

## District Comprehensive Evidence-Based Reading Plan

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

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

### 1) Contact Information

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

| Point of Contact                | Name                                                    | Email                                                                                                | Phone               |
|---------------------------------|---------------------------------------------------------|------------------------------------------------------------------------------------------------------|---------------------|
| Main Reading Contact            | <b>Jameka Mallory, Secondary Literacy Facilitator</b>   | <a href="mailto:Mallory.jameka@brevardschools.org">Mallory.jameka@brevardschools.org</a>             | 321-633-1000,11364  |
|                                 | Dr. Wendy Smith, Director, Curriculum & Instruction     | <a href="mailto:Smith.Wendy@brevardschools.org">Smith.Wendy@brevardschools.org</a>                   | 321-633-1000, 11330 |
|                                 | Patricia Vlha, Elementary Literacy Facilitator          | <a href="mailto:Vlha.Patricia@brevardschools.org">Vlha.Patricia@brevardschools.org</a>               | 321-633-1000, 11342 |
| Data Element                    | Liz Layfield, Systems Analyst III, FTE Analyst          | <a href="mailto:Layfield.Elizabeth@brevardschools.org">Layfield.Elizabeth@brevardschools.org</a>     | 321-633-1000, 11737 |
| Third Grade Promotion           | Dr. Wendy Smith, Director Elementary Programs           | <a href="mailto:Smith.Wendy@brevardsdchools.org">Smith.Wendy@brevardsdchools.org</a>                 | 321-633-1000, 11330 |
| Multi-Tiered System of Supports | Jonell Clevenger MTSS Trainer                           | <a href="mailto:Clevenger.Jonell@brevardschools.org">Clevenger.Jonell@brevardschools.org</a>         | 321-633-1000, 11358 |
| Summer School/ Reading Camp     | Adrea McDonough, Director Early Childhood               | <a href="mailto:McDonough.Adrea@brevardschools.org">McDonough.Adrea@brevardschools.org</a>           | 321-633-1000, 11340 |
| Reading/Coach Endorsements      | Lynnette Thorstensen, PD Specialist                     | <a href="mailto:Thorstensen.Lynnette@Brevardschools.org">Thorstensen.Lynnette@Brevardschools.org</a> | 321-633-1000, 11175 |
| RAISE/Tutoring                  | Jenifer Mallory, Assistant Director Elementary Programs | <a href="mailto:Mallory.Jenifer@brevardschools.org">Mallory.Jenifer@brevardschools.org</a>           | 321-633-1000, 11316 |
| Elementary ELA                  | Dr. Wendy Smith, Director Elementary Programs           | <a href="mailto:Smith.Wendy@brevardsdchools.org">Smith.Wendy@brevardsdchools.org</a>                 | 321-633-1000, 11330 |

|               |                                                                   |                                                                                            |                        |
|---------------|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------|------------------------|
|               | Adrea McDonough, Director<br>Early Childhood                      | <a href="mailto:McDonough.Adrea@brevardschools.org">McDonough.Adrea@brevardschools.org</a> | 321-633-1000,<br>11340 |
| Secondary ELA | Mollie Vega, Director<br>Curriculum and Instruction               | <a href="mailto:Vega.Mollie@brevardschools.org">Vega.Mollie@brevardschools.org</a>         | 321-633-1000<br>x11310 |
|               | Ashley Cross, Assistant<br>Director Curriculum and<br>Instruction | <a href="mailto:Cross.Ashley@brevardschools.org">Cross.Ashley@brevardschools.org</a>       | 321-633-1000<br>x11310 |

## 2) District Expenditures

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

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

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

| Comprehensive System of Reading Instruction Expenditures                                                                                                                                                                            | Amount       | FTE |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-----|
| <b>Elementary Expenses</b>                                                                                                                                                                                                          |              |     |
| Literacy coaches                                                                                                                                                                                                                    | \$ 3,388,000 | 44  |
| Intervention teachers                                                                                                                                                                                                               |              |     |
| Scientifically researched and evidence-based supplemental instructional materials                                                                                                                                                   |              |     |
| Third grade summer reading camps                                                                                                                                                                                                    |              |     |
| Summer reading camps                                                                                                                                                                                                                |              |     |
| <b>Secondary Expenses</b>                                                                                                                                                                                                           |              |     |
| Literacy coaches                                                                                                                                                                                                                    | \$1,078,000  | 14  |
| Intervention teachers                                                                                                                                                                                                               |              |     |
| Scientifically researched and evidence-based supplemental instructional materials                                                                                                                                                   |              |     |
| <b>PreK-Grade 12 Expenses</b>                                                                                                                                                                                                       |              |     |
| Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction |              |     |
| Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification                                                                                                         |              |     |
| Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential                                                                                                            |              |     |

| Comprehensive System of Reading Instruction Expenditures                                                                                      | Amount      | FTE |
|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------|-----|
| Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.) |             |     |
| Tutoring programs to accelerate literacy learning                                                                                             |             |     |
| Family engagement activities                                                                                                                  |             |     |
| Other – Please Describe. Add additional rows as needed.                                                                                       |             |     |
|                                                                                                                                               |             |     |
| Estimated Sum of Expenditures                                                                                                                 | \$4,466,000 | 58  |

### 3) Literacy Leadership – District and School

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

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

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

| FAST  |                                                     |                                                     |                                                             |                                                             |
|-------|-----------------------------------------------------|-----------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------|
| Grade | Previous School Year – % of Students Scoring        | Goal for Plan Year – % of Students Scoring          | Previous School Year – % of Students Scoring                | Goal for Plan Year – % of Students Scoring                  |
|       | Urgent Intervention<br><10 <sup>th</sup> percentile | Urgent Intervention<br><10 <sup>th</sup> percentile | At & Above Benchmark<br>40 <sup>th</sup> percentile & above | At & Above Benchmark<br>40 <sup>th</sup> percentile & above |
| VPK   | 1                                                   | < 1                                                 | 87                                                          | 88                                                          |

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

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

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

| FAST  |                                              |                                            |                                              |                                            |
|-------|----------------------------------------------|--------------------------------------------|----------------------------------------------|--------------------------------------------|
| Grade | Previous School Year – % of Students Scoring | Goal for Plan Year – % of Students Scoring | Previous School Year – % of Students Scoring | Goal for Plan Year – % of Students Scoring |
|       | Level 1                                      | Level 1                                    | Levels 3-5                                   | Levels 3-5                                 |
| K     | 16                                           | 13                                         | 58                                           | 61                                         |
| 1     | 23                                           | 20                                         | 61                                           | 64                                         |
| 2     | 20                                           | 17                                         | 54                                           | 57                                         |
| 3     | 17                                           | 14                                         | 63                                           | 66                                         |
| 4     | 19                                           | 16                                         | 61                                           | 64                                         |
| 5     | 15                                           | 12                                         | 62                                           | 65                                         |
| 6     | 10                                           | 7                                          | 74                                           | 77                                         |

| FAST  |                                              |                                            |                                              |                                            |
|-------|----------------------------------------------|--------------------------------------------|----------------------------------------------|--------------------------------------------|
| Grade | Previous School Year – % of Students Scoring | Goal for Plan Year – % of Students Scoring | Previous School Year – % of Students Scoring | Goal for Plan Year – % of Students Scoring |
|       | Level 1                                      | Level 1                                    | Levels 3-5                                   | Levels 3-5                                 |
| 7     | 14                                           | 13                                         | 66                                           | 69                                         |
| 8     | 15                                           | 12                                         | 64                                           | 67                                         |
| 9     | 14                                           | 11                                         | 63                                           | 66                                         |
| 10    | 13                                           | 10                                         | 64                                           | 67                                         |

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

Districts must monitor the implementation of the District CERP at the district and school level, including charter schools sponsored by a district.

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

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

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|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                     | Lexia usage and implementation <ul style="list-style-type: none"> <li>• Ongoing Professional Learning (PL) for coaches</li> <li>• Decision Trees</li> <li>• District leadership assists with problem solving and next steps for training and support</li> </ul>                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Grades 7-8</b>                                   | <b>District Level</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>School Level</b>                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Data that will be collected and frequency of review | <ul style="list-style-type: none"> <li>• FAST (3x per year)</li> <li>• Voyager Sopris Language! Live Benchmark (3x per year)</li> </ul>                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Grade level-quarterly - FAST</li> </ul> Grade Level Data - Monthly <ul style="list-style-type: none"> <li>• Voyager Sopris Language Live! Benchmark</li> <li>• Imagine Language and Literacy</li> <li>• Problem-Solving via Multi-Tiered Systems of Support (MTSS)/Problem Solving Team (PST) /Literacy Leadership Team</li> <li>• Student Level Data - Ongoing</li> <li>• Voyager Language! Live Lesson Data</li> </ul> |
| Actions for continuous support and improvement      | <ul style="list-style-type: none"> <li>• Monitor Voyager Sopris-Language Live! and Imagine Language and Literacy usage and implementation</li> <li>• Ongoing Professional Learning (PL)-District and Voyager</li> <li>• Walkthroughs/Feedback</li> <li>• Monthly Voyager Sopris-Language! Live Coach Support/Professional Learning (PL)</li> <li>• Decision Trees</li> <li>• Data Analysis/Next Steps with schools</li> <li>• District leadership assists with problem solving</li> </ul> | <ul style="list-style-type: none"> <li>• Data analysis teacher, grade level, and school level</li> <li>• Multi-Tiered Systems of Support (MTSS)/Problem Solving Team (PST) /Literacy Leadership Team</li> <li>• New Teacher Supports (coaching, etc.)</li> <li>• Collaborative Planning</li> <li>• Ongoing Professional Learning (PL)</li> <li>• Data Chats</li> <li>• Walkthrough Feedback</li> </ul>                                                            |
| <b>Grades 9-12</b>                                  | <b>District Level</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>School Level</b>                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Data that will be collected and frequency of review | <ul style="list-style-type: none"> <li>• FAST (3x per year)</li> <li>• Perfection Learning- FL Connections Reading Benchmarks/Assessments (3x per year)</li> </ul>                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• Grade level-quarterly <ul style="list-style-type: none"> <li>o FAST</li> <li>o MAP-NWEA</li> </ul> </li> </ul> Grade Level Data - Monthly <ul style="list-style-type: none"> <li>• Perfection Learning- FL Connections Reading Assessment (3)</li> <li>• Imaging Language and Literacy</li> </ul>                                                                                                                        |

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|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Problem Solving via Multi-Tiered Systems of Support (MTSS)/Problem Solving Team (PST) /Literacy Leadership Team</li> <li>• Student Level Data - Ongoing</li> <li>• Perfection Learning- FL Connections Reading Lesson Data</li> </ul>                                                                           |
| Actions for continuous support and improvement | <ul style="list-style-type: none"> <li>-Monitor Perfection Learning- FL Connections Reading and Imagine Language and Literacy usage and implementation</li> <li>- Ongoing Professional Learning (PL)-District</li> <li>-Walkthroughs/Feedback Support/Professional Learning (PL)</li> <li>-Decision Trees</li> <li>-Data Analysis/Next Steps with schools</li> <li>District leadership assists with problem solving</li> </ul> | <ul style="list-style-type: none"> <li>-Data analysis teacher, grade level, and school level</li> <li>- Multi-Tiered Systems of Support (MTSS)/Problem Solving Team (PST) /Literacy Leadership Team</li> <li>-New Teacher Supports</li> <li>-Collaborative Planning</li> <li>-Ongoing PD</li> <li>- Data Chats</li> <li>-Walkthrough Feedback</li> </ul> |

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

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| <ul style="list-style-type: none"> <li>• To strengthen instructional consistency and improve implementation fidelity across schools, revisions will establish clear Tier 1 instructional expectations aligned to the B.E.S.T. ELA Standards. These revisions will emphasize explicit instruction through the use of anchor charts with clear learning intentions, lesson slide decks that visually support guided practice and checks for understanding, integrated writing opportunities, intentional vocabulary and morphology instruction, and the use of complex texts across all content areas.</li> <li>• To improve intervention effectiveness, the revised CERP will include standardized Tier 2 and Tier 3 intervention guidance, districtwide progress monitoring protocols, and clear expectations for intervention scheduling, regrouping, and fidelity checks. The district will strengthen data-driven decision-making by establishing operational school-based data monitoring plans, improving PLC structures, and providing additional support for teachers in interpreting and responding to assessment data. Additional revisions will include tools for support, exemplar lessons, instructional videos, family engagement resources, and fidelity checklists to make the CERP more user-friendly and actionable for schools and teachers.</li> <li>• The district will also expand Science of Reading aligned professional learning opportunities for elementary and secondary teachers through differentiated pathways, model classrooms, coaching cycles, and increased access to Reading Endorsement coursework. All K-2 teachers, literacy coaches, and administrators will be trained and supported on an explicit, systematic phonics curriculum to be taught in Tier 1, Tier 2, and Tier 3.</li> <li>• Strengthen Secondary Tier 1 instruction by increasing coherence and teacher clarity of the B.E.S.T. Standards for ELA, including Foundational Reading Intervention Standards, and how the Science of Reading research impacts learning of all content.</li> <li>• Use the Principal/Coach Agreement, Coaching Cycle Log and data to monitor coach work. Communicate and connect FL Literacy Coach Standards and Domains to the literacy coach work so</li> </ul> |
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all stakeholders, especially leadership, are well-informed. Continue to ensure that all Literacy Coaches have completed the Literacy Coach Endorsement.

