



Broward County's K-12 Comprehensive Evidence-Based Reading Plan For 2024-2025



Annually, school districts must develop a Comprehensive Evidence-Based Reading Plan (CERP) that outlines the components of the district's comprehensive system of reading instruction. In order to assist districts, the Florida Department of Education (Department) has developed the attached format for district reading plans. Districts may utilize the Department's format or an alternative developed by the district school board. The CERP must be approved by the governing board or authority prior to submitting to the Department by August 1 for approval.

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

1) Contact Information

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

Point of Contact	Name	Email	Phone
Main Reading Contact	Dr. Fabian Cone	Fabian.cone@browardschools.com	754-321-1898
2 nd Contact for Elementary CERP	Melissa Miller	Melissa.miller5@browardschools.com	754-321-1898
2 nd Contact for Secondary CERP	Marie Garrido	Marie.garrido@browardschools.com	754-321-2123
Assessment	Richard Baum	Richard.baum@browardschools.com	754-321-2510
Data Element	Emily Coppa	Emily.coppa@browardschools.com	754-321-0329
Third Grade Promotion	Melissa Holtz	Melissa.holtz@browardschools.com	754-321-1852
MTSS- Elementary	Melissa Holtz	Melissa.holtz@browardschools.com	754-321-1852
MTSS- Secondary	Guy Barmoha	Guy.barmoha@browardschools.com	754-321-2124

2) District Expenditures

Comprehensive System of Reading Instruction Expenditures ([Rule 6A-6.053\(8\)\(b\)3.b., F.A.C.](#))

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

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Anticipated Amount of District Base Funding for CERP	\$15,651,758.	
Estimated proportional share distributed to district charters <i>*Charter schools must utilize their proportionate share in accordance with Section (s.) 1002.33(7)(a)2.a., s. 1003.4201 and s. 1008.25(3)(a), Florida Statutes (F.S.). Note: All intensive reading interventions specified</i>	\$2,822,012.	

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
<i>by the charter must be delivered by a teacher who has a literacy micro-credential or is certified or endorsed in reading.</i>		
Elementary Expenses		
Literacy coaches	\$9,279,040	107.0
Intervention teachers	0	
Scientifically researched and evidence-based supplemental instructional materials	\$340,000	
Summer reading camps	\$924,844	
Secondary Expenses		
Literacy coaches	0	
Intervention teachers	0	
Scientifically researched and evidence-based supplemental instructional materials	0	
K-12/PreK Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement, or an advanced degree in scientifically researched and evidence-based reading instruction	0	
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Reading Endorsement or Certification	0	
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Emergent, Elementary, or Secondary Literacy Micro-Credential	0	
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)	0	
Tutoring programs to accelerate literacy learning	0	
Family engagement activities	0	
Other – Please Describe		
District Trainer	\$85,228	
FES Scholarships	\$1,538,568	
Reading Allocation Reserves	\$662,067	
Sum of Expenditures	\$15,651,758	

3) Literacy Leadership – District and School

A. Measurable Student Achievement Goals ([Rule 6A-6.053\(8\)\(b\)3.d., F.A.C.](#))

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

FAST				
Grade	Previous School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above
VPK	8%	76%	7%	78%
K	17%	64%	15%	67%
1	19%	63%	17%	66%
2	18%	61%	16%	64%

FAST				
Grade	Previous School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	Level 1	Levels 3-5	Level 1	Levels 3-5
3	21%	57%	19%	60%
4	22%	57%	20%	60%
5	17%	60%	15%	63%
6	21%	57%	19%	60%
7	23%	54%	21%	57%
8	24%	52%	22%	55%
9	21%	55%	19%	58%
10	21%	54%	19%	57%

B. Plan Implementation and Monitoring ([Rule 6A-6.053\(9\), F.A.C.](#))

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

1. Provide an explanation of the following:

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	<ul style="list-style-type: none"> School-by-school usage data of high-quality, core Tier 1 curriculum using Benchmark Advance School, grade, region and sub-group progress monitoring data of Tier 1 curriculum using Benchmark Advance, iReady, & F.A.S.T. 	<ul style="list-style-type: none"> Grade and classroom usage data of high-quality, core Tier 1 curriculum using Benchmark Advance Grade and classroom progress monitoring data of Tier 1 curriculum using Benchmark Advance, iReady, & F.A.S.T.
Actions for continuous support and improvement	<ul style="list-style-type: none"> District LLT members will lead CWTs during literacy block for implementation of effective instruction in K-2 and 3-5 	<ul style="list-style-type: none"> LLTs will create a shared literacy vision, set goals, and monitor instruction through regular data conferences

	<ul style="list-style-type: none"> District will provide support for LLTs via a Canvas page of resources Coaching Data (Coach Logs, Coaching Cycle Data-monthly) District level LLTs walk-through/instructional review data 	<ul style="list-style-type: none"> Literacy Leadership Team conduct CWTs during literacy block for effective implementation of instruction in K-2 and 3-5 Coaching data (coach logs, coaching cycle data-monthly)
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	<ul style="list-style-type: none"> Student assessment data (FAST, iReady, NWEA MAP, Code Placement Test PM 1, 2, & 3 and monthly formative assessments) Implementation Data (program usage data- ongoing) Coaching data (coach logs, coaching cycle data-monthly) District level walk-through data-ongoing 	<ul style="list-style-type: none"> Student assessment data (FAST, iReady, NWEA MAP, Code Placement Test PM 1, 2, & 3 and monthly formative assessments) Implementation Data (program usage data- ongoing) Coaching data (coach logs, coaching cycle data-monthly) School-level walk-through data-ongoing
Actions for continuous support and improvement	<ul style="list-style-type: none"> Use student assessment data, implementation data, coaching and walk-through data to target and modify ongoing school support Use coaching logs to prioritize support to literacy coaches 	<ul style="list-style-type: none"> Use student assessment data to support differentiated instruction and organize extended learning opportunities Use implementation data, coaching data, and walk-through data to target support and professional learning for teachers
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	<ul style="list-style-type: none"> Student assessment data (FAST, NWEA MAP, Code Placement Test PM 1, 2, & 3 and monthly formative assessments) Implementation data (program usage data- ongoing) Coaching data (coach logs, coaching cycle data-monthly) District-level walk-through data-ongoing 	<ul style="list-style-type: none"> Student assessment data (FAST, NWEA MAP, Code Placement Test PM 1, 2, & 3 and monthly formative assessments) Implementation data (program usage data- ongoing) Coaching data (coach Logs, coaching cycle data-monthly) School-level walk-through data-ongoing
Actions for continuous support and improvement	<ul style="list-style-type: none"> Use student assessment data, implementation data, coaching and walk-through data to target and modify ongoing school support Use coaching logs to prioritize support to literacy coaches. 	<ul style="list-style-type: none"> Use student assessment data to support differentiated instruction and organize extended learning opportunities Use implementation data, coaching data, and walk-through data to target support and professional learning for teachers

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

Our BCPS K-12 CERP Root Cause Analysis & Reflection Committee met five times throughout the 2023-2024 year to discuss & analyze our literacy practices. Using the results from the Reflection Tool, we revised and refined our K-12 CERP for 2024-2025 to reflect our updated needs as a district. To do this, we have selected three different indicators from the K-12 CERP Reflection Tool to focus on for the 2024-2025 school year. Indicator 6 under Literacy Leadership, "School Literacy Leadership Teams are established and meet regularly to disaggregate data and make informed decisions about how to maximize student growth in reading." We will also address Indicators 5 and 6 under Literacy Coaching. "Literacy coaches are provided with the time, preparation and continuous support to properly fulfill their role (e.g., district/school monthly meetings) and ongoing support" and "Literacy coaches prioritize time to those teachers, activities and roles that will have the greatest impact on student achievement in reading, namely coaching, modeling and mentoring in classrooms daily."

The BCPS K-12 CERP Root Cause Analysis & Reflection Committee determined action steps to take during the 2024-2025 school year to improve our performance on the selected indicators. To improve Literacy Leadership, a Canvas course will be developed and released with step-by-step directions and resources for the implementation of effective LLTs. This will include group membership, setting a vision & goals, disaggregating data, and conducting literacy walks. To improve Literacy Coaching, state statutes will be reviewed with school leaders, review the job description to clarify roles & responsibilities of a coach versus an administrator, and create a "look-for" guide for effective literacy coaching that highlight state mandates.

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

School-level principals annually review the district's reading plan with the School Literacy Leadership Team to ensure effective communication and implementation of the K-12 CERP by conducting classroom walkthroughs during the 90-minute reading block, participating in reading data chats, and being active participants of the collaborative problem-solving team meetings.

BCPS Regional Superintendents and Regional Teaching & Learning Directors monitor Tier 1 progress monitoring data and provide direct oversight of schools. Along with Elementary/Secondary Learning ELA Curriculum Supervisors, they are responsible for supporting and monitoring implementation of the K-12 CERP. Our K-12 CERP is monitored for implementation via regular data disaggregation of F.A.S.T. data, iReady data, comprehensive core curriculum data, and by conducting regular CWTs, Instructional Reviews, and feedback conversations. An additional part of this process for 2024-2025 included regular Instructional Reviews of schools that included district and school leadership collaboration.

