must** be provided intervention **beyond** their core ELA Instruction until the deficiency is remedied. Supplemental intervention provided will target skills which pose the greatest barrier to learning and intervention will be matched to student need as outlined by MTSS. Students not responding adequately to Tier 2 interventions will receive more intensive through Tier 3 instruction. *Parents receive formal communication of substantial reading deficiency by mid-year if student is not working on-level or when an IPST determines intervention should move from Tier 2 to Tier 3. *See appendix for guidance in identifying students who are substantially deficient in reading.*

5.2019

Grade 2 Identification/Intervention Decision Tree

The *i-Ready* diagnostic assessment will be administered to all students in second grade three times a year. Parents are to be informed and involved in the plan for intervention if a child 's data identifies significant reading deficiencies. The expectation is that all students will make a year's growth or more.



Beginning of the Year: Teach blends and digraphs in closed syllable words (CVC/VC), silent e, long and short vowels skills (95 Percent Group lessons). Incorporate fluency lessons into ELA instruction including reading high frequency words, sight words and word phrases in multiple formats. Refer to *Standards Focus and Phonics & Word Study Companion* documents in conjunction with Florida Standards when planning instruction.

IF student's Overall Reading scale score falls *BELOW* – Diagnostic 1: 466; Diagnostic 2: 493; Diagnostic 3: 508...

IF a student's Overall Reading scale score is one grade level or more below target ,	THEN administer Running Record (RR) measure with comprehension questions to determine if student is working at or close to grade level targets. Provide targeted phonics instruction as outlined on Phonics Companion and use i-Ready reports to determine reteaching or scaffolding needed for successful application of learning.
IF a student's RR level is two grades levels or more below target or score fell within At-Risk range on i-Ready Diagnostic,	THEN administer Phonics Screener for Intervention (PSI) to identify foundational skill gaps to be addressed during intervention instruction. Continue explicit phonics intervention using PLL lessons. OPM with PSI.
IF a student's RR level is one grade level below target ,	THEN proceed with differentiated small group instruction based (miscue analysis) within ELA block. Student continues with i-Ready and the teacher monitors the online instruction report and provides re-teaching & intervention as prompted. Progress monitor with running records.
IF a student's RR level is below grade level target, but not a phonics need ,	THEN administer DIBELS Next Oral Reading Fluency (ORF) measure to determine if fluency is a concern.
IF a student's ORF is NOT at grade level target,	THEN proceed with fluency interventions which include text connections. (IF fluency interventions are not successful, THEN administer PSI to identify skill gaps.)
IF a student's ORF is at or above target,	THEN continue with standards based instruction with text rich in language. (Analyze RR and ORF data to determine specific needs.)
(Note: <i>DIBELS Next</i> ORF measures are grade level text with no picture support similar to normed assessments.)	
IF a student's data indicates reading performance is a year or more below grade level target,	THEN a daily intervention plan should be implemented. Decoding and Fluency are a necessary prerequisite for comprehension. Therefore, Phonological Awareness, Phonics, and Fluency deficiencies should be addressed prior to or be embedded within Comprehension and Vocabulary intervention.

*Second Grade Progress Monitoring Indicators

	End of 1st 9 Weeks	End of 2nd 9 Weeks	End of 3rd 9 Weeks	End of 4th 9 Weeks
PSI Skill Level	6	7	8	9-10
Running Record Level	20	24	28	30
Reading Comprehension Passages	70%	70%	70%	70%
DIBELS Next Oral Reading Fluency (DORF) WCPM	51	72	81	90
DIBELS Next ORF (DORF) Comprehension	70%	70%	70%	70%

* These target indicators reflect stretch goals required by the Florida Standards for ELA. Indicators are not to be used in isolation when making intervention or placement recommendations. Consider the whole child and all aspects of reading when recommending intervention or alternative placement. Refer to *Language Arts Florida Standards Spiral, Standards Focus Document s, Phonics & Word Study Companions* for K-2 progression of standards and skills.

Pursuant to section 1008.25, Florida Statutes; State Board Rule 6A-6.054 Student Reading Intervention

Students *identified* with a reading deficiency must be provided intervention beyond their core ELA Instruction until the deficiency is remedied. Supplemental intervention provided will target skills which pose the greatest barrier to learning and intervention will be matched to student need as outlined by MTSS. Students not responding adequately to Tier 2 interventions will receive more intensive through Tier 3 instruction. *Parents receive formal communication of substantial reading deficiency by mid-year if student is not working on-level or when an IPST determines intervention should move from Tier 2 to Tier 3.* *See appendix for guidance in identifying students who are substantially deficient in reading.

K-2 Progress Monitoring Indicators												
	Kindergarten				1 st Grade				2 nd Grade			
	End of 1 st 9 weeks	End of 2 nd 9 weeks	End of 3 rd 9 weeks	End of 4 th 9 weeks	End of 1 st 9 weeks	End of 2 nd 9 weeks	End of 3 rd 9 weeks	End of 4 th 9 weeks	End of 1 st 9 weeks	End of 2 nd 9 weeks	End of 3 rd 9 weeks	End of 4 th 9 weeks
PASI 3.1 Skill Number	3.6	5.3	5.8	5.11	5.11							
KLS Letter Naming (lowercase)	15/26	22/26	25/26	26/26								
KLS Letter Sounds	15/26	22/26	25/26	26/26								
KLS High Frequency Words *	5-7	18-22	35-42	57								
Running Record Level				4	6	12	16	18	20	24	28	30
PSI Skill Number					2	4	5	6	6	7	8	9-10
*Oral Reading Fluency (DORF)						29	41	60	50	84	92	100
*PSF (Phoneme Segmentation)		20		40	40							
*NWF – CLS Fluency OPM (Correct Letter Sounds)		17		28	27	43		58	54			
*NWF – WWR Fluency OPM (Whole Words Read)					1	8		13	13			
i-Ready On-Grade Range Scale Score	396-423				458-479				513-536			

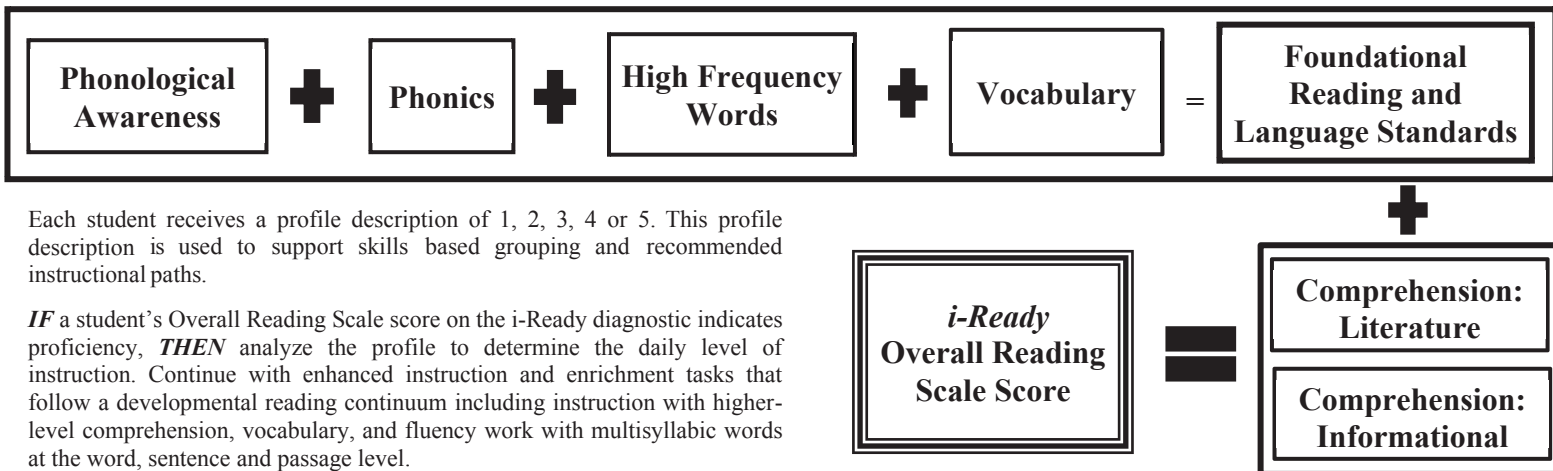
*2017 National Norms for ORF -50th percentile rank. These data points represent on level performance and at the high end of score range, i.e. 5-7/57. Consider the whole child and progress made through the entire year when making decision regarding promotion and retention. *DIBELS Next is Brevard's tool for OPM.