- Increase professional learning opportunities for teachers to increase their content knowledge and use of evidence-proven practices that align with HB7069 renewal requirements, including how to use formative assessments to impact student achievement.
- Build knowledge and capacity through professional learning for 7-12 teachers in evidence-proven practices based on the Science of Reading research and alignment with the Florida Instructional Practice Profiles.

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

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

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

FAST, district fluency, i-Ready, Language! Live, and Perfection Learning- *FL Connections Reading Assessments* data are used, as appropriate to grade level, to start data conversations at the school and district levels. Principals and coaches review data with departments and grade levels. During these discussions, teachers develop an action plan for responding to the data. Through collaborative planning and coaching conversations, teachers are asked to utilize the small group segment of instruction to leverage up achievement. Data chats are encouraged to engage and empower students to “own” their future achievement. Principal Data Com meetings are held twice per year where principals report strategies implemented in response to ELA data. The decision trees guide the process by indicating next steps, progress monitoring data and interventions applicable for the identified need. The Progress Monitoring Plan (PMP) captures the actions and strategies taken by the teacher and other stakeholders to address learning deficiencies or gaps. The MTSS process and forms guide ongoing problem-solving to address the needs of individual students through the collective efforts of the Problem-Solving Team (PST). Multi-Tiered Systems of Support (MTSS) Points of Contacts, and Title I personnel, along with Literacy Coaches oversee the structure, schedule, and delivery of daily interventions.

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

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

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

☒ Yes

☐ No

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

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

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| Annually, principals are informed about the role of the literacy coach through multiple formats, along with a leadership team memo which outlines the language of K-12 Comprehensive Evidence-Based Reading Plan (CERP) and Just Read, FL Coaching Model. The principal/coach agreement is an ongoing conversation where leadership and the building coach reflect on student data and revisit Florida's Literacy Coach Standards and Domains. The literacy coach and principals are encouraged to meet through their Literacy Leadership Teams to discuss strategies for enhancing literacy instruction, student achievement, and leveraging the continuous support provided by the literacy coach on their campus. District leadership conducts walkthroughs with principals. Directors share desired work/best practices during small group principal meetings or in 1:1 settings based on the qualitative and quantitative data of a school. Directors work with building principals on how utilizing a coach correctly will move core and intervention instruction forward, specifically through facilitating collaborative planning for explicit instruction, conducting data sessions, and supporting teacher growth through coaching cycles. |
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**4. How does the district support literacy coaches throughout the school year?**

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| <p>Brevard Public Schools provides a comprehensive and sustained system of support for literacy coaches throughout the school year, grounded in professional learning, collaboration, and aligned coaching practices. Literacy coaches are provided with ongoing opportunities for professional development growth, supported by a clearly defined annual training calendar that outlines expectations and learning experiences from the beginning of the school year. Coaching cycles and support are documented and monitored at the school and district level.</p> <p>Professional learning is intentionally designed to build both instructional expertise and coaching capacity. Training includes, but is not limited to, deepening understanding of the Science of Reading and Structured Literacy, strengthening knowledge of curriculum and standards, using data to inform instructional decisions, planning and delivering explicit instruction, and developing the skills needed to effectively support adult learners. Additionally, coaches receive targeted support in coaching teachers, modeling practices, implementing legislative requirements, and refining their coaching skillset. Literacy Facilitators, in collaboration with district personnel and content specialists, design and deliver these learning experiences to ensure alignment with district priorities.</p> <p>To promote collective efficacy, the district prioritizes networking, collaboration, and mentorship among literacy coaches. Coaches engage in collaborative discussions centered on data and student literacy outcomes, and they work across feeder patterns to strengthen instructional alignment and improve outcomes for identified subgroups and substantially deficient readers. This collaborative structure ensures that coaches are not working in isolation, but instead are part of a cohesive and supportive professional community.</p> <p>Differentiated support structures are in place to meet the needs of all coaches. Coaches serving in RAISE schools participate in additional bi-monthly training focused on key elements of the coaching role, while new coaches receive monthly onboarding support. These sessions explicitly address the five critical areas of</p> |
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the literacy coach role: facilitating daily collaboration, supporting intervention through MTSS, leading data-informed practices, implementing effective coaching cycles, and contributing to the Literacy Leadership Team. District-level mentorship is also provided to new coaches in targeted and intensive settings to ensure successful implementation and growth.

The district continues to strengthen coaching practices by aligning all work to the Florida Literacy Coach Standards and Domains and increasing the number of endorsed literacy coaches. A structured model for professional learning, data analysis, and coaching cycles is provided to ensure consistency and clarity in practice. Coaches are supported in engaging in job-embedded coaching cycles with a focus on implementation fidelity, including modeling, co-planning, observation, feedback, and reflection, which are essential components of effective coaching.

In addition, Brevard Public Schools is committed to developing teacher leaders, coaches, and district trainers who can support evidence-based instruction across all schools. Ongoing monthly support structures reinforce expectations, clarify the role of literacy coaches as instructional partners, and ensure that coaching remains focused on improving teacher practice and student outcomes.

Finally, collaborative leadership training sessions provide literacy coaches with opportunities to build purposeful actions that enhance instruction and coherence, and foster strong partnerships among educators, students, and families. This comprehensive system of support ensures that literacy coaches are well-equipped to positively impact teaching and learning across the district.

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

Brevard Public Schools supports literacy coaches in prioritizing high-impact instructional activities through a structured, research-based approach to professional learning and coaching practices. Building on systems already in place, the district will utilize the Florida Center for Reading Research (FCRR) modules aligned to the Literacy Coach Endorsement during the 2026–2027 school year. This model ensures consistency across the district and updates all coaches on current, evidence-based practices, with a continued focus on coherence, explicit instruction, data analysis, teacher clarity, foundational skills, and the implementation of effective coaching cycles.

This intentional professional learning framework strengthens coaches' ability to engage teachers in meaningful data conversations, establish measurable goals, and develop targeted action plans. The emphasis on Hattie's Visible Literacy and the effect size of instructional strategies further supports coaches in identifying and prioritizing practices that have the greatest impact on student achievement.

Additionally, Brevard provides collaborative professional development opportunities for both coaches and administrators to deepen their understanding of the Science of Reading and Structured Literacy. These sessions focus on the implementation of explicit, systematic, scaffolded, and differentiated instruction, ensuring that coaching conversations and professional learning provided to teachers are directly aligned to evidence-based practices and student needs.

To further support prioritization of high-impact work, professional learning and coaching support are differentiated based on individual school and coaching needs. Literacy Facilitators and Title I Instructional

Coaches provide ongoing, job-embedded support through one-on-one coaching sessions, with an intentional focus on those serving RAISE priority schools. This targeted support enables coaches to refine their practice, prioritize instructional actions, and ensure that their time is focused on activities that directly influence teacher effectiveness and student outcomes.

In addition, the district reinforces the prioritization of high-impact activities through structures such as coaching cycles, collaborative planning, and data-informed conversations. Coaches regularly facilitate data sessions, support teachers in analyzing multiple data sources, and guide the development of instructional action steps aligned to student needs. Continuous monitoring, including reflections, check-ins, and walkthrough data, ensures that coaches remain focused on high-yield practices and are responsive to evolving instructional priorities.

Through this comprehensive system of aligned professional learning, differentiated support, and ongoing monitoring, Brevard Public Schools ensures that literacy coaches are equipped to prioritize and implement high-impact activities that lead to improved teacher practice and increased student literacy achievement.

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

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

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

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

Brevard Public Schools measures the effectiveness of literacy coaches through a comprehensive system that examines both student outcomes and the fidelity of coaching practices. At the core of this process is the analysis of student achievement data, including FAST assessment results, to determine the impact of coaching on overall student performance, learning gains, and the progress of targeted subgroups.

Effectiveness is not evaluated by a single data point, but through ongoing, cyclical data review processes. Beginning-, middle-, and end-of-year data are analyzed by district personnel in collaboration with school-based leadership and literacy coaches. These data discussions are used to identify trends, determine areas of need, and establish actionable next steps for instruction and coaching support.

In addition to student performance data, the district monitors the implementation and quality of coaching practices through several key structures:

- **Principal/Coach Agreement and Ongoing Collaboration:**

The principal/coach agreement serves as a living document that guides ongoing conversations between school leadership and the literacy coach. These discussions focus on aligning coaching work to student data, school priorities, and the Florida Literacy Coach Standards and Domains, ensuring that coaching efforts remain targeted and impactful.

- **Coaching Cycle Logs and Data Monitoring:**

Coaches document their work through coaching cycle logs, which capture activities such as co-planning, modeling, observation, and feedback. These logs, combined with student and classroom data, are used to monitor the frequency, quality, and impact of coaching interactions.

- **Instructional Walkthroughs and Observational Data:**

District and school leaders conduct classroom walkthroughs to monitor the implementation of evidence-based instructional practices using a district walkthrough tool. Walkthrough data is used to identify instructional trends, determine next steps, evaluate the effectiveness of coaching support, and inform future professional learning and coaching priorities.

- **Reflection and Goal-Setting Processes:**

Literacy coaches engage in ongoing reflection on their practices and are supported in setting goals to better leverage their time and maximize impact on teacher effectiveness and student outcomes. This reflective practice ensures continuous improvement and alignment with district expectations.

#### 4) Assessment, Curriculum and Reading Instruction

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

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

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

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

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

K-2 classrooms require a 105-minute block of uninterrupted reading instruction, and Grades 3-6 classrooms require a 90-minute block of uninterrupted reading instruction. Secondary students identified as needing Tier 2 and Tier 3 reading instruction are placed in an Intensive Reading course. Adopted curricula address the six components of reading and each program's design aligns with the Science of Reading and Structured Literacy research. Decision trees guide schools through the identification of students who require Tier 2 and Tier 3 services. Decision trees clearly indicate district assessment measures and the next steps for instruction. Schools use the decision trees for ongoing progress monitoring, formative, diagnostic, and summative measures for monitoring or analyzing growth in response to core/intervention instruction. Schools use the decision trees in conjunction with the MTSS process.

Schedules and intervention enrollment are reviewed in relation to the outcome and universal screener data. It is important to note that English language learners and exceptional education students have access to and are provided the same curriculum materials as their non-ELL and non-ESE peers. In addition to what is provided for all, ELL and ESE students also receive the following:

- Tier 1- Instructional accommodations for ELL and ESE students are aligned with the Florida Consent Decree and Individual Education Plans are provided to ensure access to core instruction.
- Tier 2- ELL students have access to Imagine Language and Literacy (K-12) and Achieve 3000 (7-12).
- Tier 3- Lexia, a strong evidence-based intervention, has been used to support ELL and ESE students. ELL and ESE students also have access to Tier 3 intervention programs for ELA as identified in the district decision trees.