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

The District Literacy Leadership Team and members of the Assessment Team meet regularly to review progress monitoring from the F.A.S.T., iReady, and the Tier 1 curriculum (K-5: Benchmark Advance; 6-12: HMH). Findings are shared with BCPS Regional Superintendents and Regional Teaching & Learning Directors and additional school support is provided by the Regional Offices and the Office of Academics based on the data.

Beginning in 2023-2024, representatives from Curriculum Associates met quarterly with leaders from the Elementary & Secondary Learning Department to gauge the usage of our evidence-based, core curriculum for Tier 1 instruction via iReady diagnostic results. This helped us better ensure that schools are in compliance with the K-12 CERP. Therefore, we will continue this practice for the 2024-2025 school year.

In addition, all teachers in K-5 are utilizing the new process for determining a reading area of focus for students not reading on grade level that is in alignment with the science of reading (Applying the SoR at BCPS: Part 2). This assist us in ensuring that students are getting the best intervention for their priority area of need. Finally, we will continue to closely monitor the data and use of our approved, evidence-based interventions. It is essential that we ensure that all of our K-5 students have the skills needed to decode with ease, and the background knowledge and vocabulary to understand what they are reading.

The Secondary Learning Department meets with HMH regularly to monitor program fidelity and student achievement, which allows us to ensure that the K-12 CERP is being followed and track student progress. After each assessment period the principals, assistant principals, schedulers, and coaches review data at their respective monthly meetings to review district and school level and set into motion action plans based on the data. Our goal at the secondary level is to “graduate” students out of Tier 2 and 3 interventions as they show mastery of progress monitoring data and ensuring they are successful in Tier 1 instruction.

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

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

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

Yes/No

Yes

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

N/A

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

The requirements of the Just Read, Florida! Coaching Model per 6A-6.053(6)(c) F.A.C., are communicated through a series of meetings and memos. Prior to the start of each school year, principals participate in a meeting outlining policy 6A-6.053(6)(c) F.A.C., requirements. Throughout the school year, school-based literacy coaches participate in monthly Literacy Coach Forums to review/discuss coaching expectations, evidence-based instructional

practices, coaching requirements, data analysis, and strategies for school improvement. In addition, reviewing state statute expectations for the effective use of literacy coaches with school leaders is an area of focus for BCPS for the 2024-2025 school year. This includes the importance of protecting coaching time to ensure improvement in teacher practice over time, as indicated in the assurances portion of the K-12 CERP.

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

Broward has a comprehensive plan to ensure we provide support to our valued school-based, Literacy Coaches. As a hallmark of this, we have a monthly Literacy Coach Forum. Every forum concludes with an open Q & A where the Literacy Supervisors stay until every question is answered. Beginning in January 2024, the district rolled out new implementation expectations following each Literacy Coach Forum. These are designed as work-embedded application of the content presented to better ensure that teachers at the school-level understand the district vision for ELA.

When new programs or practices are communicated to schools, district staff holds open “Technical Assistance” sessions where coaches can come to get direct support in all district-wide initiatives. This includes holding monthly open Office Hours, when necessary. In addition, ELA Team members are assigned to schools to support the implementation of all aspects of the 90-minute Reading Block, when requested.

During their first two years as a coach, Literacy Coaches must complete our BCPS Coach Credentialing Program. One of the key tasks of the Coach Credentialing program is a data project aimed at providing opportunities to use current student data to reinforce learning, enhance coaching practices to improve teacher effectiveness, and increase student achievement. Coaches are also required to take a series of content courses from the Elementary or Secondary ELA and Literacy team that builds their knowledge of literacy practices aligned to the science of reading.

Master Coaches are assigned to support new teachers and school-based Literacy Coaches, providing ongoing support based on need. The focus of this support is centered around helping coaches gather and analyze data and create action plans to better adjust and differentiate instruction. Master Coaches and the District ELA Team work to ensure that Literacy Coaches participate in targeted professional learning based on their needs and that of the school.

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

As a result of our K-12 CERP Root Cause Analysis & Reflection Committee’s work, data analysis is an area of focus for BCPS during the 2024-2025 school year. There is at least one Literacy Coach at every elementary school and secondary school throughout Broward. Professional development activities for Literacy Coaches will continue to focus on aligning all

literacy practices to the science of reading. However, for 2024-2025, there will be an emphasis on effective coaching practices based on the “Just Read, Florida!” Coaching Model outlined in state statute. Professional development will continue to be provided on the analysis of school-wide student achievement data, ongoing assessment to monitor instruction and intervention, how to determine an area of focus for readers below grade level, and the use of differentiated and multisensory instructional strategies.

At BCPS we emphasize rigor, relevance, and reading and writing in and throughout the content areas. This is to enhance content area expertise and cement learning. Integrated use of classroom technology is used to enhance teaching and learning, classroom management, and parent communication.

At the secondary level, we provide Literacy Coaches with a list of milestones throughout the year to ensure that they are focused on the key tasks of implementing the K-12 CERP, including progress monitoring, placement of students into interventions, coaching cycles, professional development, and more.

To assist both literacy coaches and administration teams, the Office of Academics collaborated to develop key tools to ensure alignment of our literacy practices to the science of reading. These include an **BCPS Science of Reading Implementation Guide**, the **BCPS Science of Reading Playbooks**, and the **BCPS Science of Reading Rules of Engagement**.

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

The Department of Coaching and Induction assigns a Master Coach to each cadre of schools to provide support to school-based literacy coaches. At each school site, Master Coaches provide on-going coaching support and monitor the literacy coach implementation of the requirements of the Just Read, Florida! Coaching Model per 6A-6.053(6)(c) F.A.C. Master Coaches are assigned to Principal Supervisors.

4) Assessment, Curriculum and Reading Instruction

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

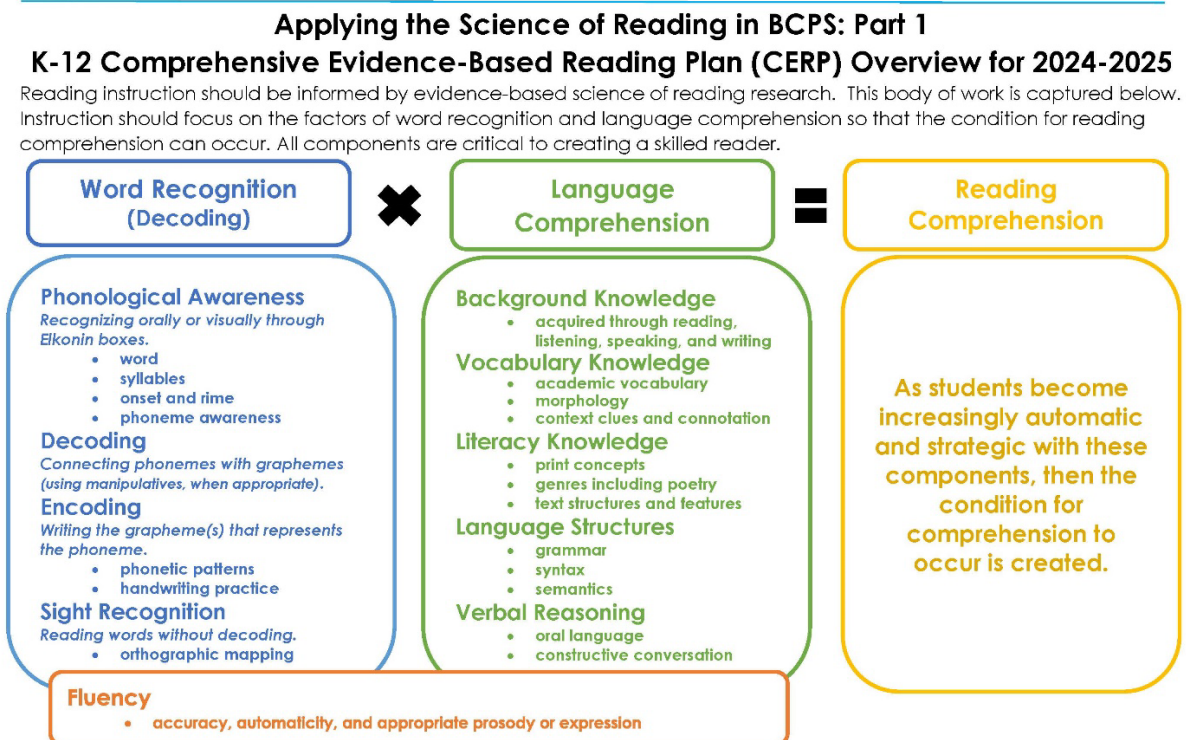
K-12 reading instruction will align with Florida's Formula for Reading Success, $6 + 4 + T1 + T2 + T3$, which includes:

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.
- **Four types of classroom assessments:** screening, progress monitoring, diagnostic and summative assessment.
- **Three tiers of instruction that are standards-aligned;** include accommodations for students with a disability, students with an Individual Educational Plan (IEP) and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in [34 Code of Federal Regulations 200.2\(b\)\(2\)\(ii\)](#).

