

# Brevard 2018-19 K-12 Comprehensive Research-Based Reading Plan

## Contact Information

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

**District Contact:** Debbie Wood  
**Contact Email:** [wood.debbie@brevardschools.org](mailto:wood.debbie@brevardschools.org)  
**Contact Telephone:** 321-633-1000 x342

## District-Level Leadership

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

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

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

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

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

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

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

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

Expenditures from this allocation are used to fund literacy coaches and two district literacy facilitators. District literacy facilitators support professional development, recruitment and retention of school-based literacy coaches. In addition, K-12 literacy facilitators provide implementation support for K-12 ELA core and intervention programs and routines throughout the district. Literacy coaches are provided up to date, research-based, professional development and resources to support all teachers as we move towards enhancing instructional practice in all classrooms with the goal of closing the achievement gap in Brevard Public Schools. Literacy coaches directly support the development and implementation of each school's School Improvement Plan, which will have a direct impact on student achievement. This allocation supports Brevard Public Schools' Strategic Plan by providing ongoing coaching support, which is critical to increase educator effectiveness and build teacher capacity. Through this investment in literacy coaches, Brevard believes that increasing educator effectiveness will have a positive impact on student achievement.

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

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

Tara Harris, Director of Elementary Leading and Learning

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

- Kindergarten: District-developed Kindergarten Literacy Screener (KLS) & STAR Early Literacy
- 1<sup>st</sup> & 2<sup>nd</sup> grade: Istation or i-Ready progress monitoring (based on school resources) and district-developed benchmark assessments for ELA- Quarterly Literacy Assessment (QLA)
- 3<sup>rd</sup>-6<sup>th</sup> grade: FAIR-FS & Istation or i-Ready progress monitoring (based on school resources). District-developed benchmark assessments for ELA (QLA) are optional, but widely used, in grades 3-6
- 7<sup>th</sup>-12<sup>th</sup> grade: Students not showing proficiency on the ELA portion of FSA will be progress monitored with Reading Plus Insight Benchmark assessments

All of the above data is readily accessed at the school and district level through Brevard's data management system, Performance Matters.

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

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

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

Carol Mela, Director of Elementary Leading and Learning for MTSS.

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

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

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

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

Brevard's annual teacher evaluation system, IPPAS, contains indicators in Dimension 3 (Instructional Delivery) that are monitored by both building level and district level administrators. Regular classroom walkthrough data may also be used.

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

Annually through teacher evaluation submissions and ongoing through regular principal PLC meetings and school walkthroughs with district leadership.

**6. In regard to access to informational text for each content area in a variety of mediums, please address the following:**

**A. Who at the district level will be responsible for ensuring that schools have access to informational text for each content areas in a variety of mediums?**

Tara Harris, Director of Elementary Leading and Learning  
Robin Novelli, Director of Secondary Leading and Learning

**B. In addition to using texts from core, supplemental and intervention programs, what will the district do to ensure that schools have access to informational text for each content area in a variety of mediums?**

District resource teachers provide training for and monitor access to a large scope of complex texts in a variety of mediums aligned to their content area. The K-12 Media Resource Teacher, FDLRS East Resource Teachers, ESOL Coordinator and the Educational Technology Department provide additional resources and training

to schools. Literacy Coaches provided ongoing support and guidance to teachers as they plan standards based instruction, including the use of complex texts from a variety of sources. Text sources available to schools include:

- Gale Cengage online learning products
- Subscription databases through World Book Web
- Teaching Books subscription brings authors, illustrators, and engaging resources about books, guides to thousands of titles, and a wealth of multi-media resources to our K-12 students and teachers
- Follett Destiny Library Manage that allows students and teachers to easily find print and online resources in their school library, any school library in our district, and vetted websites using the One Search feature built into the program
- United Way and the Harris Corporation have partnered to provide identified elementary schools access to the e-library, myON
- Accessibility tools to support literacy, such as text to speech, are available district wide in Microsoft Office 365, Google Apps for Education/Google Extensions, and Premier Literacy Suite.
- Online audio book libraries, Learning Ally and Bookshare, have been made accessible to qualified students.

All of these resources bring an array of quality online texts and periodicals to digital life and provide 24/7 web access at home and at school to meet the reading, comprehension, vocabulary, research, and critical thinking skill supports for K-12 students and teachers. Additionally, district resource teachers and literacy coaches present model lessons highlighting the use of complex text from a variety of sources.

**7. In regard to Universal Design for Learning (UDL), please address the following:**

**A. Who at the district level will ensure that the all classroom instruction is accessible to the full range of learners using UDL principles?**

Dr. Jayna Jenkins, Director of FDLRS East

**B. What evidence will the district collect to demonstrate that all classroom instruction is accessible to the full range of learners using UDL principles for effective instructional design (planning) and delivery (teaching)?**

The School Best Practices for Inclusive Education (BPIE) Assessment is completed every three years for the state, but in Brevard each school completes the self-assessment each winter. A portion of that data specifically focuses on UDL. Brevard's ESE department will collect and review that data annually. Findings will be shared with school leaders and used to assist schools in improving their access for all students through UDL principles. In addition, regular classroom walkthrough data may be used.

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

BPIE assessment is complete and reviewed annually.

8. **As a separate attachment please provide the meeting agenda which demonstrates the district contact for the K-12 Comprehensive Research-Based Reading Plan has met with the district contact for Exceptional Student Education (ESE) to discuss the alignment between the District's Special Programs and Procedures (SP&P) requirements and the district's 2018-2019 K-12 Comprehensive Research-Based Reading Plan, as well as documentation that the district contact for the K-12 Comprehensive Research-Based Reading Plan has met with the district ELL contact to discuss alignment with their district ELL plan.**

See Appendix A.

### **Research-Based Reading Instruction Allocation**

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

- An additional hour per day of intensive reading instruction to students in the 300 lowest-performing elementary schools by teachers and reading specialists who are effective in teaching reading;
- Kindergarten through grade 5 reading intervention teachers to provide intensive intervention during the school day and in the required extra hour for students identified as having a reading deficiency;
- Highly qualified reading coaches to specifically support teachers in making instructional decisions based on student data and improve teacher delivery of effective reading instruction, intervention and reading in the content areas based on student need;
- Professional development for school district teachers in evidence-based reading instruction, including strategies to teach reading in content areas with an emphasis on technical and informational text;
- Summer reading camps, using only teachers or other district personnel who are certified or endorsed in reading consistent with Section 1008.25(7)(b)(3), F.S., for all students in kindergarten through grade 2 who demonstrate a reading deficiency as determined by district and state assessments, and students in grades 3 through 5 who score at Level 1 on the statewide, standardized English Language Arts (ELA) assessment;
- Supplemental instructional materials that are grounded in evidence-based reading research; and
- Intensive interventions for students in kindergarten through grade 12 who have been identified as having a reading deficiency or who are reading below grade level as determined by the statewide, standardized English Language Arts assessment.

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

## **Professional Development**

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

- 1. Who is responsible for ensuring every professional development activity funded through the Research-Based Reading Instruction Allocation is appropriately entered into the district master inservice plan?**

Lynn Conroy, Coordinator, Professional Learning & Development  
Whitney Augustine, Secondary Literacy Facilitator

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

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

- 3. Within the district professional development system, Section 1012.98 (4)(b)(11), F.S., states the district must provide training to reading coaches, classroom teachers, and school administrators in effective methods of identifying characteristics of conditions such as dyslexia and other causes of diminished phonological processing skills; incorporating instructional techniques into the general education setting which are proven to improve reading performance for all students; and using predictive and other data to make instructional decisions based on individual student needs. The training must help teachers integrate phonemic awareness; phonics, word study, and spelling; reading fluency; vocabulary, including academic vocabulary; and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies. Each district must provide all elementary grades instructional personnel access to training sufficient to meet the requirements of Section 1012.585(3)(f), F.S..**

**Who is responsible for ensuring this training is entered into the master inservice plan and is subsequently provided to reading coaches, classroom teachers and school administrators?**

Christine Moore, Director of Professional Learning and Development (MIP)  
Tara Harris, Director of Elementary Leading and Learning  
Dr. Jayna Jenkins, Director of FDLRS East

**4. Was the training in question #3 funded through the Research-Based Reading Allocation? If not, please list the funding source for this training.**

Directly, no. Indirectly, literacy coaches funded through this allocation provide some of the training listed in question #3. The bulk of the training is provided through FDLRS grant, IDEA, Title II, and Title I funds.