Connections to Curriculum				
Core Instruction				
Entry	Phonological Awareness	Phonics/Language	Fluency	Vocabulary & Comprehension (includes oral vocabulary and listening comprehension)
Core Instruction	Instruction is aligned to the Language Arts Florida Standards. <u>Standards Focus Documents</u> identify priority and supporting standards for each nine weeks. The <u>PA, Phonics/Word Study Companions</u> identify foundational reading and language standards instructional focus for each nine weeks. Core instruction is provided using district and supplemental resources and delivered in multiple formats to make the learning accessible to all students.			
Core Assessment	KLS, Running Record, QLA, iReady	KLS, Running Record, Mini Tasks, iReady, Expanding Expression Tool (EET), QLA	Running Record, DORF	ELA Formative Assessments System (ELFAS), QLA, iReady Mini Tasks, Running Record, Listening Comprehension Passages
Supplemental Instruction (Intervention)				
Supplemental Instruction <i>*Supplemental technology can be used as an intervention when paired with teacher directed lessons.</i>	PA Blueprint, *Lexia Empowering Teachers, LLI, Starlit, *iReady	Phonics Lesson Library, Syllable Type, LLI FCRR Resources, Empowering Teachers, *Lexia, *iReady, Expanding Expression	Reader's Theater, Fluency Passages, Read Naturally, Words/Phrases, Repeated Reading LLI	ELA Formative Assessments System (ELFAS), FCRR Search Tool, Empowering Teachers, Voyager Passport, Write-In Reader, ELA/Literacy Lessons, EET, *iReady, LLI
Ongoing Progress Monitoring	PASI easyCBM	LLI Benchmarks, Words Their Way: Spelling Inventory, iReady, Writing Samples, PSI	DORF easyCBM	Running Record, DORF, SRI, LLI Benchmarks, Writing Samples, iReady
Intensive Instruction (Intervention)				
Intensive instruction	PA Blue Print, PLL, Barton	PLL, SIPPS, Barton	PLL, SIPPS, Barton	Barton, Reading Mastery
Ongoing Progress Monitorin	PASI, *PSF, easyCBM, Barton	PSI, *NWF/DORF, Barton	*NWF/DORF	DORF, Barton
Formal Diagnostic	In the few cases when student data is conflicting or insufficient, a formal reading diagnostic may be need to be administered for due diligence in pursuing what is in the best interest of a student's welfare, such as but not limited to the DAR or ERDA.			

The chart above provides **options** for instruction and assessment; it is not an inclusive listing of assessments and materials. Other evidence/research-based resources may be used. Determining an instructional plan for a student should be a collaborative effort of the IPST and teacher. Multiple data sources should be considered when developing an intervention plan. If a student scored below an indicator in a particular area (e.g. fluency) this does not automatically equate to below grade level performance. Supplemental and Intensive instruction occurs outside the 90-minute block of ELA Instruction and is not in lieu of initial instruction. *Parents receive formal communication when a school team determines intervention should move from Tier 2 to Tier 3.*

Grade 3 Identification/Intervention Decision Tree

The **i-Ready Diagnostic** will be administered to all students in grade 3. Student Progression states that after multiple consistent ELA measures indicate below grade level performance, parents are notified of the school's plan for intervention. Progress toward ELA standards mastery will be monitored through a working portfolio built from multiple measures. Parents will be notified no later than the end of the 1st semester if a student is not showing adequate progress for promotion. Notice of possible retention if a 3rd grader scores Level 1 on FSA is provided mid-year and is listed on every report card. Parents of retained students with FSA scores of 1 will be notified of the school's plan for intervention during the first 9 weeks of school."



IF student's Overall Reading scale score falls BELOW – Diagnostic 1: 507; Diagnostic 2: 523; Diagnostic 3: 535...

THEN provide standards aligned small group intervention which has been strategically planned to address the learning needs of students including instruction with comprehension, word study, phonics and fluency at the word/and or connected text level. The goal is for all students to make a year's growth regardless of initial scale score; supplemental intervention will target skills which pose the greatest barrier to learning.

IF PA, Phonics or High Frequency Words scores are one grade level or more BELOW proficiency...

Administer ***DIBELS Next Oral Reading Fluency (ORF)** grade level measure. Teacher monitors and documents student's reading behaviors and fluency (accuracy, expression, rate) while administering the measure. After reading, student responds orally to five comprehension questions.

⇒ **IF** a student's ORF is at or above benchmark, **THEN** proceed with providing explicit instruction addressing language and/or comprehension weaknesses. Refer to *Brevard's Phonics Companion, Essential Components of Literacy and Progression of Genres and Language Skills* and documents for targeting instruction.

Progress monitor growth using *DIBELS Next Daze* measure or FAIR Toolkit measures.

⇒ **IF** a student's ORF is **NOT** at benchmark, **THEN** proceed with **fluency** interventions. Review data and determine whether student needs intervention addressing fluency and/or phonics deficiencies.

Progress monitor fluency using the *DIBELS Next Oral Reading Fluency (ORF)* measures.

⇒ **To determine if decoding** is the area of deficiency, **THEN** administer **Phonics Screener for Intervention (PSI)** starting with **Skill 10: Multisyllabic Words**. Provide instruction in word study, syllable types and the written patterns of English. Progress monitor growth using the PSI, *Words Their Way* Spelling Inventory or *DIBELS Next Oral Reading Fluency (ORF)*.

*Teachers may choose to administer a running record if student is reading below level 30.

IF Vocabulary score is one grade level or more BELOW proficiency...

Provide explicit vocabulary instruction which addresses the recognition of morphological patterns in words, which can generalize to recognition of new words essential to building vocabulary depth. (Refer to *Brevard's Phonics and Words Study Companion and Progression of Genres and Language Skills* documents.)

⇒ **IF** student struggles with the meaning of words or word parts (morphemes), **THEN** provide instruction on how to construct new words building on a base or root (Greek and Latin) and how affixes (prefixes/suffixes) impact meaning.

Progress monitor growth using FAIR Toolkit: Academic Word Inventory, *Words Their Way* tools, or Cloze Passages.

IF Comprehension score is one grade level or more BELOW grade level proficiency...

Provide explicit small group instruction on identifying the organizational structure and features of a text; model high impact strategies for making sense of or decoding text; incorporate daily opportunities for students to write (encode) their thinking about text; provide guided discussion and tasks which reflect the cognitive complexity of the comprehension standards. (Refer to *Essential Components of Literacy, FSA Item Specifications and FSA Writing Rubric documents*)

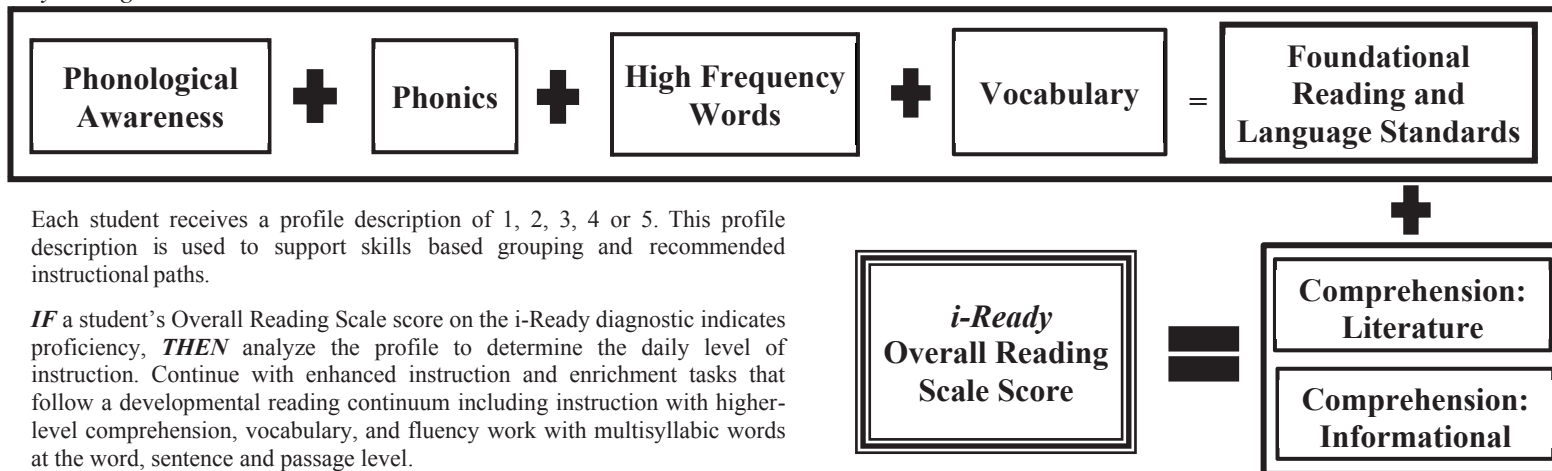
⇒ **IF** a student struggles with Syntax (provides the reader the keys to "unlock" the meaning of text), **THEN** provide explicit instruction in the formal relationships between words, including but not limited to, connectives (e.g., because, when, although), conjunctions, pronouns, subjects, verbs/verb tenses, indirect/direct objects. Consider the use of mentor text and sentence imitation as models to teach students how to recognize and also produce syntactic elements. Progress monitor growth with i-Ready Growth Monitoring (Tier 2 & Tier 3), i-Ready Standards Mastery, Daze, FSA Writing Rubrics, Open Response Tasks, Mini-Tasks or the QLA.

Pursuant to section 1008.25, Florida Statutes; State Board Rule 6A-6.054 Student Reading Intervention

Students *identified* with a reading deficiency must be provided intervention beyond their core ELA Instruction until the deficiency is remedied. Supplemental intervention provided will target skills which pose the greatest barrier to learning and intervention will be matched to student need as outlined by MTSS. Students not responding adequately to Tier 2 interventions will receive more intensive through Tier 3 instruction. *Parents receive formal communication of substantial reading deficiency by mid-year if student is not working on-level or when an IPST determines intervention should move from Tier 2 to Tier 3. *See appendix for guidance in identifying students who are substantially deficient in reading.*

Grade 4 Identification/Intervention Decision Tree

The **i-Ready Diagnostic** will be administered to all students in grade 4. *Parents of students scoring below Level 3 on ELA FSA are notified of the school's plan for intervention during the first 9 weeks of school. The expectation is for all students to make a year's growth or more.*



Each student receives a profile description of 1, 2, 3, 4 or 5. This profile description is used to support skills based grouping and recommended instructional paths.