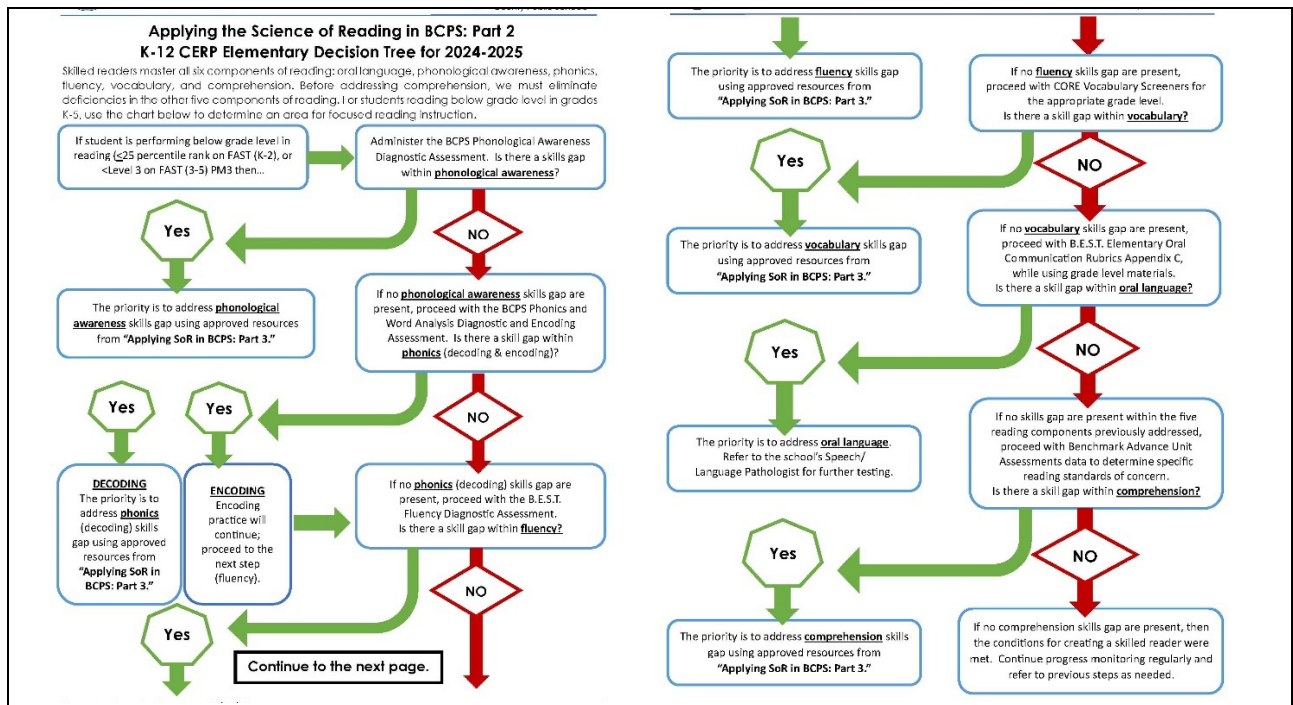
- **Core Instruction (Tier 1):** provides print-rich explicit and systematic, scaffolded, differentiated instruction and corrective feedback; builds background and content knowledge; incorporates writing in response to reading.
- **Supplemental Instruction/Interventions (Tier 2):** provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; occurs in addition to core instruction.
- **Intensive, Individualized Instruction/Interventions (Tier 3):** provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback and frequent progress monitoring; occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial reading deficiency. All intensive reading interventions must be delivered by instructional personnel who possess a literacy micro-credential as provided in [s. 1003.485, F.S.](#), or are certified or endorsed in reading.

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

The district created three guiding documents that summarize our K-12 CERP for 2024-2025. These are titled "Applying the Science of Reading at BCPS". **Applying the Science of Reading at BCPS: Part 1, Overview of K-12 CERP for 2024-2025** is an overview of the skills necessary to create a skilled, on grade-level reader, as seen below.



Applying the Science of Reading at BCPS: Part 2, K-12 CERP Decision Tree for 2024-2025 ensures that schools assess students on the most common areas of deficiency to diagnose a skill gap following a district-wide screening assessment.

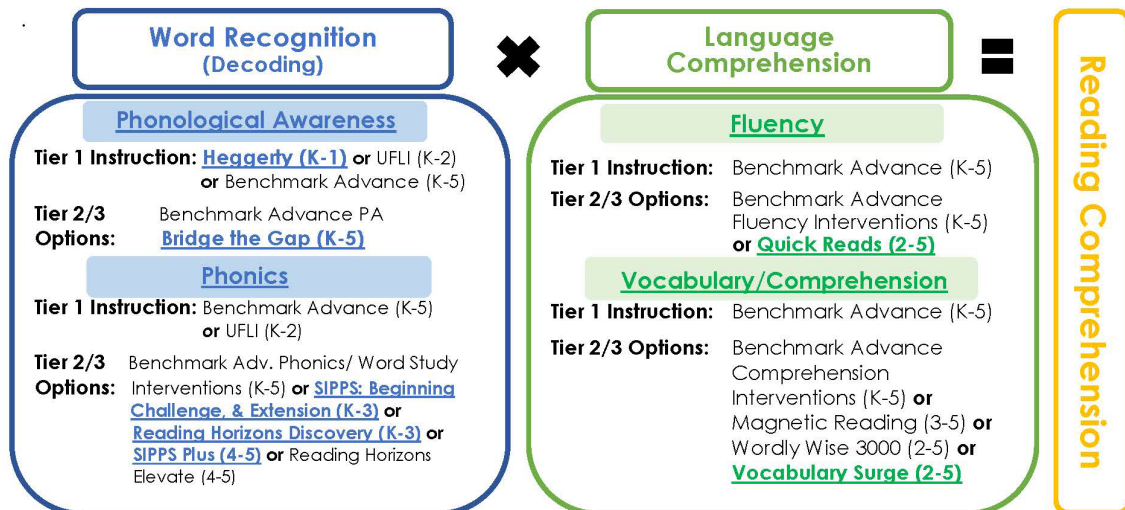


Finally, **Applying the Science of Reading at BCPS: Part 3, K-12 CERP Resources for 2024-2025** will ensure that every struggling student receives an appropriate, evidence-based intervention that is aligned with his/her identified area of need.

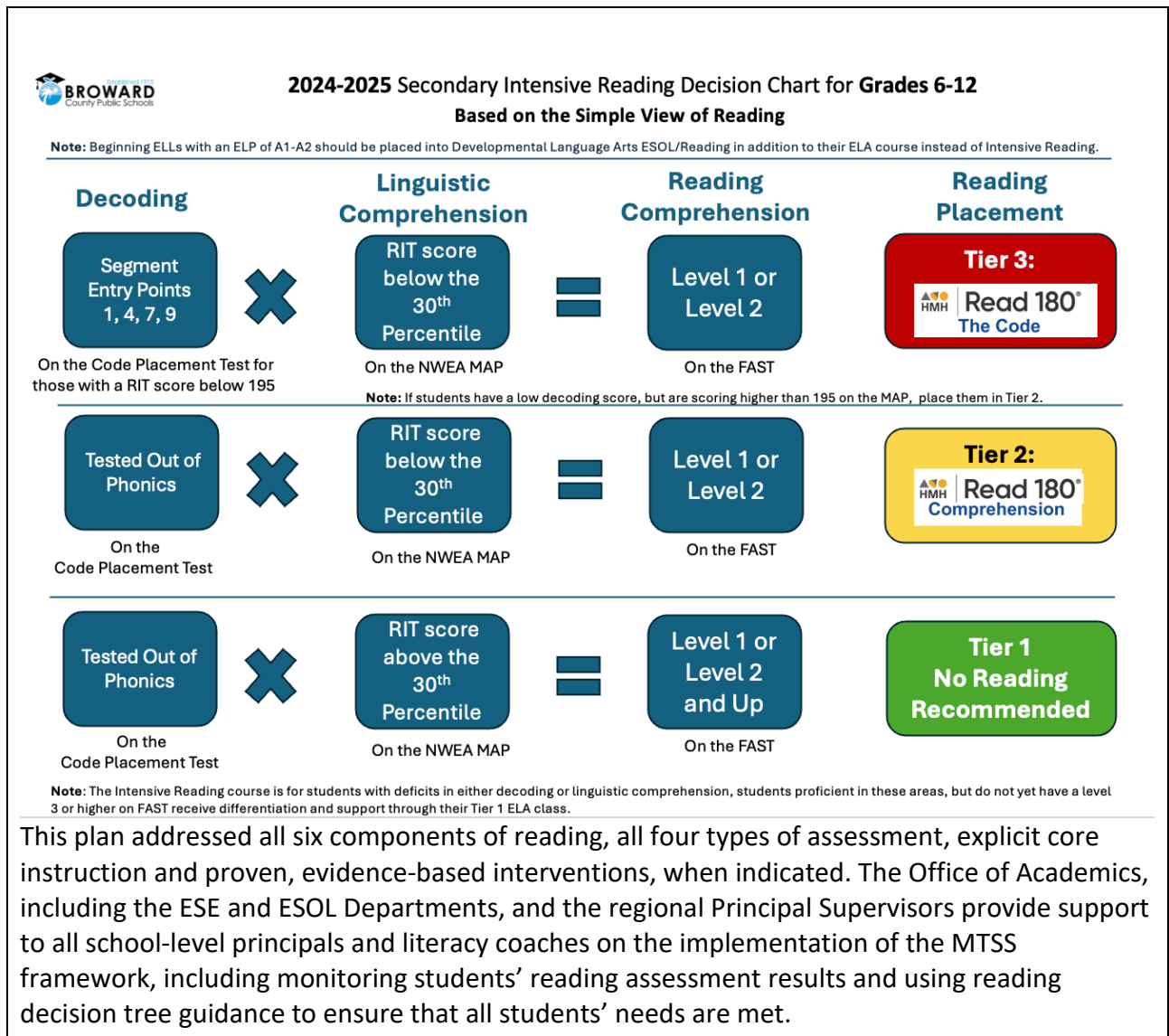
Applying the Science of Reading at BCPS: Part 3