**Reading/Literacy Coaches**

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

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

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

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

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

<b>Brevard Public Schools Literacy Coaches</b>		
<b>All literacy coaches on this list serve their school full time unless noted.</b>		
	<b>Portion paid from Reading Allocation</b>	<b>Notations</b>
<b>School Name</b>		
A. Jackson Middle	1.00	
Astronaut High	1.00	
Bayside High	1.00	
Central Middle	1.00	
Cocoa Jr/Sr High	1.00	
Eau Gallie High	1.00	
Heritage High	1.00	



Johnson Middle	1.00	
Madison Middle	1.00	
McNair Middle	1.00	
Palm Bay High	1.00	
Rockledge High	1.00	
Southwest Middle	1.00	
Space Coast Jr/Sr High	1.00	
Stone Middle	1.00	
Titusville High	1.00	
Melbourne High	0.60	
Jefferson Middle	0.60	shared services
Kennedy Middle	0.60	shared services
Merritt Island High	0.60	shared services
Alternative Learning Sites	0.50	
Andersen Elementary	0.50	
Apollo Elementary	0.50	
Audubon Elementary	0.50	
Cambridge Elementary	0.50	
Cape View Elementary	0.50	
Challenger 7 Elementary	0.50	
Columbia Elementary	0.50	
Coquina Elementary	0.50	
Croton Elementary	0.50	
Discovery Elementary	0.50	
Dr. W.J. Creel Elementary	0.50	
Endeavour Elementary	0.50	
Enterprise Elementary	0.50	
Fairglen Elementary	0.50	
Golfview Elementary	0.50	
Harbor City Elementary	0.50	
Holland Elementary	0.50	
Imperial Estates Elementary	0.50	
Indialantic Elementary	0.50	
Jupiter Elementary	0.50	

Lewis Carroll Elementary	0.50	
Longleaf Elementary	0.50	
McAuliffe Elementary	0.50	
Meadowlane/Inter Elem	0.50	
Meadowlane/Prim Elem	0.50	
MILA Elementary	0.50	
Mims Elementary	0.50	
Oak Park Elementary	0.50	
Ocean Breeze Elementary	0.50	
Palm Bay Elementary	0.50	
Pinewood Elementary	0.50	
Port Malabar Elementary	0.50	
Riviera Elementary	0.50	
Roosevelt Elementary	0.50	
Roy Allen Elementary	0.50	
Sabal Elementary	0.50	
Saturn Elementary	0.50	
Sea Park Elementary	0.50	
Sunrise Elementary	0.50	
Suntree Elementary	0.50	
Tropical Elementary	0.50	
Turner Elementary	0.50	
University Park Elementary	0.50	
Westside Elementary	0.50	
Williams Elementary	0.50	
DeLaura Middle	0.50	shared services
Satellite High	0.50	shared services
Hoover Middle	0.50	Coach is employed part-time
Cocoa Beach Jr/Sr High	0.40	shared services
Viera High	0.40	shared services
Gemini Elementary	0.33	
Surfside Elementary	0.33	
West Melbourne Elementary	0.33	
Freedom 7 Elementary	0.20	
Manatee Elementary	0.20	
Quest Elementary	0.20	

Stevenson Elementary	0.20	
Atlantis Elementary	0.00	
Lockmar Elementary	0.00	
Sherwood Elementary	0.00	
Southlake Elementary	0.00	*re-opening Fall 2018
Edgewood Jr/Sr High	0.00	shared services
Total Units paid from Rdg All.	45.49	

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

Yes

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

- a. Elementary: see chart above for all responses K-12
- b. Middle: [Click here to enter text.](#)
- c. High: [Click here to enter text.](#)

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

School based administration and coaches monitor the effectiveness of site-based professional development through the use of classroom walkthroughs and schoolwide data. Classroom walkthrough data reflects areas of strength and areas of need regarding the implementation of the school's embedded professional development. Schoolwide achievement data determines if focused PD has impacted student achievement. Literacy Coaches request feedback from fellow coaches and teachers, as well as from the Literacy Facilitators regarding PD delivery and follow up. Coaches frequently use the coaching cycle as a method of follow up with teachers after delivering a PD. Literacy coaches frequently co-teach, co-plan or model instructional practices as a follow up to small or whole group training. Literacy coaches document action steps and progress toward the desired practice as they move through the coaching cycle. The informal and formal evaluations conducted by building administration document overall coach effectiveness.

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

\$ 2,923,469

## **Supports for Identification and Intervention of Students With Reading Deficiencies**

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

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

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

N/A

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

N/A

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

- Elementary:0
- Middle:0
- High:0

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

\$ 0

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

None

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

None

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

FEFP, Title I, IDEA

## **Summer Reading Camps**

Please complete the following questions regarding SRC.

- 1. SRC Supervisor Name:** Dr. Carol Mela
- 2. Email Address:** [mela.carol@brevardschools.org](mailto:mela.carol@brevardschools.org)
- 3. Phone Number:** 321-633-1000 x330
- 4. Please list the schools which will host a SRC:**
  1. Apollo Elementary School
  2. Cape View Elementary School
  3. Challenger 7 Elementary School
  4. Lockmar Elementary School
  5. Mims Elementary School
  6. Ocean Breeze Elementary School
  7. Riviera Elementary School
  8. Roy Allen Elementary School
  9. Sabal Elementary School
  10. Saturn Elementary School
  11. Sunrise Elementary School
  12. University Park Elementary School
- 5. Provide the following information regarding the length of your district SRC:**
  - a. Start Date:** May 30, 2018
  - b. Which days of the week is SRC offered:** Monday-Thursday
  - c. Number of instructional hours per day in reading:** 5 hours
  - d. End Date:** June 28, 2018
  - e. Total number of instructional hours of reading:** 95
- 6. Per the requirements of Section 1008.25(7)(b)(3), F.S., are all teachers selected to deliver SRC instruction highly effective as determined by their evaluation under Section 1012.34, F.S.?**

Yes
- 7. What is the anticipated teacher/student ratio?**

1:15
- 8. Will students in grades other than grade 3 be served as well? If so, which grade level(s)?**

No

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

- Culminating Writing Product
- Pre/Post Istation or i-Ready data
- Portfolio Evidence

**300 Lowest-Performing Elementary Schools**

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

This may be found in Appendix C.

**Budget Review**

Estimated proportional share distributed to district charter schools	\$ 268,811
District expenditures on reading coaches	\$ 2,923,469
District expenditures on intervention teachers	0
District expenditures on supplemental materials or interventions	0
District expenditures on professional development	0
District expenditures on summer reading camps	0
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	0
Flexible Categorical Spending	0
Sum of Expenditures	3,192,280
Amount of district research-based reading instruction allocation for 2018-2019	\$ 3,192,280

## APPENDIX A

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This email will serve as Brevard's documentation of collaboration while developing this plan. With a district as large as ours, it is difficult to get everyone in the same place for a meeting. There is ongoing collaboration for implementation throughout the school year.