**Brevard Public Schools' Adopted ELA/Reading Curricula**

- Prekindergarten- Benchmark Education, *Ready to Advance*
- Grades K-5- Benchmark Education, *Benchmark Advance, FL 2026 version*
- Grade 6- Savvas, *myPerspectives, Florida English Language Arts 2026*
- Grade 7-12- Savvas, *myPerspectives, Florida English Language Arts 2026*
- Grades 7-8 Intensive Reading- Voyager Sopris, *Language! Live*
- Grades 9-12 Intensive Reading- Perfection Learning-*FL Connections Reading*

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

Brevard Public Schools PreK/VPK program will use the F.A.S.T. Star Early Literacy assessment three times a year (PM1, PM2, and PM3) as described in Section 1002.67(2) (b), Florida Statutes to monitor student learning and plan for instruction to meet the needs of all learners. Additional progress monitoring will be used, as needed, between administration windows. The Florida Early Learning and Developmental Standards: Four Years Old to Kindergarten and Ready to Advance Early Learning Program (2020 Benchmark Education) are used to plan daily instruction. District VPK staff will offer Professional Learning and individualized training that model strategies for explicit instruction in early literacy foundational skills promoting oral language development, vocabulary acquisition, content knowledge, phonological awareness skills, print concepts, and alphabetic knowledge. District and school personnel will provide materials and

information to strengthen parental knowledge of early literacy activities that can be done at home to build their child's literacy foundation.

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

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

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

For students who have been identified as substantially deficient, intensive interventions are provided one-on-one, in very small group or in small group settings. The interventions provided for each student are explicit and multisensory and based upon the early literacy needs that are identified from the Star Early Literacy Assessment as well as from teacher observational tools that are aligned to the Florida Early Learning and Developmental standards for Language and Literacy. After the PM3 administration of the Star Early Literacy assessment, if students continue to be identified as having a substantial deficiency in early literacy skills, they will be eligible to attend Summer Bridge to receive 100 hours of intensive early literacy instruction before entering Kindergarten.

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

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

The Decision Trees must contain the following information:

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

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

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

## Grades VPK-6

### 1. Grades VPK-6 Assessments

| FAST                     |                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                           |                                              |
|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| Name of the Assessment   | Target Audience                                                                                                                                                                          | What component of reading is assessed?                                                                                                                                                                                                                                                                               | Assessment Type                                                                                                                                           | How often is the data collected?             |
| FAST Star Early Literacy | <input checked="" type="checkbox"/> VPK<br><input checked="" type="checkbox"/> Grade K<br><input checked="" type="checkbox"/> Grade 1                                                    | <input checked="" type="checkbox"/> Oral Language<br><input checked="" type="checkbox"/> Phonological Awareness<br><input checked="" type="checkbox"/> Phonics<br><input checked="" type="checkbox"/> Fluency<br><input checked="" type="checkbox"/> Vocabulary<br><input checked="" type="checkbox"/> Comprehension | <input checked="" type="checkbox"/> Screening<br><input checked="" type="checkbox"/> Progress Monitoring<br><input checked="" type="checkbox"/> Summative | <input checked="" type="checkbox"/> 3 x Year |
| FAST Star Reading        | <input checked="" type="checkbox"/> Grade 1<br><input checked="" type="checkbox"/> Grade 2                                                                                               | <input checked="" type="checkbox"/> Vocabulary<br><input checked="" type="checkbox"/> Comprehension                                                                                                                                                                                                                  | <input checked="" type="checkbox"/> Screening<br><input checked="" type="checkbox"/> Progress Monitoring<br><input checked="" type="checkbox"/> Summative | <input checked="" type="checkbox"/> 3 x Year |
| FAST ELA Reading         | <input checked="" type="checkbox"/> Grade 3<br><input checked="" type="checkbox"/> Grade 4<br><input checked="" type="checkbox"/> Grade 5<br><input checked="" type="checkbox"/> Grade 6 | <input checked="" type="checkbox"/> Vocabulary<br><input checked="" type="checkbox"/> Comprehension                                                                                                                                                                                                                  | <input checked="" type="checkbox"/> Screening<br><input checked="" type="checkbox"/> Progress Monitoring<br><input checked="" type="checkbox"/> Summative | <input checked="" type="checkbox"/> 3 x Year |

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

| Additional Assessment(s) |                                                                                                              |                                                                                           |                                                                                                          |                                                                                                           |
|--------------------------|--------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| Name of the Assessment   | Target Audience (Grades PreK-5) (Select all that apply.)                                                     | What component of reading is assessed? (Select all that apply.)                           | Assessment Type (Select all that apply.)                                                                 | How often is the data collected?                                                                          |
| Fluency (ORF)            | <input type="checkbox"/> VPK<br><input type="checkbox"/> PreK<br><input checked="" type="checkbox"/> Grade K | <input type="checkbox"/> Oral Language<br><input type="checkbox"/> Phonological Awareness | <input checked="" type="checkbox"/> Screening<br><input checked="" type="checkbox"/> Progress Monitoring | <input type="checkbox"/> Weekly<br><input type="checkbox"/> 2 x Month<br><input type="checkbox"/> Monthly |

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

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

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

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

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

A K-3 student is identified as having a substantial deficiency in reading if the student demonstrates through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading; and

- The student is identified as in need of Tier 3 interventions; or
- The student was retained the previous school year; or
- For kindergarten through grade 2, the student scores:
  - Below the tenth (10<sup>th</sup>) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning or middle of the year test

- administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
- o Level 1 at the end of the year test administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
- For grade 3, the student scores:
  - o Below the twentieth (20<sup>th</sup>) percentile at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
  - o Level 1 on the statewide, standardized ELA assessment pursuant to [s. 1008.22\(3\)\(a\), F.S.](#)

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

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

Brevard Public Schools uses a systematic Multi-Tiered System of Supports (MTSS) framework to identify students in need of Tier 2 or Tier 3 interventions. Universal screening data from the state coordinated progress monitoring system (FAST), along with classroom formative assessments and teacher observations, are reviewed at scheduled MTSS data meetings at the school level. During these meetings, school-based teams analyze student performance data to determine which students are not meeting grade-level expectations and may require additional support.

Key elements of each student's data profile are reviewed, including Individualized Education Programs (IEPs), current and past Academic Progress Monitoring Plans (PMPs), and other relevant academic and behavioral data. The district's Comprehensive Evidence-Based Reading Plan (CERP) Decision Trees, aligned with the MTSS framework, guide schools and teachers through a consistent decision-making process for identifying students in need of Tier 2 or Tier 3 interventions. The district also applies its K–12 Substantially Deficient definition, which requires triangulation of multiple data sources and aligns with state FAST percentile cut scores, prior to formally identifying students as substantially deficient.

Once a student's area of need is identified, school teams use a four-step problem-solving process to design targeted interventions, which are documented in the Academic Progress Monitoring Plan (PMP). The PMP outlines the specific skill deficit, measurable goals and benchmarks, evidence-based instructional strategies grounded in the Science of Reading (for reading deficiencies), intervention frequency, progress monitoring tools, and resources provided to families. This structured process ensures interventions are individualized, data-driven, and continuously monitored for effectiveness across all schools.

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

Brevard Public Schools reviews the key elements from a student's data profile, including individualized Education Program (IEPs), current and past Academic Progress Monitoring Plans (PMPs), and other relevant data, to determine the need for Tier 2 and/or Tier 3 intervention. The Comprehensive Evidence-Based Reading Plan (CERP) Decision Trees along with the Multi-Tiered Systems of Supports (MTSS) framework provides guidance for a schools/teacher as they complete the steps for identifying students who are in need of Tier 2 and Tier 3 intervention.

Once a student's area of need is identified, the intervention is designed using a four-step problem solving process and is documented in the Academic Progress Monitoring Plan (PMP). This plan outlines the instructional strategies, frequency, and progress monitoring measures to be used, ensuring interventions are evidence-based and tailored to the student's unique needs.

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

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

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

**3a. Describe the district's process (i.e., actionable steps) for identifying grades K-3 students with characteristics of dyslexia. Tier 3 interventions must be provided to students identified as having characteristics of dyslexia.**

Brevard Public Schools follows a structured, step-by-step MTSS framework to identify K-3 students with characteristics of dyslexia and ensure they receive Tier 3 interventions when indicated.

- Universal screening: All K-3 students are screened using the state coordinated early literacy screener to identify initial risk for reading difficulties and characteristics of dyslexia.
- Data review using CERP Decision Trees: School teams use district decision trees to identify students who show risk indicators and determine whether additional diagnostic screening is needed.
- Diagnostic screening: Students with risk indicators receive targeted assessments in foundational reading skills (e.g., phonological awareness) to further clarify areas of need associated with dyslexia characteristics.
- MTSS problem-solving team review: Teams review all available data (screening results, classroom performance, instructional history, and other relevant information) to identify specific skill deficits and confirm whether characteristics of dyslexia are present.
- Tier 3 determination (IF/THEN process): Using the CERP decision-making framework, teams determine if the student requires intensive intervention based on severity and persistence of need.
- PMP development and implementation: Students identified for Tier 3 receive a Problem Solving/Progress Monitoring Plan documenting:
  - o Identified skill deficits
  - o Evidence-based interventions grounded in the Science of Reading
  - o Frequency, duration, and setting of instruction
  - o Progress monitoring plan and measurable goals
- Parent notification and support: Families are informed of intervention placement and provided strategies and resources to support learning at home.
- Ongoing monitoring and adjustment: MTSS teams meet regularly to review progress, evaluate response to intervention, and adjust instruction or maintain Tier 3 placement as needed.

**3b. Students with characteristics of dyslexia require additional screening pursuant to [s. 1008.25\(9\), F.S.](#) List the screener(s) utilized.**

Brevard Public Schools uses a multi-measure diagnostic approach to further identify specific foundational skill needs. Brevard Public Schools administers Rapid Automatized Naming (RAN) measures aligned with International Dyslexia Association (IDA) recommendations and uses the TOWRE-2 to identify older students who may exhibit characteristics of dyslexia, in accordance with Rule 6A-1.0943, F.A.C. When student data is conflicting or insufficient, additional diagnostic assessments such as the DAR or ERDA may be administered to ensure accurate identification and instructional planning.

**4. For grades K-5, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?**

For grades K–5, Brevard Public Schools uses a continuous improvement process to evaluate and strengthen Tier 1 instruction through multiple measures of student performance and instructional fidelity. Effectiveness is determined by overall proficiency and learning gains on FAST and i-Ready, with attention to subgroup performance to ensure core instruction meets the needs of all learners. These data are used to identify whether adjustments to curriculum, pacing, or instructional strategies are needed at the classroom and school levels.

At the school level, PLCs meet monthly with literacy coaches to review progress monitoring data, common assessment results, and student work samples. Teams use this information to evaluate mastery of standards, identify instructional gaps, and adjust teaching strategies, including reteaching, differentiation, and small-group instruction.

At the district level, the Office of Curriculum and Instruction and the Office of the Chief of Schools conduct monthly classroom observations with school leaders and district content specialists to monitor instructional fidelity and adherence to pacing guides. Results from these observations inform targeted coaching, professional learning, and instructional support.

Together, these processes ensure Tier 1 instruction is regularly evaluated, refined, and aligned to district expectations through ongoing data review, coaching, and fidelity monitoring.

**5. For grades K-5, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?**

MTSS problem-solving teams meet every 6-8 weeks to review response to intervention data for students receiving tier 2 support to ensure that the students are fluidly moving in and out of groups based upon data related to the intervention as aligned to core instruction. Tier 2 interventions are monitored at the district level through evaluation of learning gains for students enrolled in Tier 2 interventions courses: BAS SKLS READ K-2 (5010020A), and BAS SKLS READ 3-5 (5010024A). Learning gain results can be accessed through a data dashboard and filtered to district or school level to include students performing in the bottom 25% or by intervention course enrollment. In addition, the Office of Curriculum and Instruction, in conjunction with the Office of Chief of Schools, monthly classroom observations are conducted with school Directors and District content specialists to ensure interventions are being done with fidelity and that the district pacing guide for the above courses are being followed.