K-12 Comprehensive Evidence-based Reading Plan (CERP) Resources for 2024-2025

Broward annually submits a K-12 Comprehensive Evidence-Based Reading Plan to the FLD OE. The programs, and practices listed on the approved plan help guide schools in the selection of district and state approved resources to address student needs. If a student has a foundational skill gap within the Word Recognition strand, there are many evidence-based options available on Broward's K-12 CERP (Comprehensive Evidence-Based Reading Plan). As a reminder, the Science of Reading clearly demonstrates that we must work to create the condition for comprehension to occur. Therefore, we do not directly remediate comprehension as an area of focus unless all other possible causes for reading deficiencies have been ruled out from the Word Recognition and Language Comprehension components.



In Secondary, the K-12 CERP Guidance Documents also utilize the Simple View of Reading to ensure that students are set up for success with the necessary skills needed to be a grade level reader, as illustrated below.



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

The Early Learning Department is part of our BCPS Science of Reading Journey to ensure cohesion of all instructional practices to the Science of Reading. Florida's Formula for Success is in alignment with this intentional effort. The district monitors the implementation of their curriculum to ensure that Florida's Early Learning and Developmental Standards are being taught with fidelity as well as identify students that may be in need of further supports via ESE or ELL concerns. This is monitored via the STAR Early Literacy at the conclusion of VPK. The School Board of Broward County's Head Start/ Early Intervention Department effectively assesses, supports, and meets the needs of all learners while laying the foundation for educational success in the future. Our program conducts ongoing assessments, uses appropriate developmental screenings, parent-teacher conferences and home visits, formative assessments, health screenings and strict timelines to monitor a student's progress, their

individual educational progress, and overall needs. Teachers document their ongoing observational assessments in Teaching Strategies, a tool that is leveled three times a year (Fall, Winter and Spring) to monitor students, classrooms, and developmentally appropriate objectives. Teachers use developmental assessments and screenings such as Heggerty, Brigance, eDECA, health screenings, and assessments that measure literacy, speech and language, and concept development at varying times throughout the school year. The classroom teacher must align their instruction with the Florida Early Learning Standards ensuring that instruction is being taught to fidelity across all Domains. Each Head Start/ Early Intervention classroom is an inclusive classroom supporting resiliency for each learner enrolled. We value a play-based approach for our PreK students and use Creative Curriculum. All School Board of Broward County Head Start/Early Intervention classrooms, teachers and students then use the combined data from assessments, screenings, standards, and the curriculum to plan for instruction. The teachers analyze the data to design quality whole group instruction and determine individualized areas of strength and areas for improvement for small group or one on one instruction. This is the time where teachers will target specific educational needs and provide personalized support. Each day teachers scaffold their feedback and provide a variety of modalities and materials to support reaching diverse learners in their classrooms. There is a strong emphasis on literacy in a School Board of Broward County Head Start/Early Intervention classroom with a variety of conversation, feedback loops, open-ended questions, scaffolding, prompting through thought processes, encouragement, and affirmation. The final part of implementing a plan to meet the needs of all learners is to support the staff, teachers, students, families, and schools to continue to foster and deepen relationships and support for future success.

B. Assessment/Curriculum Decision Trees ([Rule 6A-6.053\(8\)\(b\)4., F.A.C.](#))

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

The Decision Trees must contain the following information:

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

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

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

Grades VPK-5

1. Grades VPK-5 Assessments

Indicate in the chart below the assessment(s) used to screen and progress monitor grades VPK-5 students. Add additional rows as needed.

Name of the Assessment	Target Audience (Grades VPK-5)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST Star Early Literacy	<input checked="" type="checkbox"/> VPK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
FAST Star Reading ELA	<input type="checkbox"/> PreK <input type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
FAST Cambium ELA	<input type="checkbox"/> VPK <input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed

Name of the Assessment	Target Audience (Grades VPK-5)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
Benchmark Advance Assessments	<input type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input checked="" type="checkbox"/> Monthly <input checked="" type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other
iReady Diagnostic	<input type="checkbox"/> VPK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Letter Names, Letter Sounds, and Concepts of Print	<input type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input checked="" type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Diagnostic Assessment of Reading (DAR)	<input type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other

Name of the Assessment	Target Audience (Grades VPK-5)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
BCPS Phonological Diagnostic & BCPS Phonics Diagnostic Assessments (adapted from Cool Tools: PA Inventory & Phonics Survey)	<input type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other
B.E.S.T. Standards for ELA: Appendix E- Measures of Fluency	<input type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other
CORE Teaching Reading Source Book: Vocabulary Screener	<input type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other
Reading Horizons: Discovery & Elevate	<input type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input checked="" type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
SIPPS: Beginning, Extension, Challenge & Plus	<input type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input checked="" type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input checked="" type="checkbox"/> Other

Name of the Assessment	Target Audience (Grades VPK-5)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
Star CBM (Curriculum Based Measures)	<input type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other

2. Students with a Substantial Reading Deficiency ([Rule 6A-6.053\(5\), F.A.C.](#))

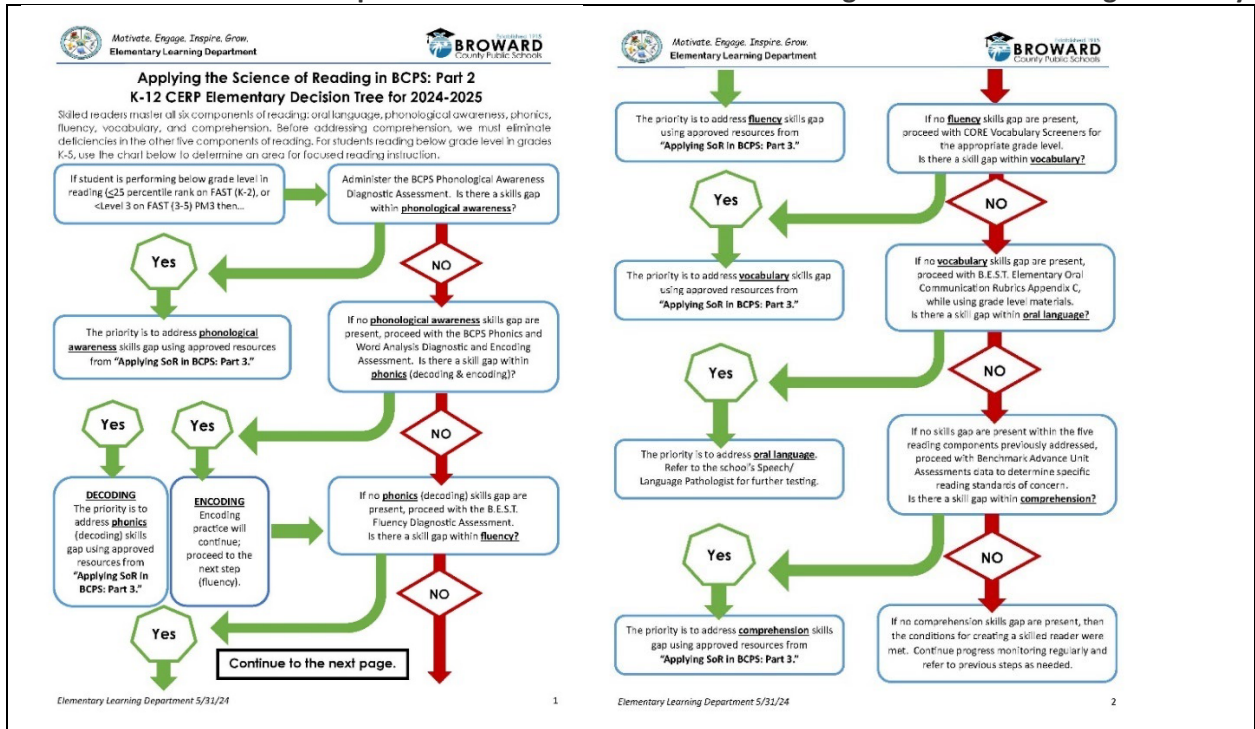
Students identified with a substantial reading deficiency must have an individualized progress monitoring plan that is designed to address the student's specific reading deficiency and that meets the minimum requirements set forth in [s. 1008.25\(4\)\(c\), F.S.](#)

Students with qualifying disabilities covered by an IEP or a 504 Plan are exempt from the requirement to have a progress monitoring plan, **only if** the IEP or 504 Plan addresses the student's reading deficiency. Nothing in Rule 6A-6.053(5), F.A.C., should be construed to require or prohibit an IEP or 504 Plan or the contents of the CERP. Districts and charter schools are authorized to develop individualized progress monitoring plans for students with IEPs or 504 Plans that address the student's reading deficiency.