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**From:** Augustine.Whitney@Secondary Programs

**Sent:** Friday, April 20, 2018 12:39 PM

**To:** Soliven.Stephanie@Secondary Leading and Learning

<Soliven.Stephanie@Brevardschools.org>;

Cline.Jane@Elem Leading & Learning <Cline.Jane@Brevardschools.org>;

Stephenson.Janet@ESEA

Title I <Stephenson.Janet@Brevardschools.org>; Harris.Tara@Elementary Programs

<Harris.Tara@Brevardschools.org>; Novelli, Robin@High School Programs

<Novelli.Robin@Brevardschools.org>; Bobersky.Dawna@Program Support Services

<Bobersky.Dawna@Brevardschools.org>; Moore.Christine@Professional Learning and Development

<Moore.Christine@Brevardschools.org>; Mela.Carol@Elementary Programs

<Mela.Carol@Brevardschools.org>; Magloire.Judith@Students At Risk

<Magloire.Judith@Brevardschools.org>; Patterson.Michelle@FDLRS

<Patterson.Michelle@Brevardschools.org>; Adams.Patricia@FDLRS

<Adams.Patricia@BrevardSchools.org>; Rogers.Lisa@ESE Program Support

<Rogers.Lisa@Brevardschools.org>; Thedy.Beth@Student Services

<Thedy.Beth@Brevardschools.org>; Sylvester.Marilyn@Elementary Programs

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<Conroy.Lynn@Brevardschools.org>; Wright.Teresa@Early Childhood & Title I

<Wright.Teresa@Brevardschools.org>; Carr.John@Accountability Test Eval

[Carr.John@Brevardschools.org](mailto:Carr.John@Brevardschools.org); [Ely.Trish@brevardschools.org](mailto:Ely.Trish@brevardschools.org)

**Cc:** Wood.Debbie@Elementary Programs <Wood.Debbie@Brevardschools.org>

**Subject:** K-12 Reading Plan Draft for your review and input

Hello,

We have attached the draft of the K-12 Reading Plan. Essentially, the only changes from last year's plan are those required by the state. To review last year's plan:

<https://app5.fldoe.org/ReadingPlansSSO/CompleteReport1718.aspx?DID=05>

This initial draft has been created with input from Patty Adams (FDLRS), Lisa Rogers (ESE), Janya Jenkins (Director, FDLRS East), Lynn Conroy (Coordinator, PD Office), and Shelly Dickinson (MTSS). Much of the text in the plan is part of the state template. Our responses are in bold italics.

Submission is due electronically to Just Read, Florida **by April 30<sup>th</sup>**. This does not require any signatures for submissions. Because it's difficult to get all of our departments together, this opportunity for all to review and have input will serve as documentation of our collaboration required in #8 of the District Level Leadership Section. Debbie and I are

available for any further discussion as needed. We welcome all input and feedback no later than **Friday, April 27<sup>th</sup>**.

Notes:

**District-Level Leadership section:** Persons “responsible” in this entire section are the same as last year. Tara’s last name was updated and Jayna was added in place of Tricia Frame.

- 1) Data comes from *edstats* as suggested by the JRF office. John Carr assisted in the goal setting last year. We are required to keep the same end goals. Achievement gap data, for the most part, did not improve last year, so some adjustments were made in the incremental goals to reflect that.
- 3) Changes were made to reflect current assessment practices (adding Reading Plus in secondary and QLAs in elementary)
- 6B) Some resource descriptions were condensed. Google extensions, Premier Literacy Suite, and Learning Ally were added. MyON was adjusted to reflect current support.

**Professional Development section:** This has been revised. In previous years we were required to fill out detailed charts for each of our core ELA/Reading trainings. This year, we just have to ensure that we have required courses included in Brevard’s Master Inservice Plan (MIP). Therefore, there are new questions regarding persons responsible and funding.

**Reading/Literacy Coaches:** This section has been revised. In previous years we had a chart with multiple questions. This is the first year we have to report which schools have a coach. JRF Staff suggested we report out in the table included to address questions 2 & 4 accurately.

**Identification of Students with Reading Deficiencies:** This is where decision trees are attached. Those are being adapted to reflect current assessments but the bulk of the information will remain unchanged.

**Summer Reading Camps:** This used to be a separate chart, now is embedded in the plan.

**300 Lowest Performing Schools:** This section is submitted during the summer, once those schools are identified by the state.

**Budget Review:** All figures were provided by Karen Strickland based on estimates provided by the state.

Thank you,

*Whitney Augustine & Debbie Wood*



## APPENDIX B

### **Identification of Students with Reading Deficiencies and Intervention Supports**

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

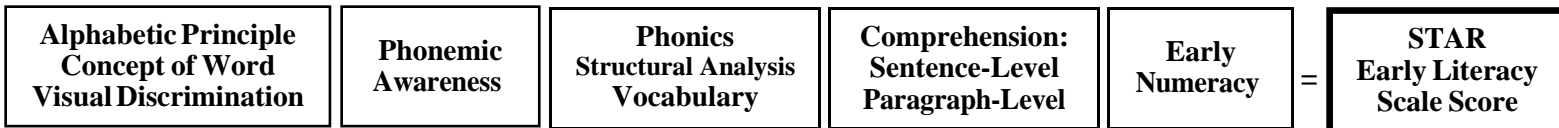
- DT1 – Elementary (K-5)
- DT2 – Middle (6-8)
- DT3 – High (9-12)

The charts must contain the following information:

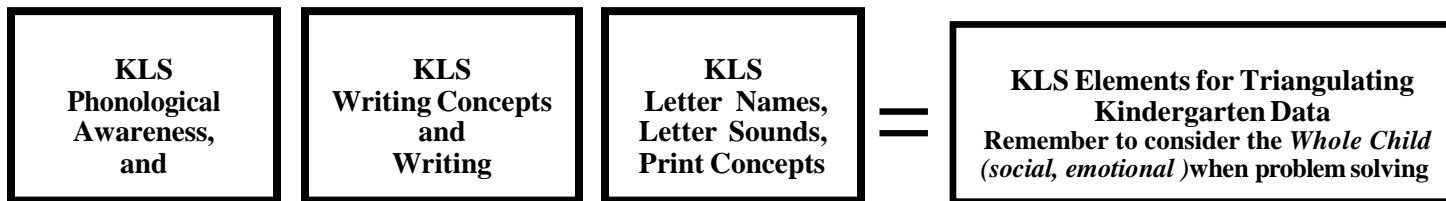
- The grade level(s) of the student;
- Name and performance benchmark on screening, diagnostic, progress monitoring, local assessment, statewide assessment or teacher observations used to identify students with substantial deficiencies in reading and subsequent interventions provided. FSA-ELA scores must be used for appropriate grade levels;
- DT1 must clearly state the conditions the district uses to determine whether a student has a substantial reading deficiency and will subsequently notify the student's parent as required in Section 1008.25, F.S. This also includes a description of the intensive, explicit, systematic, and multisensory reading interventions which will be provided to students in grades K-3;
- DT1 must include information on how the Florida Kindergarten Readiness Screener will be used to plan intervention for students scoring in the following performance levels:
  - 1) Scaled score of 497-529
  - 2) Scaled score of 438-496
  - 3) Scaled score of 437 and below; and
- An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided;

## Kindergarten Identification/Intervention Decision Tree

The Florida Kindergarten Readiness Screener (FLKRS), the *STAR Early Literacy* assessment will be administered to all students within the first thirty days of school. The Kindergarten Literacy Survey (KLS) will be administered four times a year.



- **IF** scale score is a **438 or higher** on the *STAR Early Literacy* universal screener, **THEN** student will be provided multiple Oral Language and Print Concepts experiences, exposing them to the language necessary for Phonological Awareness mastery.
- **IF** scale score is a **437 or lower** on the Star Early Literacy universal screener, **THEN** student will receive additional instructional supports through targeted small group instruction and supplemental technology. Student progress will be monitored with the *Kindergarten Literacy Survey* and other appropriate measures determined by the teacher or Problem Solving Team.
- **IF** multiple measures indicate that the student has not made adequate progress and is still working below grade level by the end of first semester, **THEN** parents are notified of the school's plan for intervention through MTSS process.



IF a student's performance on KLS skills falls below target... **AND**

### Starting the 2nd Nine Weeks

**IF** a student's score in Phonemic Awareness is below 8 correct, **THEN** administer the short form of the Phonological Awareness Screener for Intervention (PASI) to determine needs for phonological awareness intervention.

**IF** a student's performance on the PASI indicates **below** target phonological awareness, **THEN** intervention should be provided daily outside of the uninterrupted 90 minutes of ELA instruction. Progress monitor with the Long Form of PASI and/or *DIBELS Next* Phoneme Segmentation Fluency (PSF) measures.

**IF** a student's performance on the PASI indicates **on** target phonological awareness, **THEN** analyze *Kindergarten Literacy Survey* (KLS) and other teacher selected data to identify action for addressing skill gaps and providing ongoing opportunities to apply PA skills taught.

### Second Semester

**IF** a student's performance in Phonemic Awareness is below 10 correct, **THEN** administer PASI, Skill 5 to determine need for phonological awareness intervention. Progress monitor with the PASI.

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

**IF** a student's performance is below expectation in Listening Comprehension and/or Vocabulary Knowledge (oral language), **THEN** provide additional speaking and listening opportunities connected to rich and engaging text. Consult with the school's speech pathologist and Individual Problem Solving Teams to develop specific interventions.