**6. For grades K-5, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?**

When MTSS problem-solving teams meet every 6–8 weeks, priority is given to reviewing students receiving Tier 3 support to ensure timely instructional adjustments are made for students who are not responding to intervention. As students move from Tier 2 to Tier 3, instruction becomes more intensive in frequency, duration, and individualization, and reading interventionists monitor progress more frequently between MTSS meetings to make immediate instructional adjustments based on student performance data. Students demonstrating adequate progress may be considered for less intensive supports, while students who do not demonstrate sufficient response will continue to receive intensified Tier 3 instruction.

At the district level, Tier 3 effectiveness is monitored through learning gains for students enrolled in intervention courses (BAS SKLS READ K–2 (5010020B), BAS SKLS READ 3–5 (5010024B), and M/J INTENS READ (6) (1000010B)). These data are reviewed through dashboards that can be filtered by school, course, and students performing in the bottom 25% to evaluate impact and guide instructional decision-making.

| Grades K-6 Decision Tree                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| <p><b>Elementary schools (K-6) must teach reading in a dedicated, uninterrupted block of time of at least 90 - 105 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                          |
| Tier 1 (Core) Only                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                          |
| Beginning of Year Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                          |
| <p><b>Students who meet the following criteria at the beginning of the school year:</b><br/>         Spring 2025 FAST PM3 score is at Level 3 or higher<br/>         If a student has no 2025 PM 3 data, then:</p> <ul style="list-style-type: none"> <li>Fall FAST PM 1 score is at Level 2 or higher</li> <li>iReady Diagnostic 1 on grade level</li> <li>Fluency meeting national norms- 50th percentile</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                          |
| <p><b>List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students.</b></p> <p>Tier 1 instruction is standards-aligned and;</p> <ul style="list-style-type: none"> <li>explicitly teaches PA, phonics, and word study utilizing multi-sensory instruction</li> <li>builds vocabulary, background and content knowledge, and incorporates writing in response to reading</li> <li>provides print-rich, systematic, scaffolded, and differentiated instruction; includes accommodations (IEP, ESOL, or 504); includes specially designed instruction for students with disabilities</li> <li>incorporates the principles of Universal Design for Learning as evidenced by classroom walkthrough data collected under the district instructional plan for 100% of teachers</li> </ul> <p>Tier 1 instruction is considered sufficient when 80% or more of students;</p> <ul style="list-style-type: none"> <li>demonstrate fluency performance at or above the 50th percentile on quarterly assessments</li> <li>demonstrate 70% or above proficiency on weekly or unit assessments</li> <li>identified subgroups, demonstrate expected annual typical growth on iReady Inform</li> </ul> |                          |
| Core Instruction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                          |
| Indicate the core instructional materials utilized. Add additional rows as needed.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                          |
| Name of Program                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Year of Program Adoption |
| Florida Benchmark Advance 2026 (K-5)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 2026                     |
| UFLI Foundations (K-2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 2026                     |
| Savvas, <i>myPerspectives</i> , Florida English Language Arts (6 <sup>th</sup> )                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 2026                     |
| <p><b>Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year:</b></p> <ul style="list-style-type: none"> <li>FAST ELA Reading: Achievement Level 1 or 2 on PM1, PM2, or PM3, indicating performance below grade level.</li> <li>EWS indicators: One or more indicators signaling need for support, including attendance below 90%, ELA or mathematics course failure, quarterly fluency below 50<sup>th</sup> percentile, or substantial reading deficiency (Grades K–3).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                          |

- Additional evidence: Below-grade-level performance on district-approved literacy assessments or progress-monitoring measures aligned to the student's instructional needs.

### Tier 1 Instruction + Tier 2 Interventions

#### Beginning of Year Data

**Students who meet the following criteria at the beginning of the school year:**

- Spring 2025 FAST PM3 score is below Level 3
- Progress Monitoring Plan (PMP) in place during 2025-26 SY

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

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

**Number of times per week interventions are provided: 3-5**

**Number of minutes per intervention session: 20-30**

#### Supplemental Instruction/Interventions

**Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.**

| Name of Program                    | ESSA Evidence Level | Verbiage (as needed)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| UFLI Foundations                   | None                | UFLI Foundations does not meet strong, moderate, or promising levels of ESSA evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendations: Develop awareness of the segments of sounds in speech and how they link to letters - found in UFLI Steps 2-3 (strong evidence); Teach students to decode words, analyze word parts, and write and recognize words - found in UFLI Steps 4-6 (strong evidence); and Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension - found in UFLI Step 8 (moderate evidence). District-wide training and support will be provided to monitor implementation of the program through the use of walkthrough tools aligned to the core components of UFLI Foundations. These tools will support coaches and district leaders in identifying schools and teachers who may require targeted instructional support. |
| Magnetic Reading Foundations (K-2) | Moderate            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Magnetic Reading (3-5)             | Moderate            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Lexia Core5 Reading                | Moderate            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Phonics for Reading                | None                | Phonics for Reading does not meet strong, moderate, or promising levels of evidence;                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

|                             |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                             |      | <p>however, the following WWC Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9, Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words, Strong Evidence and Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence. These recommendations were built into the programs by providing explicit, systematic instruction on decoding skills utilizing evidence-based practices. The district will support and monitor implementation of this program by providing training for professional learning.</p>                                                                                                                                                                 |
| Rewards                     | None | <p>Rewards does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9, Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words, Strong Evidence and Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence. These recommendations were built into the programs by providing explicit, systematic instruction on decoding skills utilizing evidence-based practices. The district will support and monitor implementation of this program by providing training for professional learning.</p>                                                                                        |
| FCRR Instructional Routines | None | <p>FCRR Instructional Routines do not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence; Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence; and Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. These recommendations were built into the program by explicit, systematic instruction for phonological awareness, decoding practice, and reading texts</p> |

|                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                            |           | with phonetically controlled vocabulary. The district will support and monitor implementation of this program by providing training for professional learning.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Read Naturally             | Promising |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 95% Group Vocabulary Surge | None      | 95% Group Vocabulary Surge does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9. Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words, Strong Evidence and Recommendation 3A: Build students' world and word knowledge so they can make sense of the text, Strong Evidence. This recommendation was built into the program by explicit, systematic instruction on how to break words into parts, hypothesize the meaning of word parts, and check the meaning in context. The district will support and monitor implementation of this program by providing training for professional learning.                                                            |
| The Comprehension Toolkit  | None      | The Comprehension Toolkit does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9. Recommendation 3: Routinely use a set of comprehension building practices to help students make sense of the text, Strong Evidence and Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information, Strong Evidence. These recommendations are implemented through explicit and systematic instruction focused on comprehension strategy aligned to the science of reading. The district will support and monitor implementation of this program by providing training for professional learning. |
| Expanding Expression Tool  | None      | Expanding Expression Tool does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Recommendation 1: Provide explicit vocabulary instruction, Promising Evidence and                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                            | Recommendation 3: Provide opportunities for extended discussion of text meaning and interpretation, Promising Evidence. These recommendations are implemented through explicit and systematic instruction focused on vocabulary development aligned to the science of reading. The district will support and monitor implementation of this program by providing training for professional learning.                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Word Origins                                                                                                                                                                                                                                                                                                                                                                                                                                                    | None                       | Word Origins does not meet strong, moderate, or promising levels of evidence; however, it was developed in partnership with the Dyslexia SPELD Foundation (DSF) and the following WWC Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9. Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words, Strong Evidence and Recommendation 3A: Build students' world and word knowledge so they can make sense of the text, Strong Evidence. This recommendation was built into the program by explicit, systematic instruction that expands students' understanding of how English words are formed to strengthen their spelling, reading, and word knowledge skills. District training and support will be provided to monitor the implementation of the program. |
| <b>Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.</b>                                                                                                                                                                                        |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Students with Disabilities</b>                                                                                                                                                                                                                                                                                                                                                                                                                               |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Name of Program</b>                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>ESSA Evidence Level</b> | <b>Verbiage (as needed)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>English Language Learners</b>                                                                                                                                                                                                                                                                                                                                                                                                                                |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Name of Program</b>                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>ESSA Evidence Level</b> | <b>Verbiage (as needed)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Imagine Language & Literacy                                                                                                                                                                                                                                                                                                                                                                                                                                     | Promising                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided.</b><br><br>Multisensory strategies provided with all phonics intervention instruction includes: <ul style="list-style-type: none"> <li>Visual support: Students see graphemes, sound patterns, and decodable text while tracking print to strengthen letter–sound recognition and decoding accuracy.</li> </ul> |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

- Auditory support: Students hear, repeat, and orally produce phonemes, words, and sentences to reinforce phonological awareness and accurate pronunciation of sound–symbol correspondences.
- Kinesthetic/tactile support: Students engage in purposeful movement (e.g., writing in the air or other surface, to form letters) to reinforce orthographic mapping through physical action. Students use finger tapping for phoneme segmentation by tapping once per phoneme in a word to support sound isolation, blending, and encoding skills essential for decoding proficiency.
- Elkonin boxes (phoneme segmentation): Students segment words into individual sounds using counters in sound boxes, aligning with foundational phonemic awareness skills required in early reading standards.
- Use of manipulatives (letter tiles/magnetic letters): Students build, blend, and manipulate words using hands-on materials to strengthen phonics knowledge, spelling patterns, and word analysis skills.

Lexia Core5 incorporates multisensory stimulation through visual, auditory, and tactile modalities to enhance instruction and facilitate learning. This approach is designed to support students with dyslexia and other learning disabilities by providing a structured and sequential learning environment that aligns with the Orton-Gillingham approach.

**Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year:**

Ongoing Progress Monitoring (OPM) data include FAST PM1/PM2 data, i-Ready diagnostic data, and skill-specific progress-monitoring data indicate persistent deficits or insufficient growth despite Tier 2 intervention. Progress-monitoring or diagnostic data identify persistent deficits in a specific area of reading, such as phonics, fluency, vocabulary, or comprehension, requiring more intensive intervention.; and

1. The student is identified as in need of Tier 3 interventions; or
2. For kindergarten through grade 2, the student scores:
  - a. Below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), Florida Statutes (F.S.); or
3. For grade 3, the student scores:
  - a. Below the twentieth (20th) percentile at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), Florida Statutes (F.S.)
4. For grades 4-5, the student:
  - a. Demonstrates persistent deficits or insufficient growth despite Tier 2 intervention, with data triangulated through classroom performance and progress-monitoring data to determine the need for Tier 3 intervention.

**Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions**

**Beginning of Year Data**

**Students who meet the following criteria at the beginning of the school year:**

- Spring 2025 FAST PM3 ELA score is Level 1

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

- Fall FAST PM 1 score is Level 1
- iReady Diagnostic 1 below grade level
- Fluency below national norms- 50th percentile
- Students who ended the previous year receiving Tier 3 instruction as determined by Individualized Education Plan (IEP), Limited English Proficiency (LEP), Problem Solving Team (PST) and Multi-Tiered Systems of Support (MTSS) teams

| Number of times per week interventions are provided: 4-5                                                                                                                                                                                                                                      |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Number of minutes per intervention session: 15-40                                                                                                                                                                                                                                             |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Intensive, Individualized Instruction/Interventions</b><br><b>Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.</b> |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Name of Program                                                                                                                                                                                                                                                                               | ESSA Evidence Level | Verbiage (as needed)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Barton                                                                                                                                                                                                                                                                                        | None                | Barton Reading and Spelling Program interventions does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters (strong evidence); Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words (strong evidence). These recommendations were built into the programs by providing intensive, systematic, and explicit instruction on foundational skills utilizing evidence-based practices. The district will support and monitor implementation of this program by providing training for professional learning. |
| Visualizing & Verbalizing                                                                                                                                                                                                                                                                     | None                | Visualizing & Verbalizing does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation supports the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge (has rationale). These recommendations were built into the programs by providing sensory-cognitive intervention designed to improve reading and listening comprehension by building concept imagery. The district will support and monitor implementation of this program by providing training for professional learning.                                                                                                   |

Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.