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

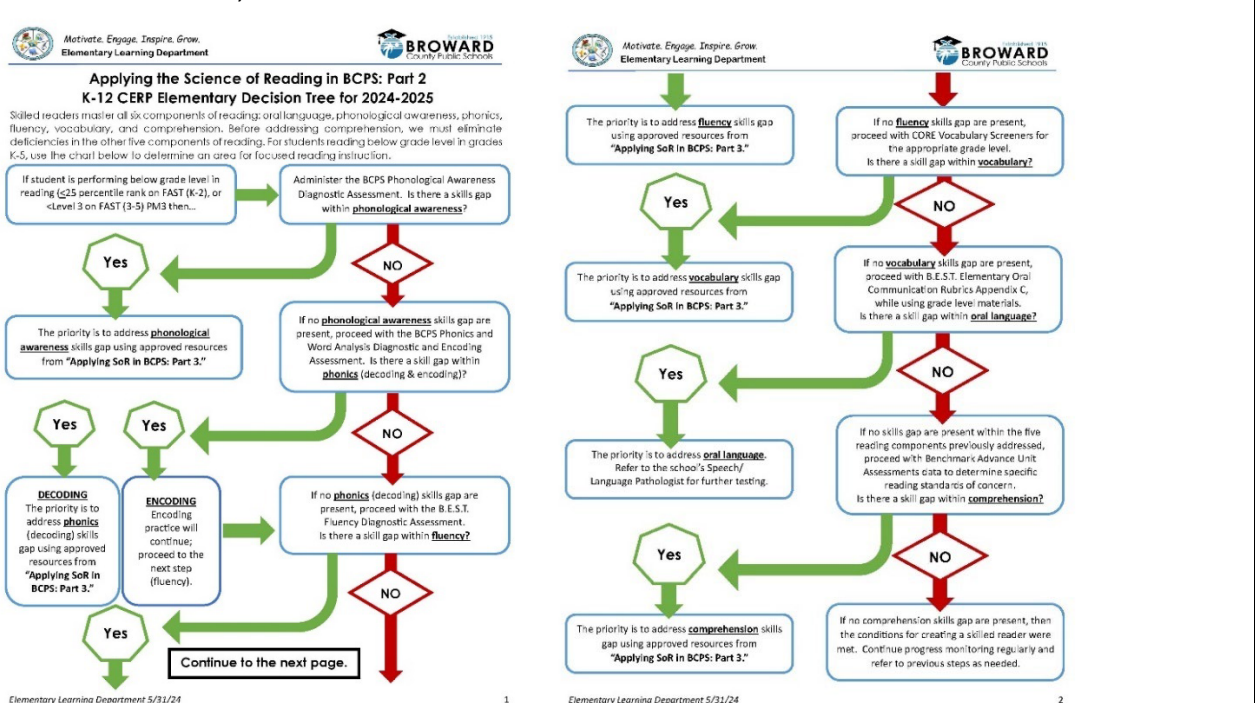
- The student is identified as in need of Tier 3 interventions;
- A student in grades K-3 demonstrates through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading; and
 - For kindergarten, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning, middle or end of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#);
 - For grades 1 and 2, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
 - For grade 3, the student scores below the twentieth (20th) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#)
- A student in grade 3 scores a Level 1 on the end-of-year statewide, standardized ELA assessment pursuant to [s. 1008.22\(3\)\(a\), F.S.](#)

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



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

For our 4-5 students, it is the same as with our K-3 students.



Once a skill gap is identified utilizing BCPS diagnostics, teachers utilize a skill-based, instructional pathway to ensure that adequate Tier 1 instruction is provided prior to referring a student for Tier 2 or Tier 3 intervention.

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

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

3a. Describe the district's process for identifying grades K-3 students with characteristics of dyslexia. Tier 3 interventions must be provided to students identified as having characteristics of dyslexia.

Students with dyslexia often exhibit difficulties with accurate and fluent word recognition, spelling, and decoding. Some characteristics of dyslexia include difficulty reading or sounding out unfamiliar words, slow reading rate, and poor reading comprehension. In writing, this may be observable with poor handwriting and difficulty spelling words accurately. With speaking, students with dyslexia may exhibit slow spoken language, late talking, and difficulty learning new words. People with dyslexia may also pause, hesitate, or use a lot of "um's" when speaking. They may also mispronounce long, unfamiliar, or complicated words, or confuse words that sound alike. Finally, people with dyslexia may also have trouble scanning or skimming text and may feel mentally overloaded or "switch off".

Broward has fully implemented a new process for determining the area of need for further instruction for all students in K-5. **Applying the Science of Reading at BCPS: Part 2, K-12 CERP Decision Tree for 2024-2025** ensures that schools assess students on the most common areas of deficiency in order to diagnose a skill gap, following a district-wide screening assessment. Schools will start by assessing a student's phonological awareness skills (a common area of concern with students with dyslexia). If a skill gap is indicated, this will be the area addressed for Tier 1 small group intervention. If student does not respond to their Tier 1 support, then the student will be referred for Tier 2 intervention in phonological awareness (PA). Our approved resources for PA are evidence-based and improve outcomes for students with characteristics of dyslexia. If no skill gap is detected in PA, schools will then move on to assess a student's phonics skills. If a skill gap is indicated, this will be the area addressed for Tier 1 small group intervention. If student does not respond to their Tier 1 support for phonics, then the student will be referred for Tier 2 intervention in phonics. Our approved resources for phonics are evidence-based and improve outcomes for students with characteristics of dyslexia. If no skill gap is detected, schools will then assess the student on their fluency skills. This is another common area of concern for students with characteristics of dyslexia. If a skill gap is indicated, this will be the area addressed for intervention. If no skill gap is detected, schools will then assess students on their vocabulary ability. If no skill gap is indicated, then we may intervene in comprehension because we have ensured that the student has built the condition for comprehension to occur.

In addition to the diagnostic assessments that cover the areas of reading that children with dyslexia are most likely to struggle with, for 24-25, we are adding the "The Colorado Learning Disabilities Questionnaire – Reading Subscale (CLDQ-R)". The CLDQ-R is a screening tool designed to measure risk of reading disability (i.e. dyslexia) in school-age children (Willcutt, Boada, Riddle, Chhabildas, DeFries & Pennington, 2011). Normative scores for this questionnaire were developed based on parent-reports of their 6–18-year-old children, as well as actual reading testing of these children. Willcutt, et al. (2011) found that the CLDQ-R is reliable and valid. It is important to note that the CLDQ-R is only a screener and does not constitute a formal evaluation or diagnosis. However, along with our district diagnostic assessments, we are providing schools with our Dyslexia Screener, which is found at <https://dyslexiaida.org/screening-for-dyslexia/dyslexia->

[screener-for-school-age-children/](#), we are confident that we will identify and assist students that may have dyslexia.

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

Our **BCPS Applying the Science of Reading: Part 2** ensures that the word recognition skill gaps that students exhibiting the characteristics of dyslexia are identified and addressed. In addition, we have created Instructional Pathways based on the sub skills of phonological awareness, phonics, and fluency. Teachers are given a suggested group of six lessons, then a progress monitoring option. This is followed by six more lessons and a final progress monitoring option. This ensures that students with characteristics of dyslexia receive the explicit instruction that they need in Tier 1 prior to be referred for RTI.

In addition to the diagnostic assessments that cover the areas of reading that children with dyslexia are most likely to struggle with, for 24-25, we are adding the “The Colorado Learning Disabilities Questionnaire – Reading Subscale (CLDQ-R)”. The CLDQ-R is a screening tool designed to measure risk of reading disability (i.e. dyslexia) in school-age children (Willcutt, Boada, Riddle, Chhabildas, DeFries & Pennington, 2011). Normative scores for this questionnaire were developed based on parent-reports of their 6–18-year-old children, as well as actual reading testing of these children. Willcutt, et al. (2011) found that the CLDQ-R is reliable and valid. It is important to note that the CLDQ-R is only a screener and does not constitute a formal evaluation or diagnosis. However, along with our district diagnostic assessments, we are providing schools with our Dyslexia Screener, which is found at <https://dyslexiaida.org/screening-for-dyslexia/dyslexia-screener-for-school-age-children/>. We believe this comprehensive approach will identify the students at risk for dyslexia.