**IF** a student scores below Stage 5 in Writing Concepts, **THEN** provide additional opportunities to use simple sentences both independently and dictated. As well as, opportunities to write their thoughts after participating in a discussion or in a speaking/listening activity on a topic.

### \*Kindergarten Progress Monitoring Indicators

	End of 1st 9 Weeks	End of 2nd 9 Weeks	End of 3rd 9 Weeks	End of 4th 9 Weeks
<b>PASI 3.1 Skill Level</b>	3.6	5.3	5.8	5.11
<b>KLS Letter Naming (lowercase)</b>	15/26	22/26	25/26	26/26
<b>KLS Letter Sounds</b>	15/26	22/26	25/26	26/26
<b>KLS High Frequency Words</b>	7/55	21/55	41/55	55/55
<b>Listening Comprehension</b>	70%	70%	70%	70%

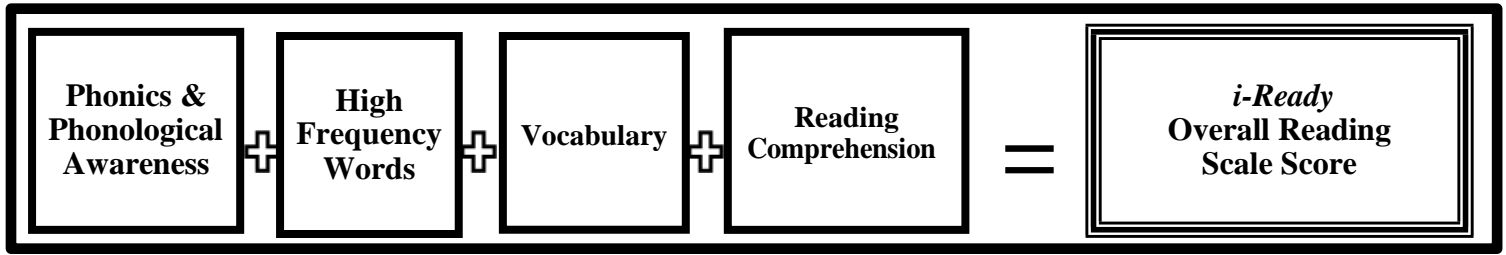
\*These target indicators reflect stretch goals required by the Florida Standards as noted in the Kindergarten Blueprint. Indicators are not to be used in isolation when making placement decisions.

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

Students *identified* with a reading deficiency **must** be provided intervention **beyond** their core ELA Instruction until the deficiency is remedied. Supplemental intervention provided will target skills which pose the greatest barrier to learning and intervention will be matched to student need as outlined by MTSS. If a student does not respond to supplemental intervention, student will be considered **substantially deficient** in reading and will require intensive intervention. An increase in intensity may be represented through smaller group size and/or increased instructional time. *Parents receive formal communication of reading deficiency mid-year if student is not working on-level or when a school team determines intervention should move from Tier 2 to Tier 3.*

# Grade 2 Identification/Intervention Decision Tree

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



**Beginning of the Year:** Revisit phoneme manipulation (blending, segmentation, deletion, addition, & substitution).  
**STARTING IN OCTOBER ...**

<b>IF</b> a student's Overall Reading is the 39 <sup>th</sup> percentile or lower....	<b>THEN</b> administer the Phonics Screener for Intervention (PSI) to identify foundational skill gaps to be addressed during intervention.
<b>IF</b> a student's performance on the PSI indicates below target phonics performance,	<b>THEN</b> intervention should be provided daily outside of the 90 minute uninterrupted ELA Instruction. Progress monitor with PSI or <i>DIBELS Next</i> Nonsense Word Fluency (NWF).
<b>IF</b> student does not show mastery of PSI Skill 1,	<b>THEN</b> administer the <u>First Grade Short Form</u> of the Phonological Awareness Screener for Intervention (PASI). Phonological awareness instruction should be infused in all small group and intervention lessons. Progress monitor with the Long Form of the PASI and/or <i>DIBELS Next</i> Phoneme Segmentation Fluency (PSF).

## SECOND SEMESTER ...

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

### \*First Grade Progress Monitoring Indicators

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

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

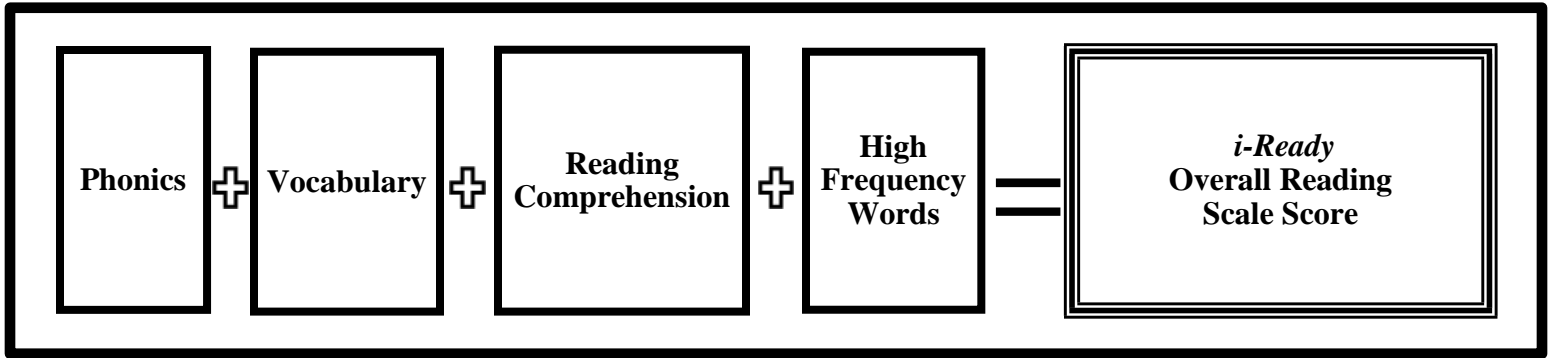
### ***In Pursuant of section 1008.25, Florida Statutes; State Board Rule 6A-6.054 Student Reading Intervention***

Students *identified* with a reading deficiency must be provided intervention beyond their core ELA Instruction until the deficiency is remedied. Supplemental intervention provided will target skills which pose the greatest barrier to learning and intervention will be matched to student need as outlined by MTSS. If a student does not respond to Tier 2 intervention, student will be considered **substantially deficient in reading** and will need Tier 3 intervention. An increase in intensity may be represented through smaller group size and/or increased instructional time. *Parents receive formal communication of reading deficiency by mid-year if student is not working on-level or when a school team determines intervention should move from Tier 2 to Tier 3.*

# Grade 2 Identification/Intervention Decision Tree

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



**Beginning of the Year:** Teach blends and digraphs in closed syllable words (CVC/VC), silent e, long and short vowels skills. Incorporate fluency building activities into ELA instruction including reading high frequency words, sight words and word phrases in multiple formats.

Refer to *Standards Focus Documents* in conjunction with standards to plan core instruction.

## STARTING IN OCTOBER ...

<b>IF</b> a student's Overall Reading is the 39 <sup>th</sup> percentile or lower....	<b>THEN</b> administer Running Record (RR) measure with comprehension questions to determine if student is working at or close to grade level targets.
<b>IF</b> a student's RR level is <b>significantly below</b> target,	<b>THEN</b> administer Phonics Screener for Intervention (PSI) to identify foundational skill gaps to be addressed during intervention instruction. Continue phonics intervention through PSI Skill. Progress monitor with PSI.
<b>IF</b> a student's RR level is <b>below</b> target,	<b>THEN</b> proceed with differentiated small group instruction based (miscue analysis) within ELA block. Student continues with Istation and the teacher monitors the Priority Report and provides re-teaching or intervention as prompted. Progress monitor with running records.