IF a student's Overall Reading Scale score on the i-Ready diagnostic indicates proficiency, **THEN** analyze the profile to determine the daily level of instruction. Continue with enhanced instruction and enrichment tasks that follow a developmental reading continuum including instruction with higher-level comprehension, vocabulary, and fluency work with multisyllabic words at the word, sentence and passage level.

**i-Ready
Overall Reading
Scale Score**

=

**Comprehension:
Literature**
**Comprehension:
Informational**

IF student's Overall Reading scale score falls BELOW – Diagnostic 1: 530; Diagnostic 2: 544; Diagnostic 3: 552...

THEN provide standards aligned small group intervention which has been strategically planned to address the learning needs of students including instruction with comprehension, word study, phonics and fluency at the word/and or connected text level. The goal is for all students to make a year's growth regardless of initial scale score; supplemental intervention will target skills which pose the greatest barrier to learning.

IF PA, Phonics or High Frequency Words scores are one grade level or more BELOW proficiency...

Administer **DIBELS Next Oral Reading Fluency* (ORF) grade level measure. Teacher monitors and documents student's reading behaviors and fluency (accuracy, expression, rate) while administering the measure. After reading, student responds orally to five comprehension questions.

⇒ **IF** a student's ORF is at or above benchmark, **THEN** proceed with providing explicit instruction addressing language and/or comprehension weaknesses. Refer to *Brevard's Phonics Companion, Essential Components of Literacy and Progression of Genres and Language Skills* and documents for targeting instruction.

Progress monitor growth using *DIBELS Next Daze* measure or FAIR Toolkit measures.

⇒ **IF** a student's ORF is **NOT** at benchmark, **THEN** proceed with **fluency** interventions. Review data and determine whether student needs intervention addressing fluency and/or phonics deficiencies.

Progress monitor fluency using the *DIBELS Next Oral Reading Fluency* (ORF) measures.

⇒ **To determine if decoding** is the area of deficiency, **THEN** administer *Phonics Screener for Intervention (PSI)* starting with Skill 10: Multisyllabic Words. Provide instruction in word study, syllable types and the written patterns of English. Progress monitor growth using the PSI, *Words Their Way* Spelling Inventory or *DIBELS Next Oral Reading Fluency* (ORF).

**Teachers may choose to administer a running record if student is reading below level 30.*

IF Vocabulary score is one grade level or more BELOW proficiency...

Provide explicit vocabulary instruction which addresses the recognition of morphological patterns in words, which can generalize to recognition of new words essential to building vocabulary depth. (Refer to *Brevard's Phonics and Words Study Companion and Progression of Genres and Language Skills* documents.)

⇒ **IF** student struggles with the meaning of words or word parts (morphemes), **THEN** provide instruction on how to construct new words building on a base or root (Greek and Latin) and how affixes (prefixes/suffixes) impact meaning.

Progress monitor growth using FAIR Toolkit: Academic Word Inventory, *Words Their Way* tools, or Cloze Passages.

IF Comprehension score is one grade level or more BELOW grade level proficiency...

Provide explicit small group instruction on identifying the organizational structure and features of a text; model high impact strategies for making sense of or decoding text; incorporate daily opportunities for students to write (encode) their thinking about text; provide guided discussion and tasks which reflect the cognitive complexity of the comprehension standards. (Refer to *Essential Components of Literacy, FSA Item Specifications and FSA Writing Rubric documents*)

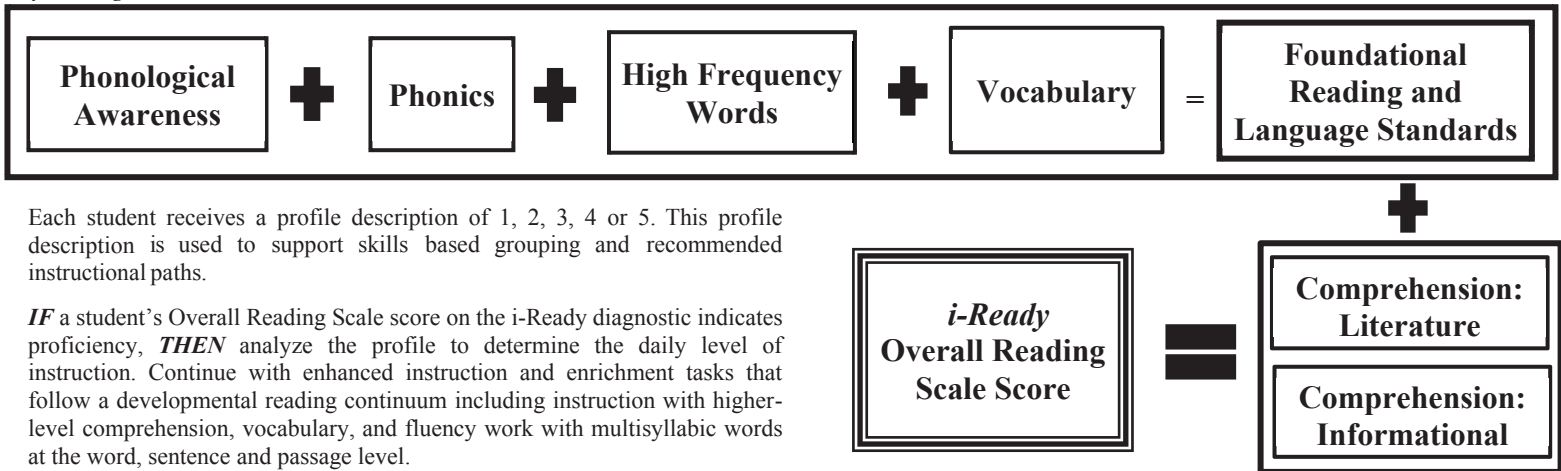
⇒ **IF** a student struggles with Syntax (provides the reader the keys to "unlock" the meaning of text), **THEN** provide explicit instruction in the formal relationships between words, including but not limited to, connectives (e.g., because, when, although), conjunctions, pronouns, subjects, verbs/verb tenses, indirect/direct objects. Consider the use of mentor text and sentence imitation as models to teach students how to recognize and also produce syntactic elements. Progress monitor growth with i-Ready Growth Monitoring (Tier 2 & Tier 3), i-Ready Standards Mastery, Daze, FSA Writing Rubrics, Open Response Tasks, Mini-Tasks or the QLA.

Pursuant to section 1008.25, Florida Statutes; State Board Rule 6A-6.054 Student Reading Intervention

Students *identified* with a reading deficiency **must** be provided intervention **beyond** their core ELA Instruction until the deficiency is remedied. Supplemental intervention provided will target skills which pose the greatest barrier to learning and intervention will be matched to student need as outlined by MTSS. Students not responding adequately to Tier 2 interventions will receive more intensive through Tier 3 instruction. *Parents receive formal communication of substantial reading deficiency by mid-year if student is not working on-level or when an IPST determines intervention should move from Tier 2 to Tier 3. *See appendix for guidance in identifying students who are substantially deficient in reading.* 5.2019

Grade 5 Identification/Intervention Decision Tree

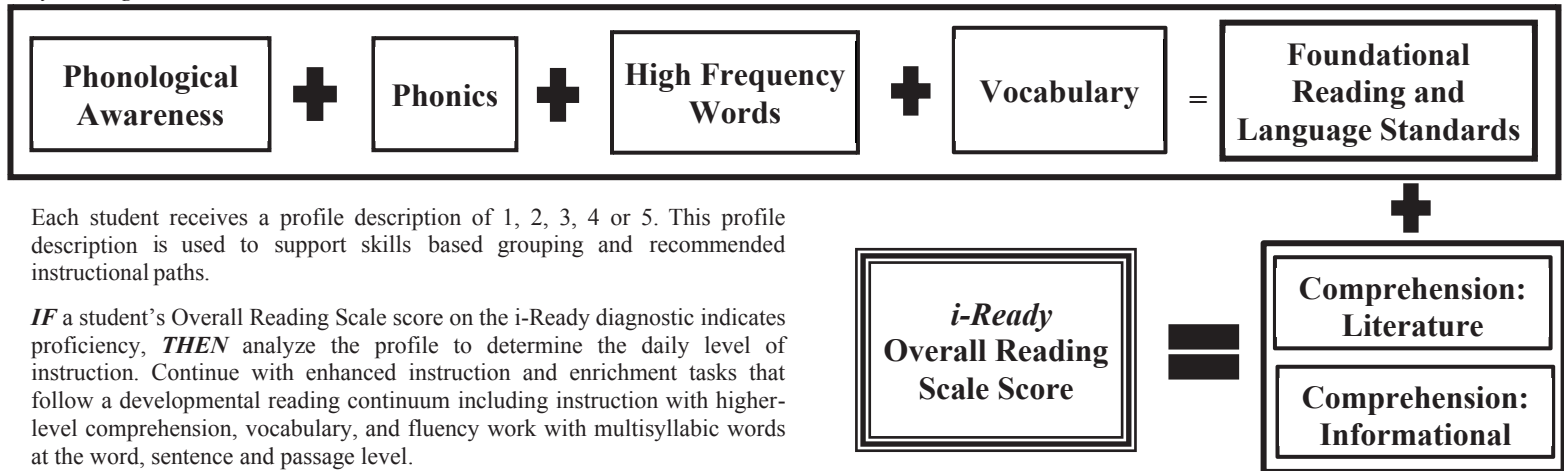
The **i-Ready Diagnostic** will be administered to all students in grade 5. Parents of students scoring below Level 3 on ELA FSA are notified of the school's plan for intervention during the first 9 weeks of school. The expectation is for all students to make a year's growth or more.