Grades K-5 Decision Tree

Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.

Beginning of year data

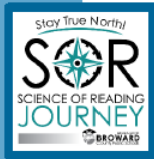
IF student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used.)

Kindergarten - Grade 2: Scored “On Watch” (25-39 PR) or “At/Above Benchmark” (40 PR) criteria on the FAST STAR Early Literacy or Reading Assessment for 2024-2025 PM1.

Grades 3-5: Scored at or above level 3 during the FAST-Cambium Progress Monitoring from 2023-2024 FAST PM3 or 2024-2025 PM1.

THEN TIER 1 Only
<p>Core Instruction Indicate the core curriculum and how the program is supported by strong, moderate or promising levels of evidence.</p> <p>Benchmark Advance Florida 2022 – State-approved, Promising levels of evidence</p>
<p>List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.</p> <p>Below grade level as defined by FAST if meeting the Tier 2 or 3 criteria on the charts below.</p>
<p>Explain how the effectiveness of Tier 1 instruction is monitored.</p> <p>Multiple data points are used to monitor Tier 1 instruction. This includes the FAST, iReady diagnostic assessment, and unit assessments from Benchmark Advance, our core curriculum. Classrooms where less than 80% of students are on grade level (based on Tier 1 criteria) will receive support from Literacy Coach and support staff at the school site. Schools where less than 80% of students are on grade level will receive professional learning and/or support based on needs identified from District departments offering professional learning opportunities for Tier 1 reading instruction.</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</p> <p>Classrooms (or schools) where specified Tier 1 curriculum and supplemental resources are not indicating improved literacy outcomes for at least 80% of students, identified teachers receive professional learning and support in implementing whole group and small group differentiated instruction using evidence-based resources. They also learn instructional practices that ensure the curriculum is being implemented with fidelity. In addition, we have developed a new “BCPS Science of Reading Rules of Engagement” to clearly outline what the Dos and Don’ts for alignment to the Science of Reading.</p>



SoR: Rules of Engagement for K-5

Explicit & Systematic Literacy Practices Aligned to the SoR

Six Components of Reading	DOs Practices that Align with SoR	DON'Ts Practices that do not Align with SoR
Oral Language	Student discourse is focused and observable. Teachers plan for student talk as part of every lesson.	Classroom is quiet. Discussions are unplanned or unintentional or engage one student at a time.
Phonological Awareness	There is a clear emphasis on sounds in spoken language prior to phonics instruction. Whole group instruction is provided daily in K-2.	Letters are used as the starting point for decoding print. Reading is treated as a visual skill. There is confusion between PA and phonics.
Phonics	Intentional instruction is provided on letter/sound (grapheme/phoneme) connections in K-2. Instruction is sequenced to increase in phonemic complexity. Students have opportunities for ample practice and applying learned phonics skills while reading and writing.	Students are copying text from the board (at any grade). Phonics is taught incidentally, not explicitly. Students in grades 3-5 rarely receive necessary instruction or practice in foundational skills and/or morphology.
Fluency	Teacher reads challenging & complex texts aloud to students daily that are on or above grade level. Rate is focused on after accuracy & prosody. There is a high degree of corrective feedback provided to students when errors are made.	Emphasis is placed on leveled or predictable texts that are not controlled for decoding difficulty. Students are directed to use pictures or guess when encountering unknown words.
Vocabulary	Words for direct academic instruction are selected using the chart on page 198 in the B.E.S.T. Standards for ELA. Explicit focus is placed on teaching cross content-area words that cannot be decoded. Students use new vocabulary when speaking and writing.	Many Tier 3 academic vocabulary words are taught each week. Students do not use new vocabulary while speaking or writing.
Comprehension	Students are observed completing the "Apply Understanding" following each explicit mini-lesson. Background knowledge, learning language structures, verbal reasoning, & literacy knowledge are intentionally taught using state-mandated Tier 1, core curriculum.	Using materials other than Benchmark Advance for Tier 1. Excessive reliance on test prep materials. All mini-lessons are presented at one time. "Applying Understanding" is not completed following each mini-lesson and small group/independent practice sessions.

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

Students are flagged for further testing based on their performance on the FAST and/or iReady. If a student scores below the 25% percentile on FAST, then the school will use the process outlined in **Applying the Science of Reading at BCPS: Part 2, K-12 CERP Decision Tree for 2024-2025** to determine the priority area for intervention. This year we added guidance for Tier 1 small group intervention to ensure that students receive aligned instruction prior to be referred to MTSS.

Beginning of year data

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

(Enter assessment criteria that will be used.)

Kindergarten: Scored in the Intervention level (10-24 PR) on FAST STAR Early Literacy in PM1 for 2024-2025 AND a foundational skill gap is identified in PA or Phonics using **Applying the Science of Reading at BCPS: Part 2**.

Grade 1: Scored in the Intervention level (10-24 PR) on FAST STAR Early Literacy or Reading in PM1 for 2024-2025 AND a foundational skill gap is identified in PA or Phonics using **Applying the Science of Reading at BCPS: Part 2**.

Grade 2: Scored in the Intervention level (10-24 PR) on FAST Reading in PM1 for 2024-2025 AND a foundational skill gap is identified in PA, Phonics, Fluency or Vocabulary using **Applying the Science of Reading at BCPS: Part 2**.

Grades 3-5: Scored below Level 3 on the 2023-2024 FAST PM3 for AND a foundational skill gap is identified in PA, Phonics, Fluency or Vocabulary using **Applying the Science of Reading at BCPS: Part 2.**

THEN TIER 1 Instruction and TIER 2 Interventions

Supplemental Instruction/Interventions

Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence.

Benchmark Advance Interventions for PA, Phonics/Word Study, Fluency, Vocabulary & Comprehension K-5- State Adopted (Level 2- ESSA)

Reading Horizons Discovery K-3 – (Does not yet meet strong, moderate, or promising levels of evidence for grades K-5; however, the following IES Practice Guide Recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade - Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters (Strong Evidence); Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words (Strong Evidence). The district will support and monitor implementation of this program by conducting school visits to observe, model, and provide feedback on implementation, including offering regular district-wide professional learning opportunities for teachers and coaches via a “train-the-trainer” model.

Reading Horizons Elevate 4-5 - (Does not yet meet strong, moderate, or promising levels of evidence for grades K-5; however, the following IES Practice Guide Recommendations support the program: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades - Recommendation 3: Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (Strong Evidence); The district will support and monitor implementation of this program by conducting school visits to observe, model, and provide feedback on implementation, including offering regular district-wide professional learning opportunities for teachers and coaches via a “train-the-trainer” model.

SIPPS Beginning, Extension & Challenge K-3 - (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) - (ESSA Rating -Moderate).

SIPPS Plus 4-5 - (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) - (ESSA Rating -Moderate).

Vocabulary Surge 2-5 - (Does not yet meet strong, moderate, or promising levels of evidence for grades K-5; however, the following IES Practice Guide Recommendations support the program: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades - Recommendation 3: Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (Strong Evidence); Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade - Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters (Strong Evidence); Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words (Strong

Evidence). The district will develop a plan to support and monitor implementation of this program by conducting school visits to observe, model, and provide feedback on implementation, including offering regular district-wide professional learning opportunities for teachers and coaches via a “train-the-trainer” model.

Innovations for Learning High Impact Tutoring K-1 - (ESSA Rating – Strong) Builds a solid phonics foundation, sight word acquisition, fluency, and comprehension Duration: 1:1 in the classroom, 2-5 times per week.

Bridge the Gap-2-5 - (ESSAQ Rating – Moderate) Intervention lessons include explicit instruction in early, basic, and advanced phonemic awareness skills. The curriculum is broken into three parts that increase in level of difficulty:

Part 1: Phoneme Isolation: Initial, Final, & Medial Phonemes

Part 2: Blending & Segmenting Phonemes

Part 3: Phoneme Manipulation: Adding, Deleting, & Substituting Phonemes

Indicate the evidence-based programs and practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable.

Specialized Program Individualizing Reading Excellence (SPIRE)– (ESSA Rating- Promising Evidence) S.P.I.R.E. is based on the well-established Orton-Gillingham approach to reading instruction. The program is designed to incorporate the Orton-Gillingham approach, which involves systematic, explicit, sequential, multisensory, phonics-based, and emotionally sound instruction. The IES Recommendations formerly cited were built into the program. SPIRE begins by addressing phonology, sound/symbol association, syllable types, and morphology that develop student decoding skills and provides students with multisensory practice opportunities that build fluency. Students develop comprehension skills through the morphology, syntax, and semantics components of the program. The program- embedded graphic organizers, routines, and higher order questions allow students to practice making sense of the text.

Imagine Language & Literacy- (ESSA Rating – Moderate) This is a personalized learning solution designed for ELLS that accelerates reading and language proficiency for students in grades K to 5. Designed to supplement core literacy instruction, Imagine Language & Literacy provides instruction and practice in all four domains of literacy—reading, writing, listening, and speaking. Through a comprehensive, systematic, and standards-aligned scope and sequence, students develop critical skills in phonological awareness, phonics, fluency, vocabulary, and comprehension.