## OR

<b>IF</b> a student's RR level is <b>below</b> target, <u>but not a phonics need</u> ,	<b>THEN</b> administer <b>DIBELS Next</b> Oral Reading Fluency ( <b>ORF</b> ) measure to determine if fluency is a concern.
<b>IF</b> a student's ORF is <b>NOT</b> at target,	<b>THEN</b> proceed with fluency interventions which include text connections. ( <b>IF</b> fluency interventions are not successful, <b>THEN</b> administer PSI to identify skill gaps.)
<b>IF</b> a student's ORF is <b>at or above</b> target,	<b>THEN</b> continue with standards based instruction with text rich in language. (Analyze RR and ORF data to determine specific needs.)
(Note: <i>DIBELS Next</i> ORF measures are grade level text with no picture support similar to normed assessments.)	
<b>IF</b> a student's data indicates reading performance is a year or more below target,	<b>THEN</b> a daily intervention plan should be implemented. Decoding and Fluency are a necessary prerequisite for comprehension. Therefore, Phonological Awareness, Phonics, and Fluency deficiencies should be addressed <b>prior to or be embedded within</b> Comprehension and Vocabulary intervention.

## \*Second Grade Progress Monitoring Indicators

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

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

# Grade 2 Identification/Intervention Decision Tree

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

Students *identified* with a reading deficiency must be provided intervention **beyond** their core ELA Instruction until the deficiency is remedied. Supplemental intervention provided will target skills which pose the greatest barrier to learning and intervention will be matched to student need as outlined by MTSS. If a student does not respond to Tier 2 intervention, student will be considered **substantially deficient in reading** and will require a Tier 3 intervention. An increase in intensity may be represented through smaller group size and/or increased instructional time. *Parents receive formal communication of reading deficiency by mid-year if student is not working on-level or*

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K-2 Progress Monitoring Indicators												
	Kindergarten				1 <sup>st</sup> Grade				2 <sup>nd</sup> Grade			
	End of 1 <sup>st</sup> 9 weeks	End of 2 <sup>nd</sup> 9 weeks	End of 3 <sup>rd</sup> 9 weeks	End of 4 <sup>th</sup> 9 weeks	End of 1 <sup>st</sup> 9 weeks	End of 2 <sup>nd</sup> 9 weeks	End of 3 <sup>rd</sup> 9 weeks	End of 4 <sup>th</sup> 9 weeks	End of 1 <sup>st</sup> 9 weeks	End of 2 <sup>nd</sup> 9 weeks	End of 3 <sup>rd</sup> 9 weeks	End of 4 <sup>th</sup> 9 weeks
PASI 3.1 Skill Number	3.6	5.3	5.8	5.11	5.11							
KLS Letter Naming (lowercase)	15/26	22/26	25/26	26/26								
KLS Letter Sounds	15/26	22/26	25/26	26/26								
KLS High Frequency Words	7/55	21/55	41/55	55/55								
Running Record Level				4	6	12	16	18	20	24	28	30
PSI Skill Number					2	4	5	6	6	7	8	9-10
*DIBELS Next Oral Reading Fluency (DORF) WCPM						23	41	60	51	72	81	90
*PSF OPM (Phoneme Segmentation)		20		40	40							
*NWF – CLS Fluency OPM (Correct Letter Sounds)		17		28	27	43		58	54			
*NWF – WWR Fluency OPM (Whole Words Read)					1	8		13	13			

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

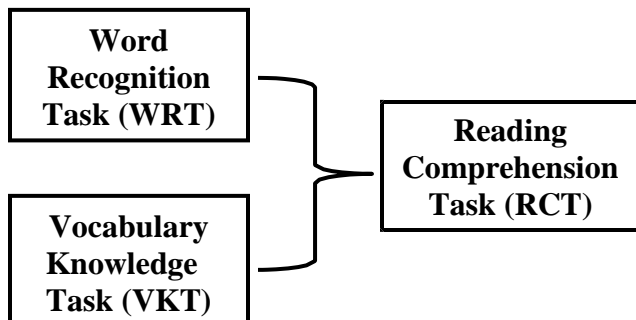
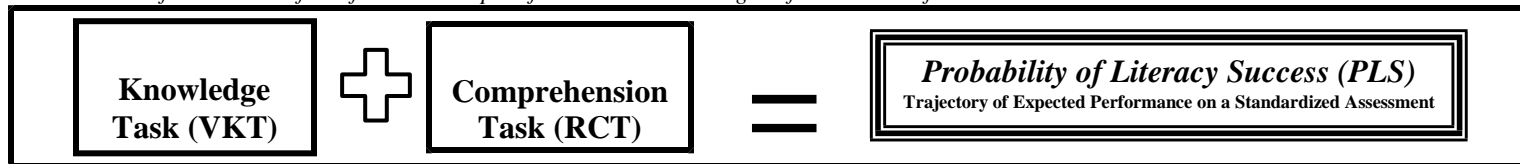
Connections to Curriculum				
Core Instruction				
Entry	Phonological Awareness	Phonics	Fluency	Vocabulary & Comprehension (includes oral vocabulary and listening comprehension)
<b>Core Instruction</b>	Instruction is aligned to the Language Arts Florida Standards. Standards Focus Documents identify priority and supporting standards for each nine weeks. Core instruction is provided using district and supplemental resources and delivered in multiple formats to make the learning accessible to all students.			
<b>Core Assessment</b>	KLS, Running Record, QLA, iReady	KLS, Running Record, QLA, Mini Tasks, iReady	Running Record, DORF, Istation	ELA Formative Assessments System (ELFAS), QLA, Mini Tasks, Running Record, Listening Comprehension Passages, iReady
Supplemental Instruction				
<b>Supplemental Instruction</b> <i>*Supplemental technology can be used as an intervention when paired with teacher directed lessons.</i>	PA Blueprint, Starlit, LLI, Barton, *Istation, *iReady, *Lexia	Phonics Lesson Library, Syllable Types, FCRR - Empowering Teachers' Resources, *Lexia, *Istation, *iReady Barton, LLI	Reader's Theater, Word Phrases, LLI, Fry Words, Repeated Reading	ELA Formative Assessments System (ELFAS), FCRR Search Tool & Empowering Teacher Resources, Voyager Passport, Write-In Reader Journeys Strategy Notebook, LLI, *Istation, *iReady
<b>Supplemental Assessment</b>	PASI, Istation	PSI, LLI Benchmarks, Istation, iReady	DORF, Istation	Running Record, DORF, SRI, FAIR Toolkit, LLI Benchmarks Istation, iReady
Intensive Instruction				
<b>Intensive instruction</b>	Intensive instruction may include supplemental curriculum with increased time, smaller group size, more frequent OPM, or more targeted instruction.			
<b>Intensive Assessment</b>	*PSF	*NWF/DORF	*NWF/DORF	DORF
Formal Diagnostic	In the few cases when student data is conflicting or insufficient, a formal reading diagnostic may be need to be administered for due diligence in pursuing what is in the best interest of a student's welfare, such as but not limited to the DAR or ERDA.			

The chart above provides **options** for instruction and assessment; it is not an inclusive listing of assessments and materials. Other evidence/researched-based resources may be used. Determining an instructional plan for a student should be a collaborative effort of the IPST and teacher. Multiple data sources should be considered when developing an intervention plan. If a student scored below an indicator in a particular area (e.g. fluency) this does not automatically equate to below grade level performance. Supplemental and Intensive instruction occurs outside the 90-minute block of ELA Instruction and is not in lieu of initial instruction. Parents receive formal communication when a school team determines intervention should move from Tier 2 to Tier 3.6.2018



# Grade 3 Identification/Intervention Decision Tree

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



**IF** a student's Probability of Literacy Success (PLS) score on the Broad Screen (BS) is 85% or higher, **THEN** focus on core instruction and consider individual students' strengths and weaknesses in decoding, vocabulary, and comprehension for targeting small group instruction.

**IF** a student's Probability of Literacy Success (PLS) score on the Broad Screen (BS) is 84% or lower, **THEN** administer the **Syntactic Knowledge Diagnostic Task (SKT)**.

*The ability score should be used to measure growth from one assessment to the next.*

## If a student's Reading Comprehension Task (RCT) is 39<sup>th</sup> percentile or lower AND...

**IF** student's Word Recognition Task (WRT), Vocabulary Knowledge Task (VKT) and Syntactic Knowledge Task (SKT) scores are **ABOVE 30th percentile**

Provide *enhanced* core instruction incorporating collaborative structures and writing experiences where students interact with vocabulary and **complex text** utilizing strategies in order to deepen understanding. Consider individual students' strengths and weaknesses in decoding, vocabulary, and comprehension for targeting and differentiating small group instruction and guided practice tasks.