**Students with Disabilities**

| Name of Program | ESSA Evidence Level | Verbiage (as needed) |
|-----------------|---------------------|----------------------|
|                 |                     |                      |
|                 |                     |                      |

**English Language Learners**

| Name of Program               | ESSA Evidence Level | Verbiage (as needed) |
|-------------------------------|---------------------|----------------------|
| Imagine Language and Literacy | Promising           |                      |
|                               |                     |                      |

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

Multisensory strategies provided with all phonics intervention instruction includes:

- Visual support: Students see graphemes, sound patterns, and decodable text while tracking print to strengthen letter–sound recognition and decoding accuracy.
- Auditory support: Students hear, repeat, and orally produce phonemes, words, and sentences to reinforce phonological awareness and accurate pronunciation of sound–symbol correspondences.
- Kinesthetic/tactile support: Students engage in purposeful movement (e.g., writing in the air or other surface, to form letters) to reinforce orthographic mapping through physical action. Students use finger tapping for phoneme segmentation by tapping once per phoneme in a word to support sound isolation, blending, and encoding skills essential for decoding proficiency.
- Elkonin boxes (phoneme segmentation): Students segment words into individual sounds using counters in sound boxes, aligning with foundational phonemic awareness skills required in early reading standards.
- Use of manipulatives (letter tiles/magnetic letters): Students build, blend, and manipulate words using hands-on materials to strengthen phonics knowledge, spelling patterns, and word analysis skills.

Lexia Core5 incorporates multisensory stimulation through visual, auditory, and tactile modalities to enhance instruction and facilitate learning. This approach is designed to support students with dyslexia and other learning disabilities by providing a structured and sequential learning environment that aligns with the Orton-Gillingham approach.

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

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

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

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

#### **Summer Reading Camps for Retained Grade 3 Students**

**Schedule:**

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

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

#### **SAMPLE Summer Camp Schedule**

| <b>Time (7:30-1:30)</b> | <b>Schedule</b>                                  |
|-------------------------|--------------------------------------------------|
| <b>7:30-8:00</b>        | <b>Breakfast/Morning Meeting/Procedures</b>      |
| <b>8:00-8:30</b>        | <b>Phonics/ Fluency Work</b>                     |
| <b>8:30-9:05</b>        | <b>Benchmark U10 Comprehension: Science Text</b> |
| <b>9:05-9:35</b>        | <b>Small Group Foundational Skills</b>           |
| <b>9:35-10:05</b>       | <b>Read Aloud-Comprehension</b>                  |
| <b>10:05-11:05</b>      | <b>Small Group Instruction/Literacy Centers</b>  |
| <b>11:05-11:55</b>      | <b>Lunch/Recess</b>                              |
| <b>11:55-12:15</b>      | <b>Word Study</b>                                |
| <b>12:15-12:45</b>      | <b>Phonics/ Fluency Work</b>                     |
| <b>12:45-1:20</b>       | <b>Writing/Grammar</b>                           |
| <b>1:20-1:30</b>        | <b>Clean up/Dismissal</b>                        |

**Evidence-Based Instructional Materials to be used, as defined in [20 U.S.C. s. 7801\(21\)\(A\)\(i\)](#):**

The selected 3<sup>rd</sup> grade programs are in alignment to the B.E.S.T. ELA Standards, science of reading components, appropriate ESSA levels of evidence, and needs of the target population.

**Lexia Core5:**

- Aligns with phonological awareness, phonics, and fluency ELA B.E.S.T. Standards

- Is a systematic and structured approach to six critical areas of reading for all mastery levels, including at-risk learners. Science of reading domains includes phonological awareness, phonics, structural analysis, fluency, vocabulary, and comprehension.
- Has a strong level of evidence, as defined by ESSA (Hurwitz & Vanacore, 2020).

**Phonics for Reading:**

- Aligns with the ELA B.E.S.T. Standards and the Foundational Benchmarks under
- Phonological awareness (F.1.2, F.2.1), phonics, and word analysis (F.1.3).
- An explicit and systematic approach geared towards struggling readers and permits teachers to address foundational skills with a focus on phonological awareness and phonics, including the teaching of multisyllabic words.
- Includes visual, auditory, kinesthetic, and tactile elements, which are consistent and reinforce connections between the symbols the student sees, the sounds the student hears, and the movements the student feels.

**Alternative Assessment Used:**

DIBELS Next is used as a formative assessment. In addition, parents will have the option of having their students assessed with the SAT-10 in late July.

**Additional Information (optional):**

At the end of Summer Camp, students will have a Summer FAST opportunity for promotion.

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

| Summer Reading Camps for Students in Grades K-5                                                                        |
|------------------------------------------------------------------------------------------------------------------------|
| <b>Will the district implement this option?</b><br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| <b>If yes, please describe the grade level(s) that will be invited to participate.</b>                                 |

**Grades 7-8**

**8. Grades 7-8 Assessments**

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

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

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

**9. Describe the district's process (e.g., MTSS) for identifying grades 6-8 students in need of Tier 2/Tier 3 interventions.**

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

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

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

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

**10. For grades 7-8, what processes and procedures are in place to identify and solve problems to improve the effectiveness of Tier 1 instruction?**

Brevard Public Schools will monitor Tier 1 instruction level through the use of a continuous improvement process to evaluate and strengthen Tier 1 instruction through multiple measures of student performance and instructional fidelity. Effectiveness is determined by overall proficiency and learning gains on FAST evaluating learning gains for students enrolled in Tier 1 courses. These results can be accessed through a data dashboard and filtered to district or school level, including students' course enrollment. These data points are used to identify whether adjustments to curriculum, pacing, or instructional strategies are needed at the classroom and school levels.

At the school level, PLCs meet monthly with literacy coaches to review progress monitoring data, common assessment results, and student work samples. Teams use this information to evaluate mastery of standards, identify instructional gaps, and adjust teaching strategies, including reteaching, differentiation, and small-group instruction.

At the district level, the Office of Curriculum and Instruction-Secondary Programs, in collaboration with the Office of Chief of Schools, conducts monthly classroom observations with school Directors and District content specialists to ensure interventions are implemented with fidelity and that the district pacing guide for the courses is followed.

**11. For grades 7-8, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?**

Tier 2 interventions are monitored at the district level through evaluation of learning gains for students enrolled in Tier 2 interventions courses: 7th M/J Intensive Reading 2 (1000012) and 8th M/J Intensive Reading 3 (1000014). Learning gain results can be accessed through a data dashboard and filtered to district or school level to include students performing in the bottom 25% or by intervention course enrollment. District level monitoring is also done through frequent progress monitoring Voyager Sopris- Language Live! Assessments which are conducted three times per year.

The Multi-Tiered Systems of Support (MTSS) problem-solving teams meet every 6-8 weeks to review response to intervention data for students receiving tier 2 support to ensure that the students are fluidly moving in and out of groups based upon data related to the intervention as aligned to core instruction.

In addition, the Office of Curriculum and Instruction- Secondary Programs, in conjunction with the Office of Chief of Schools, monthly classroom observations are conducted with school Directors and District content

specialists to ensure interventions are being done with fidelity and that the district pacing guide for the above courses are being followed.

**12. For grades 7-8, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?**

Tier 3 interventions are monitored at the district level through evaluation of learning gains for students enrolled in Tier 3 interventions courses 7th M/J Intensive Reading 2 (1000012) and 8th M/J Intensive Reading 3 (1000014). Learning gains results can be accessed through a data dashboard and filtered to district or school level to include students performing in the bottom 25% or by intervention course enrollment. District level monitoring is also done through frequent progress monitoring Voyager Sopris-Language Live! Assessments which are conducted three times per year.

The Multi-Tiered Systems of Support (MTSS) problem-solving teams meet every 6-8 weeks to review responses to intervention data for students receiving tier 2 support to ensure that the students are fluidly moving in and out of groups based upon data related to the intervention as aligned to core instruction. As students move from Tier 2 to Tier 3, instruction becomes more intensive in frequency, duration, and individualization, and reading interventionists monitor progress more frequently between MTSS meetings to make immediate instructional adjustments based on student performance data. Students demonstrating adequate progress may be considered for step-down support, while those not responding continue to receive intensified Tier 3 instruction.

In addition, the Office of Curriculum and Instruction- Secondary Programs, in conjunction with the Office of Chief of Schools, monthly classroom observations are conducted with school Directors and District content specialists to ensure interventions are being done with fidelity and that the district pacing guide for the above courses are being followed.

| Grades 7-8 Decision Tree                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Tier 1 (Core) Only                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Beginning of Year Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>Students must meet the following criteria at the beginning of the school year:</b></p> <p><b><i>If student meets the following criteria at beginning of school year:</i></b></p> <ul style="list-style-type: none"><li>• Spring 2026 FAST scores are Level 3 or above</li></ul> <p><b><i>If a student has NO Spring 2026 ELA FAST score, then:</i></b></p> <ul style="list-style-type: none"><li>• Beginning of the Year Voyager-Sopris Language! Live Benchmark shows at grade-level or above</li><li>• Spring 2025-2026 SY Reading Inventory Lexile Score or Beginning of the Year Read 180 Growth Measure Reading Assessment RIT score<br/>Growth Measure Assessment /Reading Inventory score of:<br/>-7th Grade- 925L or above (Reading Inventory); RIT Score (Fall) – 206 or above<br/>-8th Grade- 970L or above (Reading Inventory); RIT Score (Fall) – 209 or above</li><li>• Review past standardized test scores: FAST or other standardized assessments from previous district or state, demonstrate a score of on or above grade level proficiency</li><li>• Spring 2026 i-Ready scale score of 592 or above (entering 7th graders)</li><li>• 2025-26 School Year grades reflect that the student is highly successful &amp; independent with rigorous ELA coursework</li></ul> |

**List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.**

**Tier 1 Instruction is standards-aligned and:**

- explicitly teaches grade-level literacy skills, disciplinary literacy, vocabulary, comprehension, and writing through evidence-based instructional practices
- integrates reading, writing, speaking, and critical thinking opportunities across content areas
- provides systematic, scaffolded, differentiated instruction and includes accommodations for students with disabilities, English Language Learners, and students with Section 504 plans
- utilizes instructional materials and practices aligned to Florida's B.E.S.T. Standards and the principles of Universal Design for Learning (UDL)
- incorporates data-informed instructional decision-making and targeted supports as evidenced through classroom walkthrough data collected under the district instructional plan for 100% of teachers.

**Tier 1 instruction is considered sufficient when 80% or more of students:**

- demonstrate performance at or above benchmark expectations on district-approved literacy screening and progress-monitoring assessments
- demonstrate 70% or above proficiency on standards-aligned classroom, common, quarterly, or unit assessments
- successfully apply literacy skills through reading, writing, speaking, and critical thinking tasks across content areas
- demonstrate expected annual typical growth on i-Ready assessments, including identified subgroups
- meet or exceed course-level expectations as measured through district and school-based performance data.