<p>IF student's Overall Reading scale score falls BELOW – Diagnostic 1: 557; Diagnostic 2: 569; Diagnostic 3: 575...</p> <p>THEN provide standards aligned small group intervention which has been strategically planned to address the learning needs of students including instruction with comprehension, word study, phonics and fluency at the word/and or connected text level. The goal is for all students to make a year's growth regardless of initial scale score; supplemental intervention will target skills which pose the greatest barrier to learning.</p>
<p>IF PA, Phonics or High Frequency Words scores are one grade level or more BELOW proficiency...</p> <p>Administer <i>*DIBELS Next Oral Reading Fluency</i> (ORF) grade level measure. Teacher monitors and documents student's reading behaviors and fluency (accuracy, expression, rate) while administering the measure. After reading, student responds orally to five comprehension questions.</p> <p>⇒ IF a student's ORF is at or above benchmark, THEN proceed with providing explicit instruction addressing language and/or comprehension weaknesses. Refer to <i>Brevard's Phonics Companion, Essential Components of Literacy and Progression of Genres and Language Skills</i> and documents for targeting instruction.</p> <p>Progress monitor growth using <i>DIBELS Next Daze</i> measure or FAIR Toolkit measures.</p> <p>⇒ IF a student's ORF is NOT at benchmark, THEN proceed with fluency interventions. Review data and determine whether student needs intervention addressing fluency and/or phonics deficiencies.</p> <p>Progress monitor fluency using the <i>DIBELS Next Oral Reading Fluency</i> (ORF) measures.</p> <p>⇒ To determine if decoding is the area of deficiency, THEN administer <i>Phonics Screener for Intervention (PSI)</i> starting with Skill 10: Multisyllabic Words. Provide instruction in word study, syllable types and the written patterns of English.</p> <p>Progress monitor growth using the PSI, <i>Words Their Way</i> Spelling Inventory or <i>DIBELS Next Oral Reading Fluency</i> (ORF).</p> <p><i>*Teachers may choose to administer a running record if student is reading below level 30.</i></p>
<p>IF Vocabulary score is one grade level or more BELOW proficiency...</p> <p>Provide explicit vocabulary instruction which addresses the recognition of morphological patterns in words, which can generalize to recognition of new words essential to building vocabulary depth. (Refer to <i>Brevard's Phonics and Words Study Companion and Progression of Genres and Language Skills</i> documents.)</p> <p>⇒ IF student struggles with the meaning of words or word parts (morphemes), THEN provide instruction on how to construct new words building on a base or root (Greek and Latin) and how affixes (prefixes/suffixes) impact meaning.</p> <p>Progress monitor growth using FAIR Toolkit: Academic Word Inventory, <i>Words Their Way</i> tools, or Cloze Passages.</p>
<p>IF Comprehension score is one grade level or more BELOW grade level proficiency...</p> <p>Provide explicit small group instruction on identifying the organizational structure and features of a text; model high impact strategies for making sense of or decoding text; incorporate daily opportunities for students to write (encode) their thinking about text; provide guided discussion and tasks which reflect the cognitive complexity of the comprehension standards. (Refer to <i>Essential Components of Literacy, FSA Item Specifications and FSA Writing Rubric documents</i>)</p> <p>⇒ IF a student struggles with Syntax (provides the reader the keys to "unlock" the meaning of text), THEN provide explicit instruction in the formal relationships between words, including but not limited to, connectives (e.g., because, when, although), conjunctions, pronouns, subjects, verbs/verb tenses, indirect/direct objects. Consider the use of mentor text and sentence imitation as models to teach students how to recognize and also produce syntactic elements. Progress monitor growth with i-Ready Growth Monitoring (Tier 2 & Tier 3), i-Ready Standards Mastery, Daze, FSA Writing Rubrics, Open Response Tasks, Mini-Tasks or the QLA.</p>
<p>Pursuant to section 1008.25, Florida Statutes; State Board Rule 6A-6.054 Student Reading Intervention</p> <p>Students <i>identified</i> with a reading deficiency <u>must</u> be provided intervention <u>beyond</u> their core ELA Instruction until the deficiency is remedied. Supplemental intervention provided will target skills which pose the greatest barrier to learning and intervention will be matched to student need as outlined by MTSS. Students not responding adequately to Tier 2 interventions will receive more intensive through Tier 3 instruction. <i>Parents receive formal communication of substantial reading deficiency by mid-year if student is not working on-level or when an IPST determines intervention should move from Tier 2 to Tier 3. *See appendix for guidance in identifying students who are substantially deficient in reading.</i></p> <p>5.2019</p>

Grade 6 Identification/Intervention Decision Tree

The **i-Ready Diagnostic** will be administered to all students in grade 6. Parents of students scoring below Level 3 on ELA FSA are notified of the school's plan for intervention during the first 9 weeks of school. The expectation is for all students to make a year's growth or more.



Each student receives a profile description of 1, 2, 3, 4 or 5. This profile description is used to support skills based grouping and recommended instructional paths.

IF a student's Overall Reading Scale score on the i-Ready diagnostic indicates proficiency, **THEN** analyze the profile to determine the daily level of instruction. Continue with enhanced instruction and enrichment tasks that follow a developmental reading continuum including instruction with higher-level comprehension, vocabulary, and fluency work with multisyllabic words at the word, sentence and passage level.

IF student's Overall Reading scale score falls BELOW – Diagnostic 1: 579; Diagnostic 2: 588; Diagnostic 3: 594...

THEN provide standards aligned small group intervention which has been strategically planned to address the learning needs of students including instruction with comprehension, word study, phonics and fluency at the word/and or connected text level. The goal is for all students to make a year's growth regardless of initial scale score; supplemental intervention will target skills which pose the greatest barrier to learning.

IF PA, Phonics or High Frequency Words scores are one grade level or more BELOW proficiency...

Administer ***DIBELS Next Oral Reading Fluency (ORF)** grade level measure. Teacher monitors and documents student's reading behaviors and fluency (accuracy, expression, rate) while administering the measure. After reading, student responds orally to five comprehension questions.

⇒ **IF** a student's ORF is at or above benchmark, **THEN** proceed with providing explicit instruction addressing language and/or comprehension weaknesses. Refer to *Brevard's Phonics Companion, Essential Components of Literacy and Progression of Genres and Language Skills* and documents for targeting instruction.

Progress monitor growth using *DIBELS Next Daze* measure or *FAIR Toolkit* measures.

⇒ **IF** a student's ORF is **NOT** at benchmark, **THEN** proceed with **fluency** interventions. Review data and determine whether student needs intervention addressing fluency and/or phonics deficiencies.

Progress monitor fluency using the *DIBELS Next Oral Reading Fluency (ORF)* measures.

⇒ **To determine if decoding** is the area of deficiency, **THEN** administer **Phonics Screener for Intervention (PSI)** starting with **Skill 10: Multisyllabic Words**. Provide instruction in word study, syllable types and the written patterns of English. Progress monitor growth using the *PSI, Words Their Way Spelling Inventory* or *DIBELS Next Oral Reading Fluency (ORF)*.

**Teachers may choose to administer a running record if student is reading below level 30.*

IF Vocabulary score is one grade level or more BELOW proficiency...

Provide explicit vocabulary instruction which addresses the recognition of morphological patterns in words, which can generalize to recognition of new words essential to building vocabulary depth. (Refer to *Brevard's Phonics and Words Study Companion and Progression of Genres and Language Skills* documents.)

⇒ **IF** student struggles with the meaning of words or word parts (morphemes), **THEN** provide instruction on how to construct new words building on a base or root (Greek and Latin) and how affixes (prefixes/suffixes) impact meaning.

Progress monitor growth using *FAIR Toolkit: Academic Word Inventory, Words Their Way* tools, or *Cloze Passages*.

IF Comprehension score is one grade level or more BELOW grade level proficiency...

Provide explicit small group instruction on identifying the organizational structure and features of a text; model high impact strategies for making sense of or decoding text; incorporate daily opportunities for students to write (encode) their thinking about text; provide guided discussion and tasks which reflect the cognitive complexity of the comprehension standards. (Refer to *Essential Components of Literacy, FSA Item Specifications and FSA Writing Rubric documents*)

⇒ **IF** a student struggles with Syntax (provides the reader the keys to "unlock" the meaning of text), **THEN** provide explicit instruction in the formal relationships between words, including but not limited to, connectives (e.g., because, when, although), conjunctions, pronouns, subjects, verbs/verb tenses, indirect/direct objects. Consider the use of mentor text and sentence imitation as models to teach students how to recognize and also produce syntactic elements. Progress monitor growth with i-Ready Growth Monitoring (Tier 2 & Tier 3), i-Ready Standards Mastery, Daze, FSA Writing Rubrics, Open Response Tasks, Mini-Tasks or the QLA.