**IF** Word Recognition Task (WRT) score is **BELOW 30th percentile**

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

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

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

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

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

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

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

**IF** Vocabulary Knowledge Task (VKT) score is **BELOW 30th percentile**

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

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

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

**IF** Syntactic Knowledge Task (SKT) score is **BELOW 30th percentile**

Provide explicit core instruction in sentence construction and determining how clauses and ideas relate to one another throughout a text.

Consider use of mentor text and sentence imitation as models to teach students how to recognize and also produce syntactic elements: connectives (e.g., because, when, although), pronoun references (e.g., it, which), and verb tenses. (Refer to *Language and Writing Standards*)

⇒ **IF** a student struggles with recognizing, creating, or understanding the grammatical rules of sentences, **THEN** provide explicit instruction in the formal relationships between words, including but not limited to, pronouns, subjects, verbs, indirect/direct objects.

Progress monitor growth with *Daze*, writing rubrics or the FAIR-FS Open Response: Written Response diagnostic task.

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

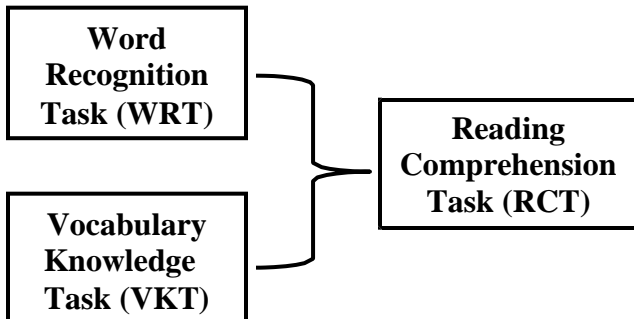
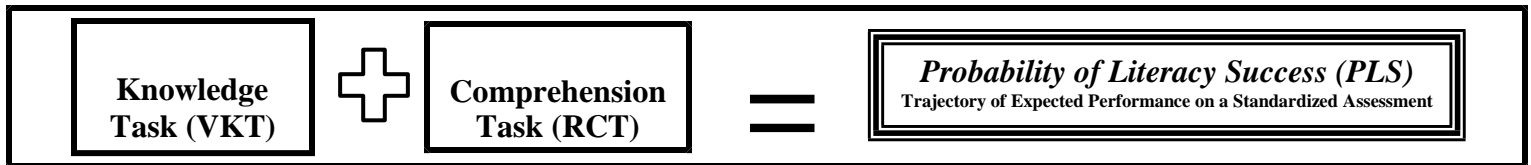
Students *identified* with a reading deficiency must be provided intervention **beyond** their core ELA Instruction until the deficiency is remedied. Supplemental intervention provided will target skills which pose the greatest barrier to learning and intervention will be matched to student need as outlined by MTSS. If a student does not respond to supplemental intervention, student will be considered **substantially deficient in reading** and will require a Tier 3 intensive intervention. An increase in intensity may be represented through smaller group size and/or increased instructional time. *Parents receive formal communication of reading deficiency by mid-year if student is not working on-level or when a school team determines intervention should move from Tier 2 to Tier 3.*

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## Grades 4-6 Identification/Intervention Decision Tree

The **FAIR-FS Broad Screen** will be administered to all students in grades 4-6. Parents of students scoring below Level 3 on ELA FSA are notified of the school's plan for intervention during the first 9 weeks of school.



**IF** a student's Probability of Literacy Success (PLS) score on the Broad Screen (BS) is 85% or higher, **THEN** focus on core instruction and consider individual students' strengths and weaknesses in decoding, vocabulary, and comprehension for targeting small group instruction.

**IF** a student's Probability of Literacy Success (PLS) score on the Broad Screen (BS) is 84% or lower, **THEN** administer the **Syntactic Knowledge Diagnostic Task (SKT)**.

*The ability score should be used to measure growth from one assessment to the next.*

### If a student's Reading Comprehension Task (RCT) is 39<sup>th</sup> percentile or lower AND...

#### **IF student's Word Recognition Task (WRT), Vocabulary Knowledge Task (VKT) and Syntactic Knowledge Task (SKT) scores are ABOVE 30<sup>th</sup> percentile**

Provide *enhanced* core instruction incorporating collaborative structures and writing experiences where students interact with vocabulary and **complex text** utilizing strategies in order to deepen understanding. Consider individual students' strengths and weaknesses in decoding, vocabulary, and comprehension for targeting and differentiating small group instruction and guided practice tasks.

#### **IF Word Recognition Task (WRT) score is BELOW 30<sup>th</sup> percentile**

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

- ⇒ **IF** a student's ORF is at or above benchmark, **THEN** proceed with providing explicit instruction addressing language and/or comprehension weaknesses. Refer to *Brevard Progression of Genres and Language Skills and Essential Components of Literacy* documents for targeting instruction. Progress monitor growth using *DIBELS Next Daze* measure or FAIR Toolkit measures.
- ⇒ **IF** a student's ORF is **NOT** at benchmark, **THEN** proceed with **fluency** interventions. Review data and determine whether student needs intervention addressing fluency and/or phonics deficiencies. Progress monitor fluency using the *DIBELS Next Oral Reading Fluency (ORF)* measures.
- ⇒ **IF decoding** is determined to be area of deficiency, **THEN** administer Phonics Screener for Intervention (PSI) starting with Skill 10: Multisyllabic Words. Provide instruction in word study, syllable types and the written patterns of English. Progress monitor growth using the PSI, Spelling Inventory or *DIBELS Next Oral Reading Fluency (ORF)* measures.

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

#### **IF Vocabulary Knowledge Task (VKT) score is BELOW 30<sup>th</sup> percentile**

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

- ⇒ **IF** student struggles with the meaning of words or word parts (morphemes), **THEN** provide instruction on how to construct new words building on a base or root (Greek and Latin) and how affixes (prefixes/suffixes) impact meaning. Progress monitor growth using FAIR Toolkit: Academic Word Inventory, *Words Their Way* tools, or Cloze Passages.

#### **IF Syntactic Knowledge Task (SKT) score is BELOW 30<sup>th</sup> percentile**

Provide explicit core instruction in sentence construction and determining how clauses and ideas relate to one another throughout a text. Consider use of mentor text and sentence imitation as models to teach students how to recognize and also produce syntactic elements: connectives (e.g., because, when, although), pronoun references (e.g., it, which), and verb tenses. (Refer to *Language and Writing Standards*)

- ⇒ **IF** a student struggles with recognizing, creating, or understanding the grammatical rules of sentences, **THEN** provide explicit instruction in the formal relationships between words, including but not limited to, pronouns, subjects, verbs, indirect/direct objects. Progress monitor growth with Daze, writing rubrics or the FAIR-FS Open Response: Written Response diagnostic task.

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

Students *identified* with a reading deficiency must be provided intervention beyond their core ELA Instruction until the deficiency is remedied. Supplemental intervention provided will target skills which pose the greatest barrier to learning and intervention will be matched to student need as outlined by MTSS. If a student does not respond to supplemental intervention, student will be considered **substantially deficient in reading** and will require Tier 3 intervention. An increase in intensity may be represented through smaller group size and/or increased instructional time. *Parents receive formal communication of reading deficiency by mid-year if student is not working on-level or when a school team determines intervention should move from Tier 2 to Tier 3.*

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### 3<sup>rd</sup> - 6<sup>th</sup> Grade Progress Monitoring Indicators

	3 <sup>rd</sup> Grade				4 <sup>th</sup> Grade				5 <sup>th</sup> Grade				6 <sup>th</sup> Grade			
	End of 1 <sup>st</sup> 9 Weeks	End of 2 <sup>nd</sup> 9 Weeks	End of 3 <sup>rd</sup> 9 Weeks	End of 4 <sup>th</sup> 9 Weeks	End of 1 <sup>st</sup> 9 Weeks	End of 2 <sup>nd</sup> 9 Weeks	End of 3 <sup>rd</sup> 9 Weeks	End of 4 <sup>th</sup> 9 Weeks	End of 1 <sup>st</sup> 9 Weeks	End of 2 <sup>nd</sup> 9 Weeks	End of 3 <sup>rd</sup> 9 Weeks	End of 4 <sup>th</sup> 9 Weeks	End of 1 <sup>st</sup> 9 Weeks	End of 2 <sup>nd</sup> 9 Weeks	End of 3 <sup>rd</sup> 9 Weeks	End of 4 <sup>th</sup> 9 Weeks
PSI Skill # - Syllable Types	9	10	11	12												
Running Record Level (Macmillan Level)	30	34		38		40+				50+				60+		
*Daze OPM for Comprehension and Vocabulary	14	21		26	20	23		31	21	25		32	23	31		31
*Oral Reading Fluency (DORF) - Grade Level Text 50 <sup>th</sup> National Norms - WCPM	71	83	95	107	94	103	113	123	110	119	128	139	127	134	141	150
DIBELS Next Comprehension Questions (passages 1, 5, 15, 20)	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70