**Core Instruction**

**Indicate the core instructional materials utilized. Add additional rows as needed.**

| <b>Name of Program</b>                                               | <b>Year of Program Adoption</b> |
|----------------------------------------------------------------------|---------------------------------|
| Savvas, <i>myPerspectives</i> , <i>Florida English Language Arts</i> | 2026                            |
|                                                                      |                                 |

**Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year:**

- FAST data fall within the At-Risk range/Score of Level 2
- Voyager Language! Live Benchmark Reading Scale Score is below grade level
- Imagine Language and Literacy reading scores show near grade level or below
- Savvas Assessments show student performance below grade level
- Early Warning System (EWS) indicators reflect need for support
- Progress Monitoring Plan (PMP) in place during 2025-26 SY

**Tier 1 Instruction + Tier 2 Interventions**

**Beginning of Year Data**

**Students who meet the following criteria at the beginning of the school year:**

- Spring 2026 FAST scores are below Level 3 or
- Fall FAST PM1 score reflect below grade level performance or
- Past standardized test scores other standardized assessments from previous district or state show below grade level
  - Beginning of the Year Language! Live Benchmark shows at the moderate level on the Quarter 1 Language! Live checkpoint and a Lexile score on Language! Live below at 600

**Number of times per week interventions are provided: 5**

**Number of minutes per intervention session:** 45

**Course(s) where interventions take place:** M/J Intensive Reading 2 (1000012), M/J Intensive Reading 3 (1000014), Learning Strategies 7-8 (7863090)

**Supplemental Instruction/Interventions**

**Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.**

| <b>Name of Program</b> | <b>ESSA Evidence Level</b>              | <b>Verbiage (as needed)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Language! Live         | <b>Tier 4- Demonstrates a Rationale</b> | <p>Language Live does not meet strong, moderate, or promising levels of evidence; the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: "Providing Reading Interventions for Students in Grades 4–9."</p> <p>Recommendations and Levels of Evidence:</p> <ul style="list-style-type: none"><li>• Build students’ decoding skills so they can read complex multisyllabic words – Strong level of evidence</li><li>• Provide purposeful fluency-building activities to help students read effortlessly – Moderate level of evidence</li><li>• Routinely use a set of comprehension-building practices to help students make sense of the text – Strong level of evidence</li></ul> <p>These recommendations were built into the program with a focus on an evidence-based literacy approach founded in the science of reading with age-appropriate content to engage adolescent readers. The scope and sequence include word study with a focus on decoding and word analysis, fluency practices and embedded text so students can practice vocabulary and practice with multisyllabic words. The district will support and monitor the implementation of this program by conducting three benchmark assessments throughout the year, including live and virtual for professional learning. These assessments track student performance with oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.</p> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                            |                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|-----------------------------|
| <b>Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                            |                             |
| <b>Students with Disabilities</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                            |                             |
| <b>Name of Program</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>ESSA Evidence Level</b> | <b>Verbiage (as needed)</b> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                            |                             |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                            |                             |
| <b>English Language Learners</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                            |                             |
| <b>Name of Program</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>ESSA Evidence Level</b> | <b>Verbiage (as needed)</b> |
| Imagine Language and Literacy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Promising                  |                             |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                            |                             |
| <b>Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</b> <ul style="list-style-type: none"> <li>• They have received a minimum of six weeks of high-quality, standards-aligned Tier 1 instruction that includes differentiated supports and targeted scaffolding.</li> <li>• Monthly monitoring at the district level ensures every student on the Early Warning System has an identified plan of support.</li> <li>• Bi-weekly progress monitoring of Tier 3 students and classroom observations ensure the student is making progress.</li> <li>• Multiple sources of data indicate insufficient progress toward grade-level literacy expectations when compared to peers.</li> <li>• Classroom-based assessments, comprehension and vocabulary measures, written responses to reading, progress-monitoring data, and statewide assessment results demonstrate a need for additional support.</li> <li>• Performance is consistently at or below 60% of expected proficiency on classroom and progress-monitoring measures despite targeted instructional support.</li> <li>• Limited or no evidence of growth is demonstrated over time based on progress-monitoring and classroom performance data.</li> <li>• Students in grades 7-8 score at FAST Progress Monitoring Level 1 or Level 2 and additional data sources indicate a need for intervention.</li> <li>• The triangulation of multiple data sources indicates that supplemental intervention is necessary to accelerate progress and support attainment of grade-level literacy standards.</li> </ul> |                            |                             |
| <b>Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                            |                             |
| <b>Beginning of Year Data</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                            |                             |
| <b>Students who meet the following criteria at the beginning of the school year:</b> <ul style="list-style-type: none"> <li>• Spring 2026 ELA FAST scores Level 1</li> <li>• Score below grade-level on the Quarter 1 Language! Live checkpoint and a Lexile score on Language! Live below a 500</li> <li>• Growth Measure Reading Assessment and below 600L</li> <li>• Students who ended the previous year receiving Tier 3 instruction as determined by IEP, LEP, IPST and MTSS teams</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                            |                             |
| <b>Number of times per week interventions are provided:</b> No less than two times a week                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                            |                             |
| <b>Number of minutes per intervention session:</b> No less than 20 minutes per intervention session                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                            |                             |

| <b>Course(s) where interventions take place:</b> M/J Intensive Reading 2 (1000012), M/J Intensive Reading 3 (1000014), Learning Strategies 7-8 (7863090)                                                                                                                                      |                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Intensive, Individualized Instruction/Interventions</b><br><b>Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.</b> |                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Name of Program</b>                                                                                                                                                                                                                                                                        | <b>ESSA Evidence Level</b>              | <b>Verbiage (as needed)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Language! Live                                                                                                                                                                                                                                                                                | <b>Tier 4- Demonstrates a Rationale</b> | <p>Language Live does not meet strong, moderate, or promising levels of evidence; the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: "Providing Reading Interventions for Students in Grades 4–9."</p> <p>Recommendations and Levels of Evidence:</p> <ul style="list-style-type: none"> <li>• Build students’ decoding skills so they can read complex multisyllabic words – Strong level of evidence</li> <li>• Provide purposeful fluency-building activities to help students read effortlessly – Moderate level of evidence</li> <li>• Routinely use a set of comprehension-building practices to help students make sense of the text – Strong level of evidence</li> </ul> <p>These recommendations were built into the program with a focus on an evidence-based literacy approach founded in the science of reading with age-appropriate content to engage adolescent readers. The scope and sequence include word study with a focus on decoding and word analysis, fluency practices and embedded text so students can practice vocabulary and practice with multisyllabic words. The district will support and monitor the implementation of this program by conducting three benchmark assessments throughout the year, including live and virtual for professional learning. These assessments track student performance with oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.</p> |

| Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed. |                     |                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|----------------------|
| <b>Students with Disabilities</b>                                                                                                                                                                                                                                 |                     |                      |
| Name of Program                                                                                                                                                                                                                                                   | ESSA Evidence Level | Verbiage (as needed) |
|                                                                                                                                                                                                                                                                   |                     |                      |
|                                                                                                                                                                                                                                                                   |                     |                      |
| <b>English Language Learners</b>                                                                                                                                                                                                                                  |                     |                      |
| Name of Program                                                                                                                                                                                                                                                   | ESSA Evidence Level | Verbiage (as needed) |
| Imagine Language and Literacy                                                                                                                                                                                                                                     | Promising           |                      |

## Grades 9-12

### 13. Grades 9-12 Assessments

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

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

| Additional Assessment(s)               |                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                              |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Name of the Assessment                 | Target Audience (Grades 9-12) (Select all that apply.)                                                                                                                                                                                                                           | What component of reading is assessed? (Select all that apply.)                                                                                                                                                                                                                                                      | Assessment Type (Select all that apply.)                                                                                                                                   | How often is the data collected?                                                                                                                                                                                                                                                                             |
| Diagnostic Assessment of Reading (DAR) | <input checked="" type="checkbox"/> Grade 9<br><input checked="" type="checkbox"/> Grade 10<br><input checked="" type="checkbox"/> Grade 11<br><input checked="" type="checkbox"/> Grade 12<br><input type="checkbox"/> All Students<br><input type="checkbox"/> Select Students | <input checked="" type="checkbox"/> Oral Language<br><input checked="" type="checkbox"/> Phonological Awareness<br><input checked="" type="checkbox"/> Phonics<br><input checked="" type="checkbox"/> Fluency<br><input checked="" type="checkbox"/> Vocabulary<br><input checked="" type="checkbox"/> Comprehension | <input type="checkbox"/> Screening<br><input type="checkbox"/> Progress Monitoring<br><input checked="" type="checkbox"/> Diagnostic<br><input type="checkbox"/> Summative | <input type="checkbox"/> Weekly<br><input type="checkbox"/> 2 x Month<br><input type="checkbox"/> Monthly<br><input type="checkbox"/> Quarterly<br><input type="checkbox"/> 3 x Year<br><input type="checkbox"/> Annually<br><input checked="" type="checkbox"/> As Needed<br><input type="checkbox"/> Other |
| Savvas Assessments                     | <input checked="" type="checkbox"/> Grade 9<br><input checked="" type="checkbox"/> Grade 10<br><input checked="" type="checkbox"/> Grade 11<br><input checked="" type="checkbox"/> Grade 12                                                                                      | <input type="checkbox"/> Oral Language<br><input type="checkbox"/> Phonological Awareness<br><input type="checkbox"/> Phonics                                                                                                                                                                                        | <input type="checkbox"/> Screening<br><input checked="" type="checkbox"/> Progress Monitoring<br><input type="checkbox"/> Diagnostic                                       | <input type="checkbox"/> Weekly<br><input type="checkbox"/> 2 x Month<br><input type="checkbox"/> Monthly                                                                                                                                                                                                    |

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

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

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

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

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

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

**15. For grades 9-12, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?**

Brevard Public Schools will monitor Tier 1 instruction level through the use of a continuous improvement process to evaluate and strengthen Tier 1 instruction through multiple measures of student performance and instructional fidelity. Effectiveness is determined by overall proficiency and learning gains on FAST evaluating learning gains for students enrolled in Tier 1 courses. These results can be accessed through a data dashboard and filtered to district or school level, including students' course enrollment. These data points are used to identify whether adjustments to curriculum, pacing, or instructional strategies are needed at the classroom and school levels.

At the school level, PLCs meet monthly with literacy coaches to review progress monitoring data, common assessment results, and student work samples. Teams use this information to evaluate mastery of standards, identify instructional gaps, and adjust teaching strategies, including reteaching, differentiation, and small-group instruction.

At the district level, the Office of Curriculum and Instruction-Secondary Programs, in collaboration with the Office of Chief of Schools, conducts monthly classroom observations with school Directors and District content specialists to ensure interventions are implemented with fidelity and that the district pacing guide for the courses is followed.

**16. For grades 9-12, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?**

Tier 2 interventions are monitored at the district level through evaluation of learning gains for students enrolled in Tier 2 interventions courses: 9th Intensive Reading 1 (1000412), 10th Intensive Reading 2 (1000414), 11th Intensive Reading 3 (1000416), and 12th Intensive Reading 4 (1000418). Learning gain results can be accessed through a data dashboard and filtered to district or school level to include students performing in the bottom 25% or by intervention course enrollment.

The Multi-Tiered Systems of Support (MTSS) problem-solving teams meet every 6-8 weeks to review response to intervention data for students receiving tier 2 support to ensure that the students are fluidly moving in and out of groups based upon data related to the intervention as aligned to core instruction.

In addition, the Office of Curriculum and Instruction- Secondary Programs, in conjunction with the Office of Chief of Schools, monthly classroom observations are conducted with school Directors and District content specialists to ensure interventions are being done with fidelity and that the district pacing guide for the above courses are being followed.

**17. For grades 9-12, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?**

Tier 3 interventions are monitored at the district level through evaluation of learning gains for students enrolled in Tier 3 interventions courses: 9th Intensive Reading 1 (1000412), 10th Intensive Reading 2 (1000414), 11th Intensive Reading 3 (1000416), 12th Intensive Reading 4 (1000418). Learning gain results can be accessed through a data dashboard and filtered to district or school level to include students performing in the bottom 25% or by intervention course enrollment.

The Multi-Tiered Systems of Support (MTSS) problem-solving teams meet every 6-8 weeks to review responses to intervention data for students receiving tier 2 support to ensure that the students are fluidly moving in and out of groups based upon data related to the intervention as aligned to core instruction. As students move from Tier 2 to Tier 3, instruction becomes more intensive in frequency, duration, and

individualization, and reading interventionists monitor progress more frequently between MTSS meetings to make immediate instructional adjustments based on student performance data. Students demonstrating adequate progress may be considered for step-down support, while those not responding continue to receive intensified Tier 3 instruction.