Pursuant to section 1008.25, Florida Statutes; State Board Rule 6A-6.054 Student Reading Intervention

Students *identified* with a reading deficiency **must** be provided intervention **beyond** their core ELA Instruction until the deficiency is remedied. Supplemental intervention provided will target skills which pose the greatest barrier to learning and intervention will be matched to student need as outlined by MTSS. Students not responding adequately to Tier 2 interventions will receive more intensive through Tier 3 instruction. *Parents receive formal communication of substantial reading deficiency by mid-year if student is not working on-level or when an IPST determines intervention should move from Tier 2 to Tier 3. *See appendix for guidance in identifying students who are substantially deficient in reading.* 5.2019

3 rd - 6 th Grade Progress Monitoring Indicators																
	3 rd Grade				4 th Grade				5 th Grade				6 th Grade			
	End of 1 st 9 Weeks	End of 2 nd 9 Weeks	End of 3 rd 9 Weeks	End of 4 th 9 Weeks	End of 1 st 9 Weeks	End of 2 nd 9 Weeks	End of 3 rd 9 Weeks	End of 4 th 9 Weeks	End of 1 st 9 Weeks	End of 2 nd 9 Weeks	End of 3 rd 9 Weeks	End of 4 th 9 Weeks	End of 1 st 9 Weeks	End of 2 nd 9 Weeks	End of 3 rd 9 Weeks	End of 4 th 9 Weeks
PSI Skill # - Syllable Types	9	10	11	12												
Running Record Level (Macmillan Level)	30	34		38		40+				50+				60+		
*Daze OPM for Comp. & Vocab.	14	21		26	20	23		31	21	25		32	23	31		31
*Oral Reading Fluency 50 th National Norms – 2017	83	97	97	112	94	120	126	133	121	133	140	146	132	145	145	146
*DORF Comp. (passages 1, 5, 15, 20)	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70
i-Ready On-Grade Range Scale Score	545-560				579-602				609-629				616-640			

Consider the whole child and progress made through the entire year when making decision regarding promotion and retention. **DIBELS Next is Brevard's tool for Ongoing Progress Monitoring (OPM) **

*District Oral Reading Fluency Timeline (Grades 3-6) – <i>DIBELS Next</i> with Comprehension Questions					
Grade	Initial Within 1 st 4 Wks.	First Grading Period	Second Grading Period	Third Grading Period	Fourth Grading Period
Passage #	1	5	10	15	20
3 rd Grade	<i>ALL Students</i>	Students identified by Assessment Decision Tree			
3 rd - 6 th Grades	Required for Retained, Good Cause, FSA Level 1 Students unless IEP or ELL plan states an alternative method for OPM; Recommended for FSA Level 2 Students				
Connections to Curriculum					
Core Instruction					
Entry	Phonological Awareness	Phonics/Language	Fluency	Vocabulary & Comprehension	
Core Instruction	Instruction is aligned to the Language Arts Florida Standards. Standards Focus Documents identify priority and supporting standards for each nine weeks. The PA, Phonics/Word Study Companions identify foundational reading and language standards instructional focus for each nine weeks. Core instruction is provided using district and supplemental resources and delivered in multiple formats to make the learning accessible to all students.				
Core Assessment	NA	Running Record, iReady, <i>Words Their Way</i> : Spelling Inventory, EET	DORF, Open Response Tasks, Writing Samples	QLA, Open Response Tasks, ELA Formative Assessments (ELFAS), Mini Tasks, Running Record, Writing Samples, iReady, EET	
Supplemental Instruction (Intervention)					
Supplemental Instruction	*Lexia PA Blueprint, LLI	Phonics Lesson Library, Syllable Types, Rewards, Empowering Teachers Lessons, LLI, Words Their Way, *Lexia, SIPPS *iReady, EET	LLI, Read Naturally, Fluency Passages, Reader’s Theater, Repeated Reading, Fluency Lessons	ELA Formative Assessments (ELFAS), FCRR Search Tool, Rewards, Voyager, EET, Open Response Tasks, LLI, Achieve the Core Lessons, UnBoundEd *Lexia, *iReady, CPalms, Ready Toolbox 95% Vocabulary Surge, 95% Comprehension	
Ongoing Progress Monitoring	PASI	PSI, DORF, iReady Spelling Inventory, LLI Benchmarks,	Running Record, DORF, easyCBMI	Open Response Tasks, Mini Tasks, LLI Benchmarks, DORF/DAZE, Running Record, iReady	
Intensive Instruction (Intervention)					
Intensive Instruction	Barton, PA BluePrint, Lexia*	Lexia*, Rewards, PLL, Barton, SIPPS	Barton, Rewards, Read Naturally, Corrective Reading	Rewards, Corrective Reading, Reading Mastery *Lexia, 95% Vocabulary Surge and Comprehension	
Ongoing Progress Monitoring	PASI, Barton	PSI, Barton, DORF	DORF, easyCBM	DORF, easyCBM	
Formal Diagnostic	In the few cases when student data is conflicting or insufficient, a formal reading diagnostic may be need to be administered for due diligence in pursuing what is in the best interest of a student’s welfare, such as but not limited to the DAR or QRI.				

The chart above provides options for instruction and assessment; it is not an inclusive listing of assessments and materials. Determining an instructional plan for a student should be a collaborative effort of the IPST and teacher. Multiple data sources should be considered when developing an intervention plan. If a student scored below an indicator in an area this does not automatically equate to below grade level performance. Intensive instruction occurs outside the 90-minute block of ELA Instruction and is not in lieu of initial instruction. **IF** a student's data indicates reading performance is a year or more below target, **THEN** a daily intervention plan should be implemented. Decoding and Fluency are necessary prerequisites for comprehension. Therefore, Phonological Awareness, Phonics, and Fluency deficiencies should be addressed *prior to or be embedded within* Comprehension and Vocabulary intervention. *Parents receive formal communication when a school team determines intervention should move from Tier 2 to Tier 3.* 6.2019

Identification/Intervention Decision Tree Appendix

Identifying Students with a Substantial Deficiency in Reading

Pursuant to section 1011.62 and 1008.25, Florida Statutes; State Board Rule 6A-6.054 Student Reading Intervention

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

All students, including those with specially designed instruction through an IEP or LEP plan, **who are identified as being substantially deficient in reading will require the most intensive instruction (Tier 3) to remediate those deficiencies.** **Beginning in 2020-21, this intensive instruction will be provided by a teacher who is reading endorsed or certified.*

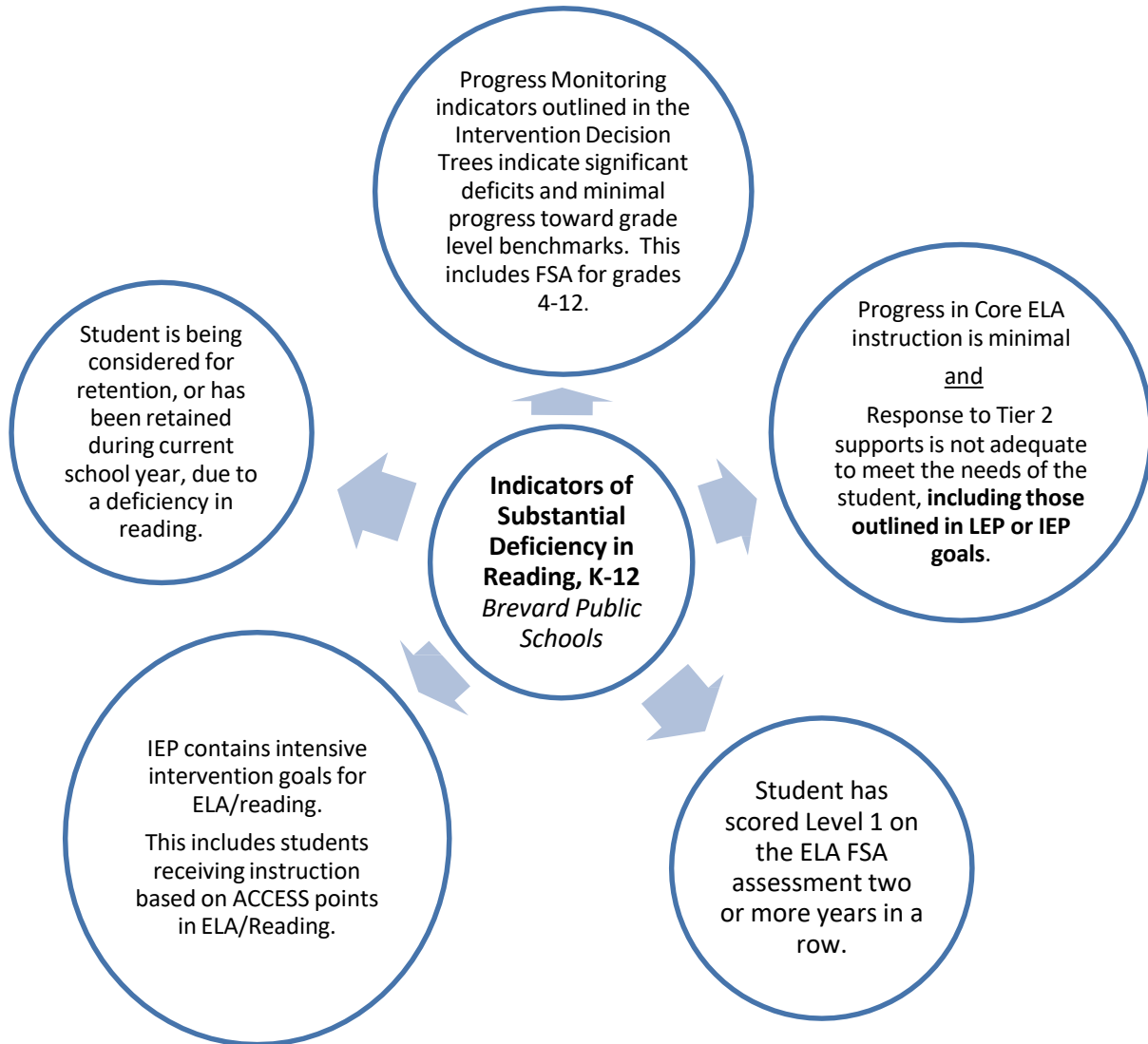
Parents receive formal communication of a substantial reading deficiency by mid-year if student is not working on-level or when a school team determines intervention should move from Tier 2 to Tier 3.