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

#### \*District Oral Reading Fluency Timeline (Grades 3-6) – DIBELS Next with Comprehension Questions

Grade	Initial Within 1 <sup>st</sup> 4 Wks.	First Grading Period	Second Grading Period	Third Grading Period	Fourth Grading Period
Passage #	1	5	10	15	20
3 <sup>rd</sup> Grade	ALL Students	Students identified by Assessment Decision Tree			
3 <sup>rd</sup> - 6 <sup>th</sup> Grades	Required for Retained, Good Cause, FSA Level 1 Students unless IEP or ELL plan states an alternative method for OPM; Recommended for FSA Level 2 Students				

#### Connections to Curriculum

##### Core Instruction

Entry	Phonological Awareness	Phonics	Fluency	Vocabulary & Comprehension
<b>Core Instruction</b>	Instruction is aligned to the Language Arts Florida Standards. Standards Focus Documents identify priority and supporting standards for each nine weeks. Core instruction is provided using district and supplemental resources and delivered in multiple formats to make the learning accessible to all students.			
<b>Core Assessment</b>	Istation, iReady	FAIR-FS WRT, Running Record, Spelling Inventory, Istation, iReady	FAIR-FS, DORF, Writing Samples, Istation	FAIR-FS RC/VKT, QLA, ELA Formative Assessments (ELFAS), Mini Tasks, Running Record, Writing Samples, Istation, iReady

##### Supplemental Instruction

<b>Supplemental Instruction</b> <i>*Supplemental technology can be used as an intervention when paired with teacher directed lessons.</i>	Barton, *Lexia PA Blueprint, LLI	Phonics Lesson Library, Syllable Types, Empowering Teachers Lessons, LLI, Barton, Word Study, *Lexia, *Istation, *iReady	LLI, Fry Words, Reader's Theater, Repeated Reading	ELA Formative Assessments (ELFAS), FCRR Search Tool, Rewards, Voyager, FAIR-FS Open Response Tasks, LLI, *Lexia, *Istation, *iReady
<b>Supplemental Assessment</b>	Istation	PSI/DORF, Spelling Inventory, SRI, LLI Benchmarks, Istation, iReady	Running Record, DORF, SRI	FAIR-FS Open Response Tasks, LLI Benchmarks, DORF/DAZE, FAIR Toolkit, Running Record, SRI, Istation, iReady

##### Intensive Instruction

<b>Intensive Instruction</b>	Intensive instruction may include supplemental curriculum with increased time, smaller group size, more frequent ongoing progress monitoring (OPM) or more targeted instruction.			
<b>Intensive Assessment</b>	N/A	DORF	DORF	DORF
Formal Diagnostic	In the few cases when student data is conflicting or insufficient, a formal reading diagnostic may be needed to be administered for due diligence in pursuing what is in the best interest of a student's welfare, such as but not limited to the DAR or QRI.			

The chart above provides options for instruction and assessment; it is not an inclusive listing of assessments and materials. Determining an instructional plan for a student should be a collaborative effort of the IPST and teacher. Multiple data sources should be considered when developing an intervention plan. If a student scored below an indicator in an area this does not automatically equate to below grade level performance. Intensive instruction occurs outside the 90-minute block of ELA Instruction and is not in lieu of initial



## Brevard Public Schools- Intervention Decision Trees 2018-19

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

**If a student scores Level 3 or above on Spring 2018 ELA FSA**, provide rigorous, standards-based ELA instruction through the appropriate Language Arts or English courses. Progress monitor throughout the year using EWS (Early Warning System) indicators.

**If a student scores Level 1 or 2 on Spring 2018 ELA FSA or has NO Spring 2018 ELA FSA score then review past standardized test scores from 2015-16 & 2016-17:** FSA, SAT/PSAT, ACT/PLAN, or other standardized assessments from previous district or state.

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

- **Reading Plus, FAIR-FS**
- **iStation or iReady** (entering 7<sup>th</sup> graders)
- **Grades** reflect that student is highly successful & independent with rigorous ELA coursework.

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

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

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

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

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

- **Secondary students scoring Level 1 or 2 on Spring 2018 ELA FSA will be progress monitored during the 2018-19 school year 3x/year with Reading Plus Benchmark assessments, regardless of placement.**
- Additionally, progress monitor throughout the year using EWS indicators.
- MTSS Lesson & Progress Monitoring Resources:  
Reading Plus Learn- Teacher Resource site <https://learn.readingplus.com/>  
FAIR Search Tool – <http://www.fcr.org/FAIR/index.shtm>  
Just Read Now!– Strategy Lessons <http://www.readingeducator.com/strategies/>

## Brevard Public Schools- Intervention Decision Trees 2018-19

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

#### Core Tier 2 Instruction- Intensive Language Arts

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

Curriculum Resources	Progress Monitoring Options
<ul style="list-style-type: none"> <li>• District-developed <b>Literacy Design Collaborative</b> modules that support content area instruction:                             <ul style="list-style-type: none"> <li>○ 7<sup>th</sup> -10<sup>th</sup> grade Social Studies, Science, and Habits of the Mind</li> <li>○ 11<sup>th</sup>/12<sup>th</sup> grade- Teengagement- Current Topics</li> </ul> </li> <li>• <b>Building Vocabulary</b> (Teacher Created Materials)</li> <li>• <b>American Reading Company</b> Leveled Libraries</li> <li>• <b>Reading Plus</b></li> </ul>	<ul style="list-style-type: none"> <li>• Literacy Design Collaborative Performance Task Writing Rubrics</li> <li>• Embedded LDC Formative Assessments</li> <li>• Reading Plus Benchmark Assessments &amp; weekly progress reports</li> <li>• Building Vocabulary &amp; district-developed pre/post assessments and ongoing formative assessment</li> <li>• Independent Reading Level Assessment (IRLA)</li> </ul>



#### Supplemental Tier 2 Instruction- Intensive Language Arts

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

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



**Brevard Public Schools- Intervention Decision Trees 2018-19**  
**Multi-Tiered System of Support within 7-12 Intensive Language Arts**

**Intensive Tier 3 Instruction- Intensive Language Arts**

*Students with a historical record of significant gaps in reading achievement and/or not showing expected growth in supplemental ILA Curriculum will receive instruction using one of the more prescriptive programs listed and/or additional explicit small group instruction within the ILA course. Students may also be enrolled in a “double-block”- 90 minutes of Intensive Language Arts/Reading instruction rather than a “single” 45-minute block.*

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

## APPENDIX C

### **300 Lowest-Performing Elementary School Additional Hour of Reading Instruction Implementation Plan**

Please complete the following questions to be included as an addendum to the 2018-2019 K-12 District Comprehensive Reading Plan for all schools in your district who are on the list of 300 Lowest Performing Elementary Schools. A district may submit one set of answers for multiple schools in the district if every school is using the same implementation plan.

#### **Section 1: Contact Information**

1. **District name:** Brevard
2. **Contact name for schools covered on this plan:** Debbie Wood and Tara Harris
3. **Contact phone number:** 321-633-1000, ext. 342 or 330
4. **Contact email:** [wood.debbie@brevardschools.org](mailto:wood.debbie@brevardschools.org)
5. **Schools covered by this plan:** Endeavour Elementary School

#### **Section 2: Length of School Day**

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

1. **School start time:** 7:45
2. **School dismissal time:** 3:15
3. **Total number of instructional minutes per day:** 420 minutes
4. **Minutes per day of reading instruction (must be at least 150):** 150 minutes

#### **Section 3: Instructional Design**

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

Endeavour does have an extended day in order to provide the extra hour of instruction. Parents of Level 4 and 5 students have been notified that they may choose to have their child opt of the additional hour of instruction. Parents are also informed that the instruction provided during the extended hour for their child will be designed to build upon their strengths and deepen their learning experiences to include inquiry, research and collaborative opportunities.