In addition, the Office of Curriculum and Instruction- Secondary Programs, in conjunction with the Office of Chief of Schools, monthly classroom observations are conducted with school Directors and District content specialists to ensure interventions are being done with fidelity and that the district pacing guide for the above courses are being followed.

| Grades 9-12 Decision Tree                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Tier 1 (Core) Only                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Beginning of Year Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <p><b>Students must meet the following criteria at the beginning of the school year:</b></p> <ul style="list-style-type: none"> <li>• Spring 2026 FAST ELA PM3 -scores are Level 3 or above</li> </ul> <p><b>If a student has NO Spring 2026 ELA FAST score, then:</b></p> <ul style="list-style-type: none"> <li>• Beginning of the Perfection Learning-Connections Reading Benchmark shows at grade-level or above</li> <li>• Spring 2025-2026SY Reading Inventory Lexile Score or Growth Measure Reading Assessment RIT score Growth Measure Assessment /Reading Inventory score of: <ul style="list-style-type: none"> <li>-9th Grade- 1010L or above (Reading Inventory); RIT Score (Fall) – 209 or above</li> <li>-10th Grade- 1050L or above (Reading Inventory); RIT Score (Fall) – 212 or above</li> </ul> </li> <li>• Review past standardized test scores: FAST, PSAT/SAT, CLT, ACT/PLAN or other standardized assessments from previous district or state, demonstrate a score of on or above grade level proficiency</li> <li>• 2025-26 School Year grades reflect that the student is highly successful &amp; independent with rigorous ELA coursework</li> </ul> <p><b>11th and 12th Grade:</b></p> <ul style="list-style-type: none"> <li>• Students have met the 10<sup>th</sup> Grade FAST-Reading graduation requirement by scoring a score of Level 3 or above; or meeting the concordant score on standardized test scores: FAST, PSAT/SAT, CLT, ACT/PLAN or other standardized assessments</li> </ul> |  |
| <p><b>List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.</b></p> <p><b>Tier 1 Instruction is standards-aligned and:</b></p> <ul style="list-style-type: none"> <li>• explicitly teaches grade-level literacy skills, disciplinary literacy, vocabulary, comprehension, and writing through evidence-based instructional practices</li> <li>• integrates reading, writing, speaking, and critical thinking opportunities across content areas</li> <li>• provides systematic, scaffolded, differentiated instruction and includes accommodations for students with disabilities, English Language Learners, and students with Section 504 plans</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |

- utilizes instructional materials and practices aligned to Florida's B.E.S.T. Standards and the principles of Universal Design for Learning (UDL)
- incorporates data-informed instructional decision-making and targeted supports as evidenced through classroom walkthrough data collected under the district instructional plan for 100% of teachers.

**Tier 1 instruction is considered sufficient when 80% or more of students:**

- demonstrate performance at or above benchmark expectations on district-approved literacy screening and progress-monitoring assessments
- demonstrate 70% or above proficiency on standards-aligned classroom, common, quarterly, or unit assessments
- successfully apply literacy skills through reading, writing, speaking, and critical thinking tasks across content areas
- demonstrate expected annual typical growth on i-Ready assessments, including identified subgroups
- meet or exceed course-level expectations as measured through district and school-based performance data.

**Core Instruction**

**Indicate the core instructional materials utilized. Add additional rows as needed.**

| <b>Name of Program</b>                                               | <b>Year of Program Adoption</b> |
|----------------------------------------------------------------------|---------------------------------|
| Savvas, <i>myPerspectives</i> , <i>Florida English Language Arts</i> | 2026                            |

**Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year:**

- FAST data fall within the At-Risk range/Score of Level 2
- Overall Perfection Learning-Connections Reading Scale Score is below grade level
- Imagine Language and Literacy reading scores show near grade level or below
- Savvas Assessments show student performance below grade level
- Early Warning System (EWS) indicators reflect need for support
- Progress Monitoring Plan (PMP) in place during 2025-26 SY

**Tier 1 Instruction + Tier 2 Interventions**

**Beginning of Year Data**

**Students who meet the following criteria at the beginning of the school year:**

- Spring 2026 FAST scores are below Level 3/FAST Fall score reflects below grade level performance or
- 2026 Reading Inventory Lexile Score or Growth Measure Reading Assessment RIT score
  - 9th Grade- 1010L or above; RIT Score (Fall) – 209 or above
  - 10th Grade- 1050L or above; RIT Score (Fall) – 212 or above
  - 11th Grade- 1185L or above; RIT Score (Fall)- 223.53 or above
  - 12th Grade- 1185L or above; RIT Score (Fall)- 223.8 or above
- Beginning of the Perfection Learning-Connections Reading Benchmark shows at Level 2

**Number of times per week interventions are provided: 5**

**Number of minutes per intervention session: 45**

**Course(s) where interventions take place:** 9th Intensive Reading 1 (1000412), 10th Intensive Reading 2 (1000414), 11th Intensive Reading 3 (1000416), 12th Intensive Reading 4 (1000418), and Learning Strategies 9-12 (7963080)

| <b>Supplemental Instruction/Interventions</b><br><b>Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.</b> |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Name of Program</b>                                                                                                                                                                                                                                                           | <b>ESSA Evidence Level</b> | <b>Verbiage (as needed)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Perfection Learning-FL Connections Reading                                                                                                                                                                                                                                       | None                       | <p>Perfection Learning-FL Connections Reading does not meet strong, moderate, or promising levels of evidence; the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: "Providing Reading Interventions for Students in Grades 4–9."</p> <p>Recommendations and Levels of Evidence:</p> <ul style="list-style-type: none"> <li>• Build students' decoding skills so they can read complex multisyllabic words – Strong level of evidence</li> <li>• Provide purposeful fluency-building activities to help students read effortlessly – Moderate level of evidence</li> <li>• Routinely use a set of comprehension-building practices to help students make sense of the text – Strong level of evidence</li> </ul> <p>These recommendations were built into the program with a focus on an evidence-based literacy approach founded in the science of reading with age-appropriate content to engage adolescent readers. The scope and sequence include word study with a focus on decoding and word analysis, fluency practices and embedded text so students can practice vocabulary and practice with multisyllabic words. The district will support and monitor the implementation of this program by conducting three benchmark assessments throughout the year, including live and virtual for professional learning. These assessments track student performance with oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.</p> |
|                                                                                                                                                                                                                                                                                  |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.</b>         |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

| Students with Disabilities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                     |                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|----------------------|
| Name of Program                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | ESSA Evidence Level | Verbiage (as needed) |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                     |                      |
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| English Language Learners                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                     |                      |
| Name of Program                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | ESSA Evidence Level | Verbiage (as needed) |
| Imagine Language and Literacy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Promising           |                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                     |                      |
| <p><b>Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</b></p> <p><b>A student may be considered for supplemental intervention when:</b></p> <ul style="list-style-type: none"> <li>• They have received a minimum of six weeks of high-quality, standards-aligned Tier 1 instruction that includes differentiated supports and targeted scaffolding.</li> <li>• Monthly monitoring at the district level ensures every student on the Early Warning System has an identified plan of support.</li> <li>• Bi-weekly progress monitoring of Tier 3 students and classroom observations ensure the student is making progress.</li> <li>• Multiple sources of data indicate insufficient progress toward grade-level literacy expectations when compared to peers.</li> <li>• Classroom-based assessments, comprehension and vocabulary measures, written responses to reading, progress-monitoring data, and statewide assessment results demonstrate a need for additional support.</li> <li>• Performance is consistently at or below 60% of expected proficiency on classroom and progress-monitoring measures despite targeted instructional support.</li> <li>• Limited or no evidence of growth is demonstrated over time based on progress-monitoring and classroom performance data.</li> <li>• Students in grades 9-12 score at FAST Progress Monitoring Level 1 or Level 2 and additional data sources indicate a need for intervention.</li> <li>• The triangulation of multiple data sources indicates that supplemental intervention is necessary to accelerate progress and support attainment of grade-level literacy standards.</li> </ul> |                     |                      |

| Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| Beginning of Year Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Students who meet the following criteria at the beginning of the school year:</b> <ul style="list-style-type: none"> <li>• Spring 2026 ELA FAST scores Level 1</li> <li>• Scores a 2026-27 Perfection Learning-FL Connections Reading benchmarks score of Level 1</li> <li>• Scores a Spring 2025-2026 SY RIT Score of 195 or below on Growth Measure Reading Assessment and below 600L</li> <li>• Students who ended the previous year receiving Tier 3 instruction as determined by IEP, LEP, IPST and MTSS teams</li> </ul> |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Number of times per week interventions are provided:</b> No less than two times a week                                                                                                                                                                                                                                                                                                                                                                                                                                         |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Number of minutes per intervention session:</b> No less than 20 minutes per intervention session                                                                                                                                                                                                                                                                                                                                                                                                                               |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Course(s) where interventions take place:</b> 9th Intensive Reading 1 (1000412), 10th Intensive Reading 2 (1000414), 11th Intensive Reading 3 (1000416), 12th Intensive Reading 4 (1000418), and Learning Strategies 9-12 (7963080)                                                                                                                                                                                                                                                                                            |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Intensive, Individualized Instruction/Interventions                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.                                                                                                                                                                                                                                                                                                          |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Name of Program                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | ESSA Evidence Level | Verbiage (as needed)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Perfection Learning, <i>FL Connections Reading</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | None                | <p>Perfection Learning-FL Connections Reading does not meet strong, moderate, or promising levels of evidence; the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: "Providing Reading Interventions for Students in Grades 4–9."</p> <p>Recommendations and Levels of Evidence:</p> <ul style="list-style-type: none"> <li>• Build students' decoding skills so they can read complex multisyllabic words – Strong level of evidence</li> <li>• Provide purposeful fluency-building activities to help students read effortlessly – Moderate level of evidence</li> <li>• Routinely use a set of comprehension-building practices to help students make sense of the text – Strong level of evidence</li> </ul> <p>These recommendations were built into the program with a focus on an evidence-based literacy approach founded in the science of reading with age-appropriate content to engage adolescent readers. The scope and sequence include word study with a focus on decoding and word analysis, fluency practices and embedded</p> |

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|                                                                                                                                                                                                                                                                          |                            | text so students can practice vocabulary and practice with multisyllabic words. The district will support and monitor the implementation of this program by conducting three benchmark assessments throughout the year, including live and virtual for professional learning. These assessments track student performance with oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. |
|                                                                                                                                                                                                                                                                          |                            |                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.</b> |                            |                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Students with Disabilities</b>                                                                                                                                                                                                                                        |                            |                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Name of Program</b>                                                                                                                                                                                                                                                   | <b>ESSA Evidence Level</b> | <b>Verbiage (as needed)</b>                                                                                                                                                                                                                                                                                                                                                                                            |
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| <b>English Language Learners</b>                                                                                                                                                                                                                                         |                            |                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Name of Program</b>                                                                                                                                                                                                                                                   | <b>ESSA Evidence Level</b> | <b>Verbiage (as needed)</b>                                                                                                                                                                                                                                                                                                                                                                                            |
| Imagine Language and Literacy                                                                                                                                                                                                                                            | <b>Promising</b>           |                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                                                                                                                                                                                                                                                                          |                            |                                                                                                                                                                                                                                                                                                                                                                                                                        |