Considerations:

- Kindergarten students showing significant deficiencies on FLKRS or district assessments:
 - Pre-K enrollment and Pre-K assessments should be analyzed along with current year data
- Third grade students retained due to Level 1 on FSA:
 - Summer Reading Camp provided by highly qualified teacher
 - Considered substantially deficient until multiple benchmarks show on grade level performance (as indicated by the Intervention Decision Trees)
- ELL students:
 - The Date of Entry in US Schools (**DEUSS**) and programmatic assessment should always be reviewed to determine length of exposure to English academic language
 - **WIDA** composite proficiency level did not increase to the next highest whole number on the WIDA assessment (unless levels 4-6)
 - **WIDA** scale score change from does not move from one confidence band to the next
 - Long Term ELL flagged on AS400 screen S713
- Students with Disabilities:
 - The determination of the IEP team drives who and how often Tier 3 instruction is provided to SWD students.
 - Students receiving instruction guided by ACCESS points in ELA/Reading
 - If progress towards the annual IEP reading goal is insufficient, the IEP team should use the systematic problem-solving process to determine if changes are needed in level of service and supports provided to the student.
- Students who show significant progress in their intensive interventions may no longer qualify as “substantially deficient” before the end of the school year. Schools do not have to wait until the end of the school year to make this change, if appropriate, as outlined in the Intervention Decision Trees.

K-12 Identification/Intervention Decision Tree Appendix

Identifying Students with a Substantial Deficiency in Reading



No single data point should be used to indicate that a student has a substantial deficiency in reading. It is critical to use a triangulation of data, as indicated in the Intervention Decision Trees, to guide intervention determinations.

Reading Intervention Data Element Coding:

Grades K-5	Tier 2 or Tier 3 reading intervention supports: 5010020A
Grades K-5	Tier 3- most intensive intervention for students who are SD in reading: 5010020B
Grade 6	Tier 2 or Tier 3 reading intervention supports: 1000010A
Grade 6	Tier 3- most intensive intervention for students who are SD in reading: 1000010B
Grades 7-8	Tier 2, Tier 3 and SD: * M/J Intensive Language Arts- 1000000
Grades 9-12	Tier 2, Tier 3 and SD: * Intensive Language Arts- 1000400

**These courses will be “master coded” with a B on AS400 screens S176 and S609 to indicate Tier 3/SD level interventions are provided through this course.*

ACCESS courses K-12 **Code ACCESS ELA courses with a B in the Intervention column on AS400 screens S176 and S609**

Other courses may be coded with an A or B code for Reading Intervention only with permission from Elementary or Secondary Leading & Learning directors.

Brevard Public Schools- Intervention Decision Trees 2019-20

Multi-Tiered System of Support within 7-12 Intensive Language Arts

If a student scores Level 3 or above on Spring 2019 ELA FSA, provide rigorous, standards-based ELA instruction through the appropriate Language Arts or English courses. Progress monitor throughout the year using EWS (Early Warning System) indicators.

If a student scores Level 1 or 2 on Spring 2019 ELA FSA or has NO Spring 2019 ELA FSA score then review past standardized test scores from 2016-17 & 2017-18: FSA, SAT/PSAT, ACT/PLAN, or other standardized assessments from previous district or state.

Other data: does the student show on grade level performance in reading comprehension as demonstrated on these district supported assessment tools?

- **Reading Plus** should indicate a comprehension score on grade level or above
- **iReady** should indicate a scale score of 641 or higher in 6th grade (entering 7th graders)
- **Grades** reflect that student is highly successful & independent with rigorous ELA coursework.

*Students with no previous scores may be given Reading Plus *Insight* Benchmark 1, FAIR-FS, or DAR to gather screening information.
Temporary Intensive Language Arts placements can be made while reviewing data.



If data shows below proficient achievement equal to Level 1 or 2 one or both of the previous two school years then provide rigorous ELA instruction through the appropriate Language Arts or English course **and place in an Intensive Language Arts (ILA) course.*** Parents will be informed of recommended placement in an ILA course in writing.

IF data shows proficient achievement equal to Level 3 or above both years, then provide rigorous ELA instruction through the appropriate Language Arts or English courses.

**Select schools will implement NGCATER, NGCARPD, and other highly effective reading strategies through a core or elective course for some students scoring level 2 on FSA ELA.*

Placement decisions for ESE & ESOL students should include guidance from their current IEP or LEP plan.

- Secondary students scoring Level 1 or 2 on Spring 2019 ELA FSA will be progress monitored during the 2019-20 school year 3x/year with the **Reading Plus Benchmark** assessments, regardless of placement.
- Progress monitor throughout the year using EWS indicators.
- MTSS Lesson Resources:
 Reading Plus Learn- Teacher Resource site <https://learn.readingplus.com/>
 FAIR Search Tool – <http://www.fcrr.org/FAIR/index.shtml>
 Just Read Now!– Strategy Lessons <http://www.readingeducator.com/strategies/>

Brevard Public Schools- Intervention Decision Trees 2019-20

Multi-Tiered System of Support within 7-12 Intensive Language Arts

Core Tier 2 Instruction- Intensive Language Arts

Core ILA instruction will be based on grade-level standards and consist of effective instructional strategies for large and small groups. Explicit, systematic and multisensory reading interventions provided in multiple formats should result in the majority of students in ILA meeting the academic expectations of the course. Instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size), instruction and curriculum resources provided.

Curriculum Resources	Progress Monitoring Options
<ul style="list-style-type: none"> District-developed Literacy Design Collaborative modules that support content area instruction: <ul style="list-style-type: none"> Social Studies, Science and Habits of the Mind Teengagement Text Set Units- Current Topics Building Vocabulary (Teacher Created Materials) American Reading Company Leveled Libraries Reading Plus 	<ul style="list-style-type: none"> Literacy Design Collaborative Performance Task Writing Rubrics Embedded Literacy Design Formative Assessments Reading Plus Benchmark Assessments & weekly progress reports Building Vocabulary & district-developed pre/post assessments and ongoing formative assessment Independent Reading Level Assessment (IRLA)



Supplemental Tier 2 Instruction- Intensive Language Arts

If data indicates further support is needed, instruction focuses on remediating the gap skill(s) and strategies. Diagnostic assessments are used to identify the area(s) of concern and develop an instructional plan. This change in instruction should include more explicit and direct instruction of the core as well as including intervention resources and ongoing progress monitoring (OPM). Instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size), instruction and curriculum resources provided.

Curriculum Resources	Progress Monitoring Options
<ul style="list-style-type: none"> Phonics and Advanced Word Study (Multi-syllabic Words) - 95% Group resources Fluency - 95% Group Phonics Lesson Library, Reading Plus Vocabulary- 95% Group Vocabulary Surge, Reading Plus, Achieve 3000 (ESOL) Comprehension - Reading Plus, FAIR Toolkit, Achieve 3000 (ESOL) 	<ul style="list-style-type: none"> P/A & Phonics - 95% Group resources including Phonics Screener Fluency –Reading Plus, 95% Group, FORF passages, IRLA, FAIR FS Optional Open Response Diagnostic Tasks(ORF) Vocabulary - Building Vocabulary, Reading Plus, 95% Group, Vocabulary Surge Comprehension - Reading Plus, LDC embedded tasks, FAIR-FS Open Response Diagnostic Tasks



Intensive Tier 3 Instruction- Intensive Language Arts (Substantially Deficient in Reading)

Tier 3 interventions may include: instruction using a more prescriptive program, additional explicit small group instruction within the ILA course, smaller class size for intervention course, targeted English instruction for ESOL students. See appendix for indicators of a substantial deficiency in reading.

Curriculum Resources	Progress Monitoring Options
<p>Instruction may include Core and Supplemental curriculum along with: Language Live, Voyager Journeys III, Lexia Power Up and Rosetta Stone (ESOL)</p>	<ul style="list-style-type: none"> DAR, IRLA, 95% Group Phonics Screener, FAIR Toolkit Measures Embedded program measures for Lexia Power Up, Rosetta Stone, Language Live, Voyager Journeys III OPM

Identification/Intervention Decision Tree Appendix

Identifying Students with a Substantial Deficiency in Reading

Pursuant to section 1011.62 and 1008.25, Florida Statutes; State Board Rule 6A-6.054 Student Reading Intervention

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

All students, including those with specially designed instruction through an IEP or LEP plan, **who are identified as being substantially deficient in reading will require the most intensive instruction (Tier 3) to remediate those deficiencies.** **Beginning in 2020-21, this intensive instruction will be provided by a teacher who is highly qualified in reading.*