Magnetic Reading, Florida B.E.S.T. Standards Edition for Grades 3–5 (ESSA Rating - Moderate)

This is a reading comprehension program that connects the art of teaching with the science of reading to develop successful, proficient, and confident readers. It should be used in ELOs and small group as an intervention once a student’s foundational skills have been addressed.

For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided.

Reading Horizons Discovery, SIPPS and SPIRE all include a multi-sensory component. In addition, some schools are piloting the use of UFLI in K-2 to prevent gaps in PA and phonics.

<p>Number of times per week interventions are provided:</p> <p>Tier 2 interventions are provided a minimum of three times per week.</p>
<p>Number of minutes per intervention session:</p> <p>15-30 minutes per session</p>
<p>Explain how the effectiveness of Tier 2 interventions are monitored.</p> <p>Schools monitor the effectiveness of Tier 2 interventions to ensure that they are being implemented with fidelity and are discussed during regular MTSS meetings. The goal is for the skill gap to be addressed, exiting the student from the intervention. If the Tier 1 criteria above is met (gap has closed), discontinue plan, monitor progress, and provide supplemental support.</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?</p> <p>MTSS provides support to schools' collaborative problem-solving team members to ensure compliance with data entry and progress monitoring of all the MTSS instructional strategies, interventions, and other resources that are used to help all students achieve reading success and evaluates the effectiveness of tiered interventions at schools. The district Literacy Leadership Team monitor multiple data points, including program-embedded progress monitoring assessments. The Office of Academics (Elementary, ESE, and ESOL Departments) ensures that teachers are trained on the use of reading decision charts and evidence-based instructional practices, strategies, and/or programs aligned to core curriculum and instruction.</p>
<p>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</p> <p>If Tier 2 criteria above are not met (gap is not closing), return to problem-solving process, utilize Instruction, Curriculum, Environment, and Learner (ICEL)/Review, Interview, Observation, and Test (RIOT) Framework, review fidelity of implementation and exclusionary factors, make instructional adjustments which may include a new goal, intervention and/or a change in intensity.</p>

Beginning of year data
<p>IF student meets the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.)</p> <p>Kindergarten: Scored in the Urgent Intervention level (Below 10 PR) on FAST Star Early Literacy in PM1 for 24-25 AND a foundational skill gap is identified in PA or phonics using Applying the Science of Reading at BCPS: Part 2</p> <p>Grade 1: Scored in the Urgent Intervention level (Below 10 PR) on FAST Star Early Literacy or Star Reading in PM1 for 24-25 AND a foundational skill gap is identified in PA or phonics using Applying the Science of Reading at BCPS: Part 2.</p> <p>Grade 2: Scored in the Urgent Intervention level (Below 10 PR) on FAST Star Reading in PM1 for 24-25 AND a foundational skill gap is identified in PA, phonics, fluency or vocabulary using Applying the Science of Reading at BCPS: Part 2.</p> <p>Grades 3-5: Scored below Level 2 on the 22-23 FAST Cambium PM3 or FAST Cambium PM1 for 24-25 AND a foundational skill gap is identified in PA, phonics, fluency or vocabulary using Applying the Science of Reading at BCPS: Part 2.</p>
THEN TIER 1 Instruction, TIER 2 Interventions and TIER 3 Intensive Interventions
<p>Intensive, Individualized Instruction/Interventions Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence.</p> <p>Benchmark Advance Interventions for PA, Phonics/Word Study, Fluency, Vocabulary & Comprehension-K-5 - State Adopted (ESSA Rating – Moderate)</p> <p>Reading Horizons Discovery K-3 – (Does not yet meet strong, moderate, or promising levels of evidence for grades K-5; however, the following IES Practice Guide Recommendations support the program: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades - Recommendation 3: Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (Strong Evidence); Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade - Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters (Strong Evidence); Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words (Strong Evidence).</p> <p>SIPPS Beginning, Extension & Challenge K-3 (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) - (ESSA Rating -Moderate)</p> <p>SIPPS Plus 4-5 (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) - (ESSA Rating -Moderate)</p>

Vocabulary Surge 2-5 - – (Does not yet meet strong, moderate, or promising levels of evidence for grades K-5; however, the following IES Practice Guide Recommendations support the program: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades - Recommendation 3: Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (Strong Evidence); Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade - Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters (Strong Evidence); Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words (Strong Evidence).

Innovations for Learning High Impact Tutoring K-1 - (ESSA Rating - Strong)

Builds a solid phonics foundation, sight word acquisition, fluency, and comprehension Duration: 1:1 in the classroom, 2-5 times per week.

Varsity Tutors 3-5 - High-impact tutoring has shown large positive impacts on student achievement. This was added for our transformation schools with a high level of students who are significantly below grade level. This has been integrated into our transformation schools model.

Bridge the Gap-2-5 (ESSAQ Rating – Moderate) Intervention lessons include explicit instruction in early, basic, and advanced phonemic awareness skills. The curriculum is broken into three parts that increase in level of difficulty:

Part 1: Phoneme Isolation: Initial, Final, & Medial Phonemes

Part 2: Blending & Segmenting Phonemes

Part 3: Phoneme Manipulation: Adding, Deleting, & Substituting Phonemes

Indicate the evidence-based programs and practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable.

Specialized Program Individualizing Reading Excellence (SPIRE) K-5– (ESSA Rating- Promising Evidence)

S.P.I.R.E. is based on the well-established Orton-Gillingham approach to reading instruction that has shown to be effective for students with disabilities. The program is designed to incorporate the Orton-Gillingham approach, which involves systematic, explicit, sequential, multisensory, phonics-based, and emotionally sound instruction. The IRS Recommendation formerly cited were built into the program. SPIRE begins by addressing phonology, sound/symbol association, syllable types, and morphology that develop student decoding skills and provides students with multisensory practice opportunities that build student fluency. Students develop comprehension skills through the morphology, syntax, and semantics components of the program. The program- embedded graphic organizers, routines, and higher order questions allow students to practice making sense of the text.

Imagine Language & Literacy K-5- (ESSA Rating – Moderate) This is a personalized learning solution designed for ELLS that accelerates reading and language proficiency for students in grades K to 5. Designed to supplement core literacy instruction, Imagine Language & Literacy provides instruction and practice in all four domains of literacy—reading, writing, listening, and speaking. Through a comprehensive, systematic, and standards-aligned scope and sequence, students develop critical skills in phonological awareness, phonics, fluency, vocabulary, and comprehension.

<p>For K-3 students who have a substantial reading deficiency or characteristics of dyslexia, identify the multisensory interventions provided.</p> <p>Reading Horizons Discovery, SIPPS and SPIRE all include a multi-sensory component. In addition, some schools are piloting the use of UFLI in K-2 to prevent gaps in PA and phonics.</p>
<p>Number of times per week interventions are provided:</p> <p>3-5 sessions per week.</p>
<p>Number of minutes per intervention session:</p> <p>Increased intensity in time over Tier 2 or lower student-to-teacher ratio.</p>
<p>Explain how the effectiveness of Tier 3 interventions are monitored.</p> <p>Schools monitor the effectiveness of Tier 3 interventions to ensure that they are being implemented with fidelity and discuss during regular MTSS meetings. The goal is for the skill gap to be addressed, exiting the student from the intervention. If Tier 2 criteria above (gap has closed), discontinue plan, monitor progress, and provide supplemental support.</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?</p> <p>MTSS provides support to schools' collaborative problem-solving team members to ensure compliance with data entry and progress monitoring of all the MTSS instructional strategies, interventions, and other resources that are used to help all students achieve reading success and evaluates the effectiveness of tiered interventions at schools. The district Literacy Leadership Team monitor multiple data points, including program-embedded progress monitoring assessments. The Office of Academics (Elementary, ESE, and ESOL Departments) ensures that teachers are trained on the use of reading decision charts and evidence-based instructional practices, strategies, and/or programs aligned to core curriculum and instruction.</p>

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

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

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

4a. Describe the district's plan to meet each requirement for Summer Reading Camps required by [s. 1008.25\(8\), F.S.](#) Include a description of the evidence-based instructional materials that will be utilized, as defined in [20 U.S.C. s. 7801\(21\)\(A\)\(i\)](#).

The Third Grade Summer Reading Camp will be offered to third grade students who are retained and/or score a Level 1 on FAST PM3 for ELA. The Summer Camp opportunity will be scheduled for approximately 96 total hours, with curriculum and instruction being

implemented by a highly effective teacher who is either certified or endorsed in reading. An intensive focus on foundational skills and student literacy development will be instituted. This will include evidence-based high-quality, explicit, systematic, and multisensory instruction in phonological awareness, phonics, fluency, vocabulary, comprehension, oral language, and writing to meet the differentiated needs of struggling readers and retained learners who have not yet met promotion criteria. Science and social studies content will be integrated into literacy instruction through content-based text reading and writing to support students in maximizing their vocabulary development and knowledge building in the content areas using DBQ.