## 5) Professional Learning ([Rule 6A-6.053\(9\)\(b\)3.g.—k., F.A.C.](#))

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

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

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

| Name of Professional Learning | Target Audience | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading Competency 1 & 2      | K-12            | The purpose of this course is to present the foundations of quality reading instruction and address several indicators required for the Florida Reading Endorsement (Competencies 1 & 2). This course introduces the six components of effective reading instruction (i.e., oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension) and builds capacity to implement effective research-based instruction to meet the needs of a wide range of learner, including those of varying abilities and from varied backgrounds.                                                                                                                   |
| Reading Competency 3          | K-12            | This course provides a foundation in assessment with an emphasis on literacy/reading and is required for the Florida Reading Endorsement (Competency 3). Throughout the course, teachers select and administer appropriate formal and informal assessments that meet the needs of all learners to inform their reading instruction. Grounded in the principles of research-based reading instruction and the Reading Endorsement Guiding Principle that teaching reading for understanding is an ongoing systematic, problem-solving process, teachers will implement and analyze assessments and select appropriate instruction/interventions based on the collected data. |

|                                                                              |                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------------------------------------------------------------|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading Competency 4                                                         | K-12                     | This course prepares pre-service teachers to differentiate reading instruction for learners with a range of reading profiles including typically developing learners, English language learners (ELLs), and learners with and at risk for reading disabilities (e.g., dyslexia). The course provides a foundation in research-based practices used to address individual needs related to the six components of reading (i.e., comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary). This course emphasizes an ongoing, systematic approach to problem solving in which teachers implement and analyze assessments, select and implement appropriate instruction/intervention based on the collected data, and monitor student progress. |
| Reading Competency 5                                                         | K-12                     | This course provides a culminating experience that addresses several indicators required for the Florida Reading Endorsement (Competencies 1, 2, 3, 4, and 5). In this culminating experience, participants will apply their broad knowledge of reading to address the needs of learners with differing reading profiles to develop a comprehensive, scientifically based reading plan for a classroom. The plan will include a method to engage in systematic assessment and problem solving to effectively differentiate instruction. Participants will apply scientifically based instructional practices to support all learners.                                                                                                                                       |
| Literacy Coach Endorsement-<br>Florida Center for Reading<br>Research (FCRR) | K-12 Literacy<br>Coaches | This course, created by the Florida Center for Reading Research (FCRR) in collaboration with the FDOE, is designed to meet the FDOE Literacy Coaching Domains and Standards. It provides an opportunity for coaches to enhance their knowledge and skills by engaging in reading, analyzing videos, participating in collaborative activities related to the literacy coach standards, and developing culminating projects for each module to demonstrate their growing expertise.                                                                                                                                                                                                                                                                                          |
| Exploring Structured Literacy                                                | K-12                     | This course is offered multiple times throughout the year, incorporating all facets of Section 1012.98(4)(b)11., F.S., regarding multisensory, explicit, and systematic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |      | instruction. Systematic and explicit instruction, corrective feedback, and multisensory supports are integrated into all Science of Reading training.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Strive for Five                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | VPK  | Guided PLCs with discussions involving instructional coaches and resource teachers aim to improve oral language development and vocabulary instruction. The conversational framework will serve as a powerful tool aligned with the Science of Reading, empowering teachers to enhance early literacy skills.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Teacher Clarity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 7-12 | Teacher clarity is a research-based approach that focuses on improving the quality of instruction by clearly defining learning intentions and success criteria. This professional learning session aims to equip educators with the skills and knowledge necessary to implement teacher clarity effectively in their classrooms. Participants will understand the core principles of teacher clarity, learn how to articulate clear learning intentions and success criteria, and develop strategies to integrate teacher clarity into daily instructional practices. By the end of this session, educators will have a deeper understanding of teacher clarity and be equipped with practical tools to enhance their instructional effectiveness, leading to more focused and purposeful teaching that improves student learning and achievement. |
| Strengthening coherence for lasting impact                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | K-12 | This professional learning opportunity provides school administrators, coaches, and teachers understanding of coherence as the foundation for sustainable school improvement, recognize how BSI's three pillars can provide a framework for aligning programs to school improvement, define a vision for program alignment and coherence that supports school improvement.                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Instructional Personnel and Certified PreK Teachers</b><br><b>Describe how professional learning is provided to help instructional personnel and certified PreK teachers funded in the FEEP earn a certification, a credential or credentials, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction.</b><br><br>Brevard Public Schools provides a comprehensive reading endorsement program created to meet the needs of our teachers and students. We currently deliver our content through the Florida Center for Reading Research (FCRR) at Florida State University (FSU) and facilitated by district approved literacy instructor trained through the FCRR. The hybrid program is delivered online through a combination of face-to-face instruction and independent practice of skills, followed by guided feedback. Completion of Reading |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

Competencies 1-5 will allow participants to apply for the reading endorsement to be added to their current Florida teaching license.

### **Differentiated Professional Learning**

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

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

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

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

- Instructional Walks to promote reflective practice in planning and delivery of explicit instruction.
- Workshops on new curriculum resources or instructional technology tools as they are introduced.
- Targeted sessions on classroom management, differentiation, and student engagement based on teacher feedback and observation trends.
- Beginning of the year, Mid-year and end-of-year data reviews that inform adjustments to instructional strategies and future professional development priorities.
- Voluntary professional learning communities (PLCs) that allow teachers to explore topics of interest or deepen expertise in specific instructional areas.

### **Mentor Teachers**

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

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

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

**Professional Learning Time****Describe how time is provided for teachers to meet weekly for professional learning.**

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

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

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

| Name of Tutoring Program       | Target Audience                           | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| RAISE High School Tutoring     | Bottom Quartile K-3 students              | The R.A.I.S.E. High School Tutoring Program provides additional support for Title I schools by engaging juniors and seniors from BPS high schools as tutors. These high school students work with bottom quartile K-3 students to strengthen foundational reading skills.<br><br>Tutors receive training and serve in either paid or volunteer roles at BPS elementary schools. They support small groups of students 3-5 days a week, using resources from the Benchmark Advance core ELA program and/or Lexia Lessons to enhance foundational literacy development. |
| The Florida Tutoring Advantage | K-6                                       | The University of Florida Lastinger Center for Learning is the state-designated administrator of the Florida Tutoring Advantage. The Florida Tutoring Advantage provides virtual, face-to-face tutoring through a vendor partner. This tutoring improves students' reading achievement by leveraging evidence-based, high-impact practices to strengthen foundational reading skills for students in grades K–6.                                                                                                                                                      |
| Title I Tutoring               | K-12<br>(Homeless/Students in Transition) | Title I provide school-based academic support/tutoring for homeless students at risk of failing to meet state standards in grades K-12. The focus is on instruction in the improvement of student learning of B.E.S.T standards in Reading and/or Math. Tutoring is available to homeless students at all schools in Brevard County. As a team, school-based homeless contacts, counselors, and school/district social workers identify &                                                                                                                             |

|                                                        |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                        |       | submit academic support referrals to the Title I Content Specialist who oversees the program & coordinates efforts to have certified BPS teachers provide standards-based academic support for the identified students. Certified teachers (tutors) collaborate with classroom teachers to address student deficiencies. Academic support may take place on campus, at homeless shelters, off-campus at a safe location, or virtually. The program is evaluated by reviewing students' report cards, monthly progress reports completed by the academic support certified teachers, and other available student data. |
| Elementary Tutoring with Eastern Florida State College | K-6   | Brevard Public Schools partners with Eastern Florida State College's (EFSC) work study program to provide tutoring for BPS elementary students. EFSC tutors provide targeted support in math and reading to students in grades K-6.                                                                                                                                                                                                                                                                                                                                                                                   |
| Academic Support: Before/After School Tutoring         | K-8   | This tutoring opportunity provided by teachers offers targeted academic support through before and after school tutoring programs designed specifically for Level 1 students in grades K-8. These programs aim to provide additional instructional time and personalized support to help students improve their literacy skills and overall academic performance.                                                                                                                                                                                                                                                     |
| Post Secondary Remediation                             | 9-12  | Brevard Public Schools offers post-secondary remediation tutoring programs specifically designed for Level 1 and Level 2 students in grades 9-12. These programs aim to provide additional instructional support to help students improve their literacy skills, achieve academic success, and prepare for post-secondary education or career opportunities.                                                                                                                                                                                                                                                          |
| Bootcamps                                              | 11-12 | The academic bootcamps for students in grades 11-12 to provide intensive, focused support in preparation for post-secondary education and career readiness. These bootcamps are designed to help students strengthen their academic skills, particularly in areas where they may need additional support.                                                                                                                                                                                                                                                                                                             |

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

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

Parents are notified of resources to support at home learning each month when they receive updates on their child's progress via the Academic Progress Monitoring Plan (PMP), Interim Report, or the Progress Report. Families with a student(s) identified with a substantial reading deficiency will be provided access to the Read at Home resources during initial parent meeting (Academic Progress Monitoring Plan (PMP) or Individualized Education Program (IEP)), Literacy Nights and/or Open House. Additionally, parents have access to the district's core curriculum and instructional materials through the Parent Plus Portal, ensuring opportunities to support learning at home.

Academic Progress Monitoring Plan (PMP), Individualized Education Program (IEP), and Limited English Proficient (LEP) documents capture the Read at Home plan documenting strategies that address areas of deficiency. Monthly communications occur with families of K-3 students identified as substantially deficient in reading. During scheduled meetings, parents are provided access to tools that parents can use at home to support their child's learning. Learning Ally and other digital tools support Read at Home for students as another mode for families to learn together. School Leadership Literacy Teams engage families through a wide variety of methods. District utilizes, shares, and connects to the Office of Early Learning and Just Read, Florida resources for families. The district's Embracing Neurodiversity webpage connects parents and other key stakeholders to multiple resources to support children with reading deficiencies. In partnership with local businesses and hospitals, the district's "Thrive by Five" initiative highlights local events and resources available for new parents and young families. This initiative connects resources to our earliest readers who are at risk from birth.

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

All eligible Brevard County elementary students in grades VPK-5<sup>th</sup> (including charter schools) can participate in the New Worlds Reading Initiative. Eligible and enrolled students get books delivered to their homes monthly. Books and activities support students in strengthening literacy skills, building confidence in reading, and nurturing a lifelong love of reading. VPK - 5th graders who are not yet meeting grade level expectations in reading in Florida VPK programs, public schools, and charter schools are eligible for the program. There's no income requirement to participate. The New Worlds Reading Initiative is promoted through the Brevard Public Schools website, and literacy coaches provide families with information through school websites, newsletters, and other communication platforms used to engage families. Eligible but not enrolled families receive flyers with directions on how to enroll. School enrollment is monitored monthly through a report provided by the University of Florida Lastinger Center. Literacy coaches look closely at the percentage of eligible students who are enrolled at their school and set goals to increase that number. Books are provided in Spanish, Haitian Creole, and Braille. Many schools have partnered with New Worlds Reading to provide parent workshops.

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

## 8) Highly Effective Teachers ([Rule 6A-6.053\(9\)\(b\)3.f., F.A.C.](#))

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

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

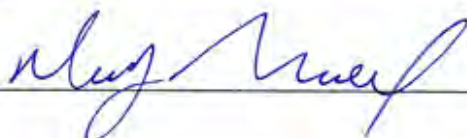
- **Data-Informed Placement:** Teacher effectiveness data, including student growth metrics and evaluation scores, are used to guide placement decisions. This ensures that students in K–2 classrooms benefit from instruction by educators with demonstrated success in improving student outcomes.
- **Instructional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

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

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

| Initials | Assurance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| NR       | a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that include phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.                                                                                                                                                                                                                                                                                                                              |
| NR       | b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of <a href="#">s. 1008.25(4)(c), F.S.</a> , to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with <a href="#">Rule 6A-6.053(6)(c), F.A.C.</a>                                                                                                                                                                                                                                                                         |
| NR       | c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under <a href="#">s. 1012.34, F.S.</a> All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading. |

|    |                                                                                                                                                                                                     |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| NR | d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.                                             |
| NR | e. All literacy coaches in the district meet the minimum qualifications described in <a href="#">Rule 6A-6.053(4), F.A.C.</a>                                                                       |
| NR | f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments. |
| NR | g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.                                                                                    |
| NR | h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.                                                            |
| NR | i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.                       |

|                                                                                                                      |                  |
|----------------------------------------------------------------------------------------------------------------------|------------------|
| Local Educational Agency Chief Executive Officer or Authorized Representative (Printed Name):<br>Dr. Mark J. Rendell |                  |
| Signature:<br>                      | Date:<br>7.28.26 |