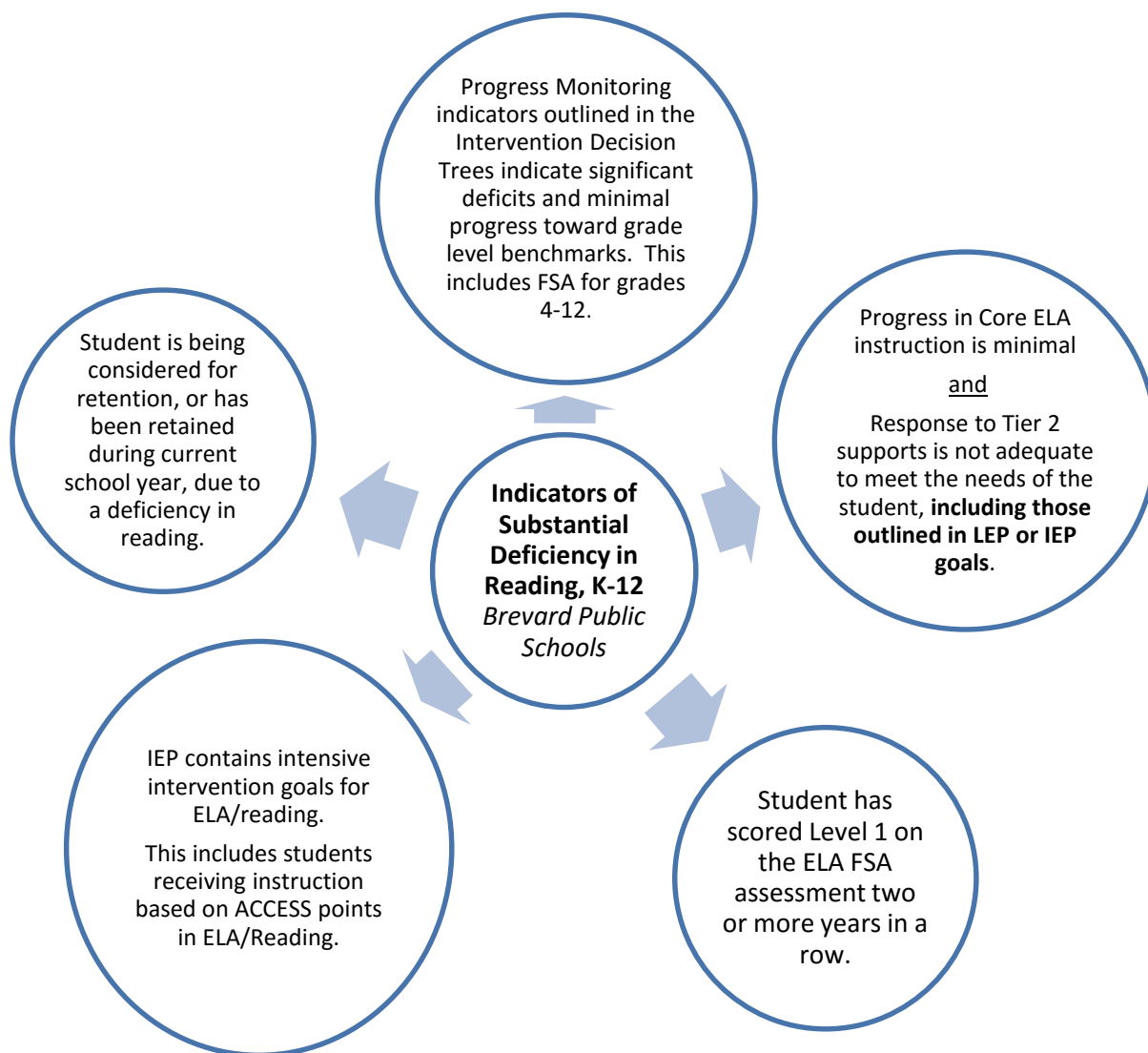
Parents receive formal communication of a substantial reading deficiency by mid-year if student is not working on-level or when a school team determines intervention should move from Tier 2 to Tier 3.

Considerations:

- Kindergarten students showing significant deficiencies on FLKRS or district assessments:
 - Pre-K enrollment and Pre-K assessments should be analyzed along with current year data
- Third grade students retained due to Level 1 on FSA:
 - Summer Reading Camp provided by highly qualified teacher
 - Considered substantially deficient until multiple benchmarks show on grade level performance (as indicated by the Intervention Decision Trees)
- ELL students:
 - The Date of Entry in US Schools (**DEUSS**) and programmatic assessment should always be reviewed to determine length of exposure to English academic language
 - **WIDA** composite proficiency level did not increase to the next highest whole number on the WIDA assessment (unless levels 4-6)
 - **WIDA** scale score change from does not move from one confidence band to the next
 - Long Term ELL flagged on AS400 screen S713
- Students with Disabilities:
 - The determination of the IEP team drives who and how often Tier 3 instruction is provided to SWD students.
 - Students receiving instruction guided by ACCESS points in ELA/Reading
 - If progress towards the annual IEP reading goal is insufficient, the IEP team should use the systematic problem-solving process to determine if changes are needed in level of service and supports provided to the student.
- Students who show significant progress in their intensive interventions may no longer qualify as “substantially deficient” before the end of the school year. Schools do not have to wait until the end of the school year to make this change, if appropriate, as outlined in the Intervention Decision Trees.

K-12 Identification/Intervention Decision Tree Appendix

Identifying Students with a Substantial Deficiency in Reading



No single data point should be used to indicate that a student has a substantial deficiency in reading. It is critical to use a triangulation of data, as indicated in the Intervention Decision Trees, to guide intervention determinations.

Reading Intervention Data Element Coding:

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Grades 7-8	Tier 2, Tier 3 and SD: * M/J Intensive Language Arts- 1000000
Grades 9-12	Tier 2, Tier 3 and SD: * Intensive Language Arts- 1000400

**These courses will be “master coded” with a B on AS400 screens S176 and S609 to indicate Tier 3/SD level interventions are provided through this course.*

ACCESS courses K-12 **Code ACCESS ELA courses with a B in the Intervention column on AS400 screens S176 and S609**

Other courses may be coded with an A or B code for Reading Intervention only with permission from Elementary or Secondary Leading & Learning directors.

APPENDIX C

2019-2020 300 Lowest-Performing Elementary School Additional Hour of Reading Instruction Implementation Plan

Please complete the following questions to be included as an addendum to the 2019-2020 K-12 District Comprehensive Reading Plan for all schools in your district who are on the list of 300 Lowest Performing Elementary Schools. A district may submit one set of answers for multiple schools in the district if every school is using the same implementation plan.

Section 1: Contact Information

1. **District name:** Brevard
2. **Contact name for schools covered on this plan:** Debbie Wood
3. **Contact phone number:** 321-633-1000, ext. 11342
4. **Contact email:** wood.debbie@brevardschools.org
5. **Schools covered by this plan:** Endeavour Elementary School

Section 2: Length of School Day

F.A.C. Rule 6A-6.053 requires 90 minutes of reading instruction in grades K-5, and section 1011.62(9) F.S. requires an additional hour of reading instruction, which may be covered within the school day, for a minimum total of 150 minutes. Please answer the following questions regarding the length of the school day and the number of instructional minutes provided.

1. **School start time:** 7:45
2. **School dismissal time:** 3:15
3. **Total number of instructional minutes per day:** 400
4. **Minutes per day of reading instruction (must be at least 150):** 150

Section 3: Instructional Design

1. **Students enrolled in these schools who earned a level 4 or level 5 on the statewide standardized English Language Arts assessment for the previous school year may participate in the extra hour of instruction. Describe the process your district/school uses to serve these students.**

The students at Endeavour Elementary who achieved a Level 4 or 5 on the 2018-2019 ELA FSA will receive enrichment using various materials to support their continued growth and to ensure learning gains on standardized assessments. These students will receive enrichment and proficiency support during intensive intervention block. The first activity that these students will participate in small group instruction to strengthen their weakest area according to FSA reporting categories. The focus will be working with both the standards and text appropriate to current grade level in order to advance the student's mastery in the targeted FSA category. Additionally, these students will also engage in enrichment activities that will focus on wide reading of complex texts, critical thinking skills, and writing in response to text to encourage growth on standardized assessments.

- 2. The additional hour per day of intensive reading instruction must be provided by teachers and reading specialists who have demonstrated effectiveness in teaching reading. Describe the process your district/school uses to ensure this occurs.**

Effective classroom teachers are providing intensive reading instruction in a small group setting within the classroom. Other students attend various reading labs on campus, which allows the teacher to work exclusively with her/his intensive students. Interventionists will work collaboratively to analyze data to make decisions concerning groups and assigned interventions. Interventionists will also plan collaboratively with coach support to select and use appropriate materials that are research-based, explicit, systematic, and multi-sensory. Classroom walk-through data and ongoing progress monitoring data will be used to measure the effectiveness of implementation and to inform the need for coaching cycles or other instructional support

- 3. The intensive reading instruction delivered in this additional hour shall include research-based reading instruction that has been proven to accelerate progress of students exhibiting a reading deficiency. Describe the intensive reading instruction your district/school uses during the additional hour and how your district/school has proven it to accelerate progress of students exhibiting a reading deficiency.**

At Endeavour Elementary, we use a variety of research-based supplemental instructional programs for our intervention hour. Some of the programs include, but are not limited to Leveled Literacy Intervention (LLI), 95% Group Phonics Lesson Library, 95% Group Phonics and Phonological Awareness Chip Kits, Write Score, Barton, Lexia, and Orton Gillingham Multi-Sensory Phonics, i-Ready Toolkit Lessons. Brevard County Schools uses What Works Clearinghouse, district decision trees, current research from EdReports and the latest information from state conferences to inform our choice of materials used to support the learning of our students. As a result, our district has maintained their overall grade of an A and have eliminated all D and F schools in the 2018-2019 school year.

- 4. The intensive reading instruction delivered in this additional hour shall include differentiated instruction based on screening, diagnostic, progress monitoring, or student assessment data to meet students' specific reading needs. Describe the process your district uses to ensure this occurs.**

All intervention decisions are based on triangulation data at Endeavour. Data tools we utilize are: iReady Diagnostic, FSA scores, Dibels and DAZE, Lexia baseline Diagnostic, iReady Progress Checks, and biweekly progress monitoring checks determined by the MTSS Team. We will continue to use district decision trees to inform the instructional pathways of these intervention groups to ensure success for all. All stakeholders track student achievement and progress toward proficiency goal monthly and is viewable in data room.