Writing instruction connected to authentic texts or research related tasks/projects will be an emphasis for the additional hour for students. Students are given multiple opportunities to collaborate with their peers and receive guided instruction and feedback from their teacher.



## APPENDIX C

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

Teachers are evaluated with the district approved evaluation tool that meets statutory requirements. The district created a Brevard specific tool instead of adopting Danielson's or Marzano's evaluation instrument. Multiple formative observations are conducted throughout the year for monitoring effective teaching practices. Teachers providing intervention are highly qualified with acceptable VAM scores.

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

Each listed program provides multi-sensory opportunities; incorporates guided practice and solid evidence for accelerating language and reading development. Principal and district team have reviewed data and have determined that the below interventions will be used to provide intervention.

- *Leveled Literacy Intervention – LLI*  
LLI was implemented in October 2018 and the materials were used to provide Tier 2 services. The school has reviewed data and has identified areas to strengthen the fidelity of implementation. Students have responded well to the program. However, the school was hoping to see a larger impact on FSA results. With the additional focus on tightening up the delivery model – pacing and ensuring that all components of the intervention are being included as designed, the school is hoping to see a more significant impact on summative assessments and a transfer to student performance on core assignments and formative assessments.
- *Lexia Teacher Directed Lessons/Online Instruction*  
*Lexia* was used last year starting in late November but was not implemented in a systematic manner. Data for those students using *Lexia* was quite impressive so the new administrator renewed the site license and *Lexia* is now being implemented in a systematic and data is being monitored in a strategic manner.
- *95 Percent Group – Phonological Awareness, Phonics & Multisyllabic Lessons*  
*95 Percent Group's lessons were used sporadically in 2017-2018.* However, with the change in administration, the use of these materials are being utilized as designed. The district has seen proven/positive data for intervening PA, Phonics and fluency issues. Lesson design is direct and explicit in nature. Student progress is monitored with the PA or Phonics screener.
- *Barton Reading and Spelling Program*  
.. Barton is the district's adopted curriculum for students identified as Dyslexic.

## APPENDIX C

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

For the 2018-19 school year, elementary students will take the i-Ready reading diagnostic at the beginning of the year, mid-year and end of the year. Schools are to adhere to the district administration schedule. Principals and district staff will be monitoring the status of completion. Leadership and teaching staff will participate in ongoing professional development and data dialogue sessions on how to use data results and to identify student strengths and areas of weakness. After analyzing the data, teachers create differentiated small groups targeting specific reading needs. Interventions are progressed monitored and recorded data is stored in the district's data warehouse, Performance Matters.

During data meetings, progress-monitoring data will identify which students are making progress and those that are not. Small groups are fluid to match the needs of the students.

The grade level Identification/Intervention Decision Trees guide teachers through "if/then" statements to determine next steps for supporting students performing below expectation.

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

As listed above in question #3, Brevard has selected to use research proven programs to provide intensive reading instruction. These direct, explicit and systematic interventions are comprehensive in nature.

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

The comprehensive reading interventions utilized are heavily concentrated with informational text. Being comprehensive in design, lessons include text-based discussion/application and end with a writing task solidify learning.

District developed and adopted content integrated resources such as, Adapted Text Units, Text Sets, Comprehension Instructional Sequence Lessons, and Document Based Questioning Units are scaffolded structures to support readers with limited background and experiences to build content knowledge of science and social studies standards as they strengthen and develop their reading skills and strategies.

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Text-based Writing is a critical area of improvement. Ready Writing materials support writing instruction. Students read and code text, then produce a written response to an informative or opinion/argument prompt related to the texts read.

## APPENDIX C

### **300 Lowest-Performing Elementary School Additional Hour of Reading Instruction Implementation Plan**

Please complete the following questions to be included as an addendum to the 2018-2019 K-12 District Comprehensive Reading Plan for all schools in your district who are on the list of 300 Lowest Performing Elementary Schools. A district may submit one set of answers for multiple schools in the district if every school is using the same implementation plan.

#### **Section 1: Contact Information**

- 1. District name:** Brevard
- 2. Contact name for schools covered on this plan:** Debbie Wood and Tara Harris
- 3. Contact phone number:** 321-633-1000, ext. 342 or 330
- 4. Contact email:** [wood.debbie@brevardschools.org](mailto:wood.debbie@brevardschools.org)
- 5. Schools covered by this plan:** Mims Elementary School

#### **Section 2: Length of School Day**

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

- 1. School start time:** 8:00
- 2. School dismissal time:** 2:30
- 3. Total number of instructional minutes per day:** 360 minutes
- 4. Minutes per day of reading instruction (must be at least 150):** 150 minutes

#### **Section 3: Instructional Design**

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

Mims does not have an extended day. Their additional hour of reading instruction is incorporated within the normal school day. Parents are also informed that the instruction provided during the extended hour for their child will be designed to build upon their strengths and deepen their learning experiences to include inquiry, research and collaborative opportunities.

Writing instruction connected to authentic texts or research related tasks/projects will be an emphasis for the additional hour for students. Students are given multiple opportunities to collaborate with their peers and receive guided instruction and feedback from their teacher.

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

Teachers are evaluated with the district approved evaluation tool that meets statutory requirements. The district created a Brevard specific tool instead of adopting Danielson's or Marzano's evaluation instrument. Teachers providing intervention are highly qualified with acceptable VAM scores.

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

Each listed program provides multi-sensory opportunities; incorporates guided practice and solid evidence for accelerating language and reading development. Principal and district team have reviewed data and have determined that the below interventions will be used to provide intervention.

- *Leveled Literacy Intervention – LLI*

LLI was implemented in January 2018 and the materials were used with mostly primary students. Data reflects that students are responding positively and making significant gains. During the 2018-19 school year, LLI is being expanded to support intermediate students.

- *Lexia Teacher Directed Lessons/Online Instruction*

*Lexia* is currently only being utilized with ESE students, since these students were not responding positively to i-Ready.

- *95 Percent Group – Phonological Awareness, Phonics & Multisyllabic Lessons*  
*95 Percent Group's lessons were used in 2017-2018 and have been proven to address PA, Phonics and fluency issues. Lesson design is direct and explicit in nature. Student progress is monitored with the PA or Phonics screener.*

- *Barton Reading and Spelling Program*

.. Barton is the district's adopted curriculum for students identified as Dyslexic.

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

For the 2018-19 school year, elementary students will take the i-Ready reading diagnostic at the beginning of the year, mid-year and end of the year. Schools are to adhere to the district administration schedule. Principals and district staff will be monitoring the status of completion. Leadership and teaching staff will participate in

## APPENDIX C

ongoing professional development and data dialogue sessions on how to use data results and to identify student strengths and areas of weakness. After analyzing the data, teachers create differentiated small groups targeting specific reading needs. Interventions are progressed monitored and recorded data is stored in the district's data warehouse, Performance Matters.

During data meetings, progress-monitoring data will identify which students are making progress and those that are not. Small groups are fluid to match the needs of the students.

The grade level Identification/Intervention Decision Trees guide teachers through "if/then" statements to determine next steps for supporting students performing below expectation.

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

As listed above in question #3, Brevard has selected to use research proven programs to provide intensive reading instruction. These direct, explicit and systematic interventions are comprehensive in nature.

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

The comprehensive reading interventions utilized are heavily concentrated with informational text. Being comprehensive in design, lessons include text-based discussion/application and end with a writing task solidify learning.

District developed and adopted content integrated resources such as, Adapted Text Units, Text Sets, Comprehension Instructional Sequence Lessons, and Document Based Questioning Units are scaffolded structures to support readers with limited background and experiences to build content knowledge of science and social studies standards as they strengthen and develop their reading skills and strategies.

Text-based Writing is identified as a critical area of improvement. Students with classroom teachers for Tier 2 interventions utilize the Performance Coach writing lessons on a 5-day cycle. Students read and code text, then produce a written response to an informative or opinion/argument prompt related to the texts read.