- 5. The intensive reading instruction delivered in this additional hour shall include explicit and systematic reading strategies to develop phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided practice, error correction, and feedback. Describe the process your school/district uses to ensure this occurs.**

All students receiving intensive reading instruction are tracked through our MTSS process. The MTSS team reviews intervention folders once a month before meeting with teachers. The team determines if the current intervention is successful and when the child is ready for next steps, hence, graduating from phonemic awareness (PASI) to phonics (PSI). This in turn means intensive groups are consistently fluid, not stagnant. By utilizing this process, we can guarantee systematic steps for reading

- 6. The intensive reading instruction delivered in this additional hour shall include the integration of social studies, science, and mathematics-text reading, text discussion, and writing in response to reading. Describe the process your district uses to ensure this occurs.**

Students receive instruction across all content areas during intensive reading time through the study of topics. Topics of study allow knowledge to be built, using text at varying levels. During the intensive reading block, students can work on concepts/topics at their ability level in different content areas that are connected to the topics of study in the 90-minute reading block. During intensive reading instruction, students are exposed to multiple science and social studies concepts through the trade books they are reading.

2019-2020 300 Lowest-Performing Elementary School Additional Hour of Reading Instruction Implementation Plan

Please complete the following questions to be included as an addendum to the 2019-2020 K-12 District Comprehensive Reading Plan for all schools in your district who are on the list of 300 Lowest Performing Elementary Schools. A district may submit one set of answers for multiple schools in the district if every school is using the same implementation plan.

Section 1: Contact Information

- 1. District name:** Brevard
- 2. Contact name for schools covered on this plan:** Debbie Wood
- 3. Contact phone number:** 321-633-1000, ext. 11342
- 4. Contact email:** wood.debbie@brevardschools.org
- 5. Schools covered by this plan:** Mims Elementary School

Section 2: Length of School Day

F.A.C. Rule 6A-6.053 requires 90 minutes of reading instruction in grades K-5, and section 1011.62(9) F.S. requires an additional hour of reading instruction, which may be covered within the school day, for a minimum total of 150 minutes. Please answer the following questions regarding the length of the school day and the number of instructional minutes provided.

- 1. School start time:** 8:00 AM
- 2. School dismissal time:** 2:30 PM
- 3. Total number of instructional minutes per day:** 340
- 4. Minutes per day of reading instruction (must be at least 150):** 150

Section 3. Instructional Design

- 1. Students enrolled in these schools who earned a level 4 or level 5 on the statewide standardized English Language Arts assessment for the previous school year may participate in the extra hour of instruction. Describe the process your district/school uses to serve these students.**

The students at Mims Elementary who achieved a Level 4 or 5 on the 2018-2019 ELA FSA will receive enrichment using various materials to support their continued growth and to ensure learning gains on standardized assessments. Our 2018-2019 ELA FSA data shows we have one Level 5 student and twenty-three Level 4 students out of the 167 students in 4th, 5th, and 6th grades that took this assessment. These students will receive enrichment and proficiency support during our Power Hour. The first activity that these students will participate in small group instruction to strengthen their weakest area according to FSA reporting categories. The focus will be working with both the standards and text appropriate to current grade level in order to advance the student's mastery in the targeted FSA category. During this small group time, the teacher will use Curriculum Associates Ready books, CommonLit.org materials, or Newsela

articles to support standards-aligned instruction. In analyzing our grade level data, we have identified seven Level 4 fourth graders who will receive instruction to increase proficiency in Cluster 1, four Level 4 fourth graders who will receive instruction to increase proficiency in Cluster 2, and ten Level 4 fourth graders who will receive instruction to increase proficiency in Cluster 3. Additionally, we have identified one Level 5 student in fifth grade who will receive instruction to increase proficiency with Cluster 3 standards; twelve fifth grade Level 4 students who will receive instruction to increase proficiency in Cluster 1; eight fifth grade Level 4 students who will receive instruction to increase proficiency in Cluster 2; and nine fifth grade Level 4 students who will receive instruction to increase proficiency in Cluster 3. Our Level 4 sixth graders also demonstrate a need for increased proficiency in all standards clusters.

Three of these sixth grade students will receive instruction to increase proficiency in Cluster 1, one sixth grade student will receive instruction to increase proficiency in Cluster 2, and one sixth grade student will receive instruction to increase proficiency in Cluster 3. Students' progress will be monitored with iReady Standards Mastery Assessments. These students will also engage in enrichment activities that will focus on wide reading of complex texts, critical thinking skills, and writing in response to text to encourage growth on standardized assessments. These activities will include project-based learning opportunities from Achieve the Core.

2. The additional hour per day of intensive reading instruction must be provided by teachers and reading specialists who have demonstrated effectiveness in teaching reading. Describe the process your district/school uses to ensure this occurs.

The students at Mims Elementary are placed into intervention groups instructed by classroom teachers, Title I Teachers, Title 1 Instructional Assistants, ESE teachers, and the Literacy Coach. We have five teachers that are currently Reading Endorsed and all teachers involved with intervention are highly qualified and/or are rated highly effective through our IPPAS evaluation system. Administration will encourage participation in district professional development to facilitate more teachers in obtaining their Reading Endorsement by offering recognition and incentives for their achievement. The Literacy Coach and District Support Coaches will provide ongoing training and coaching for classroom teachers and instructional assistants in using lesson materials to ensure the fidelity of the interventions. All interventionists will work collaboratively to analyze data to make decisions concerning groups and assigned interventions. Interventionists will also plan collaboratively with coach support to select and use appropriate materials that are research-based, explicit, systematic, and multi-sensory. Our school will use classroom walk-through data to monitor effective implementation and to inform the need for coaching cycles or other instructional support.

- 3. The intensive reading instruction delivered in this additional hour shall include research-based reading instruction that has been proven to accelerate progress of students exhibiting a reading deficiency. Describe the intensive reading instruction your district/school uses during the additional hour and how your district/school has proven it to accelerate progress of students exhibiting a reading deficiency.**

At Mims Elementary, we use a variety of research-based supplemental instructional programs for our intervention hour. Some of the programs include, but are not limited to Leveled Literacy Intervention (LLI), 95% Group Phonics Lesson Library, 95% Group Phonics and Phonological Awareness Chip Kits, Write Score, Curriculum Associates Phonics for Reading, Barton, Reading Mastery, Lexia, and i-Ready Toolkit Lessons.

Brevard County Schools uses What Works Clearinghouse, district decision trees, current research from EdReports and the latest information from state conferences to inform our choice of materials used to support the learning of our students. As a result, our district has maintained their overall grade of an A and have eliminated all D and F schools in the 2018-2019 school year. The intensive reading instruction delivered to our students utilizing the referenced materials has increased our ELA scores in the 2018-2019 FSA by 5% in overall achievement, 7% in learning gains, and 2% in the lowest quartile. Additionally, the overall trends in our ELA subgroups have also shown growth.

- 4. The intensive reading instruction delivered in this additional hour shall include differentiated instruction based on screening, diagnostic, progress monitoring, or student assessment data to meet students' specific reading needs. Describe the process your district uses to ensure this occurs.**

Data collected from district required assessments, i-Ready diagnostics and growth monitoring, i-Ready Standards Mastery and various ongoing progress monitoring is used to determine the targeted intervention instruction for our students and their placement in intervention groups. It also determines whether they need to be entered into the MTSS process. Ongoing progress monitoring for students in Tier 2 groups is collected bi-weekly, and data for students in Tier 3 groups is collected weekly. Mims Elementary will conduct monthly data meetings to monitor interventions, discuss growth of individual students and subgroups, as well as address the overall trends in the latest data. We will continue to use district decision trees to inform the instructional pathways of these intervention groups to ensure success for all. All stakeholders track student achievement and progress toward proficiency goal monthly and is viewable in data room.

- 5. The intensive reading instruction delivered in this additional hour shall include explicit and systematic reading strategies to develop phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided practice, error correction, and feedback. Describe the process your school/district uses to ensure this occurs.**

To ensure that intensive reading instruction using explicit and systematic reading strategies is delivered, walk-throughs are conducted weekly by administration, Title I Coordinator, Literacy Coach, and district ELA support personnel. Feedback is then given at grade level meetings. In the monthly data meetings, we will collaboratively match an explicit and systematic reading strategy with the correct research based material that supports the skill gap the student needs support in based on data to meet their stretch growth.

- 6. The intensive reading instruction delivered in this additional hour shall include the integration of social studies, science, and mathematics-text reading, text discussion, and writing in response to reading. Describe the process your district uses to ensure this occurs.**

Title I teachers and assistants utilize the LLI program, which incorporates the integration of other subjects in their leveled readers. A writing task is incorporated in every even numbered lesson, so students respond to text in LLI groups every other day. Classroom teachers pull various texts and articles to use during intervention hour that also integrates social studies, science, and mathematics. They develop writing prompts for students to respond to these texts. Mims has developed a list of non-negotiables that ensures each teacher understands the expectation for implementing instructional excellence. Our school-wide non-negotiables reflect the district At-A-Glance documents to ensure daily instruction in all ELA components, reflect a text set approach for teaching standards using content area texts, place an emphasis on wide reading and daily writing opportunities in all content areas, embed ongoing engagement through listening and speaking standards, provide daily opportunities for phonics and vocabulary building, as well as ensure differentiated small group instruction using texts within the grade level band and support all content areas.