Following the implementation of engaging, standards-based instruction, students will have the opportunity for promotion to fourth grade if they meet good cause promotion criteria through an alternative assessment (iReady), administered during the final week of the Third Grade Summer Reading program. The resources/ instructional materials listed below will be used to support the teaching and learning of students participating in BCPS Third Grade Summer Reading Camp.

Benchmark Advance 2022 and instructional materials will be utilized featuring explicit and systematic standards-based lessons. This will include whole group and small group differentiated reading and writing instruction that addresses skills in the essential components of reading instruction: phonological awareness, phonics, fluency, vocabulary, comprehension, and oral language. Teaching and learning practices will provide an intensive focus on the inclusion of explicit, systematic, and multisensory phonics instruction along with opportunities to extend responses through writing about reading using critical thinking skills to build vocabulary and content knowledge.

4b. Districts have the option of providing Summer Reading Camps to students in grades K-5 with a reading deficiency. Will the district implement this option?

Yes/No

Yes. For Rising 3rd Graders only for summer 2024.

Grades 6-8

5. Grades 6-8 Assessments

Indicate in the chart below the assessment(s) used to screen and progress monitor grades 6-8 students. Add additional rows as needed.

Name of the Assessment	Target Audience (Grades 6-8)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year

Name of the Assessment	Target Audience (Grades 6-8)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
		<input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension		<input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
HMH Code Placement Test	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
NWEA MAP	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
DAR	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 With an IEP	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input checked="" type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
ACCESS English Language Proficiency Test	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 ELL Learners	<input checked="" type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input checked="" type="checkbox"/> Other 2x Year

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

The Secondary Decision Chart is aligned with the Simple View of Reading. The first data point that is considered is FAST. Students with a level 3 and higher have their literacy needs addressed

in Tier 1 instruction. English language learners who are A1-B1 on their English language proficiency test are placed in a developmental language arts class so that they can learn the foundations of the English language.

If a student does not have at least a level 3 on FAST, the NWEA MAP—a proxy for language comprehension and the Code Placement Test, a measure of word recognition is administered. If the student is proficient and above and an advancing decoder this shows the student can grapple with on grade level text in a Tier 1 class and have their literacy needs addressed in the English Language Arts classroom and is not in need of an additional reading intervention, but their literacy skills are closely monitored by the Literacy Coach in case the student needs change.

Students who score low on one or both of the assessments—NWEA MAP and Code Placement Test-- need additional reading support. If students can read the words on the page—as indicated by testing out of decoding on the Code Placement Test-- but don't know what they mean—as indicated by a low MAP score that is below the 30th percentile, students need Tier 2 intervention with Read 180 addressing comprehension and vocabulary. If students can't read the words on the page as indicated by a low Code Placement Test score (entry points at segments 1,), they are placed in Tier 3 with The Code (part of Read 180 and formerly System 44) focusing on phonological awareness, phonics, and fluency.

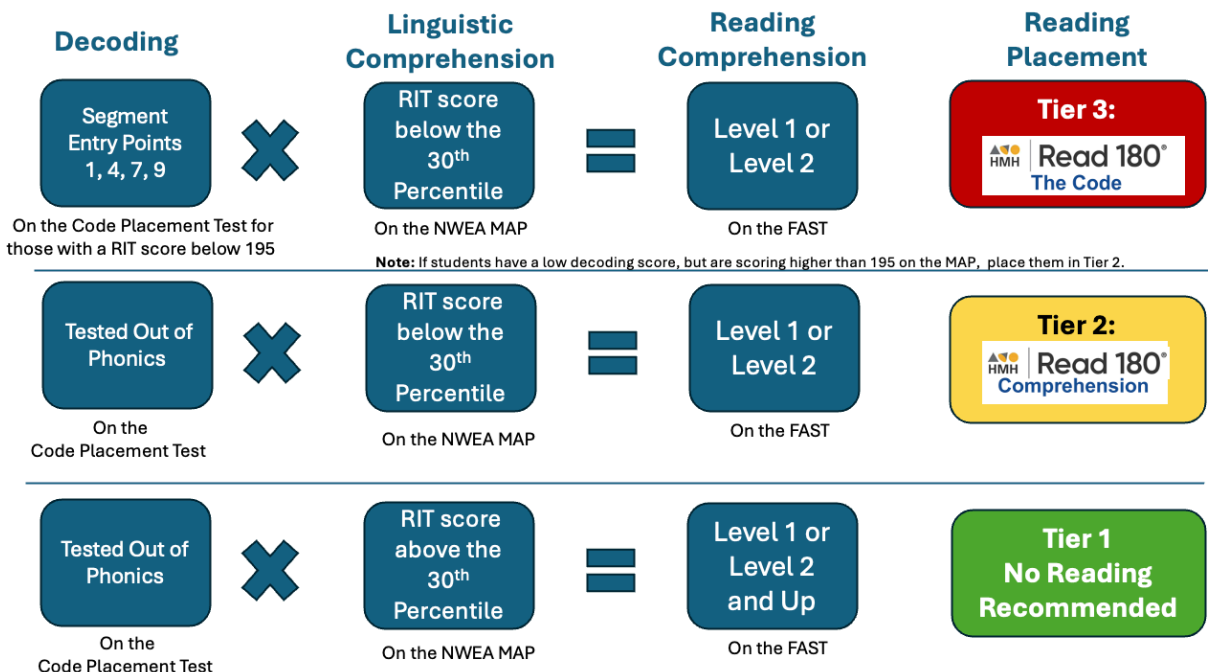
Students with an IEP and students who have a poor or questionable response to Tier 3 intervention are given the DAR and their data is discussed by the school's Collaborative Problem-Solving Team to determine next steps.



2024-2025 Secondary Intensive Reading Decision Chart for Grades 6-12

Based on the Simple View of Reading

Note: Beginning ELLs with an ELP of A1-A2 should be placed into Developmental Language Arts ESOL/Reading in addition to their ELA course instead of Intensive Reading.



Note: The Intensive Reading course is for students with deficits in either decoding or linguistic comprehension, students proficient in these areas, but do not yet have a level 3 or higher on FAST receive differentiation and support through their Tier 1 ELA class.

Grades 6-8 Decision Tree
Beginning of year data
<p>IF student meets the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.)</p> <p>A FAST ELA score of level 3 or higher OR above the 30th percentile on the MAP and a score that tests out of phonics on the Code Placement Test.</p>
THEN TIER 1 Only
<p>Core Instruction Indicate the core curriculum and how the program is supported by strong, moderate or promising levels of evidence.</p> <p>HMH Into Literature (ESSA Rating-Moderate)</p>
<p>List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.</p> <p>If the student scores below proficiency on the FAST and the student scores below 65% on Common Formative assessments and Into Literature Program-Embedded Assessments, then provide additional targeted instruction using the HMH Level-Up Tutorials and CPALMS Student Tutorials within the Language Arts classroom.</p>
<p>Explain how the effectiveness of Tier 1 instruction is monitored. The data from the above assessments is reviewed monthly and at the end of each assessment period to ensure that 80% of students are proficient.</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? Classrooms (or schools) where specified Tier 1 curriculum and supplemental resources are not improving student literacy outcomes, identified teachers receive professional learning and support in implementing differentiated instruction using evidence-based resources and instructional practices to ensure the curriculum is being implemented with fidelity.</p>
<p>Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:</p> <p>Students who drop below level 3 on the FAST receive additional support through the Into Literature differentiated resources and are targeted for additional support through extended learning opportunities.</p>
Beginning of year data
<p>IF student meets the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.)</p> <p>A score of level 1 or 2 on the FAST AND a score below the 30th percentile on the MAP.</p>

THEN TIER 1 Instruction and TIER 2 Interventions
<p>Supplemental Instruction/Interventions Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence.</p> <p>HMH Read 180 (ESSA Rating- Strong)</p>
<p>Indicate the evidence-based programs and practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable.</p> <p>Students with a disability and those who are on an IEP who meet the criteria for Tier 2 intervention are also placed into Read 180 (ESSA Rating- Strong).</p> <p>Students who are beginning English language learners who score an A1-B1 on the English language proficiency test are placed into iLit-ELL (ESSA Rating-Promising) through the Developmental Language Arts/Reading course. If they score B2 and above, but still meet the criteria for Tier 2 intervention, the student is placed into Read 180.</p>
<p>Number of times per week interventions are provided:</p> <p>3-5</p>
<p>Number of minutes per intervention session:</p> <p>45-90 minutes</p>
<p>Explain how the effectiveness of Tier 2 interventions are monitored.</p> <p>Program fidelity and student assessment data are monitored by the Secondary Learning Department. Instructional Reviews by the Regional Office and Secondary Learning provides feedback to the school on the implementation. This data is used to target school support throughout the school year.</p>

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

Instructional Reviews take place to identify and solve problems to improve effectiveness of Tier 2 intervention including alignment with core curriculum and instruction when progress monitoring data indicates students in specific grade levels and classrooms are not progressing towards grade level proficiency. These will be led by Secondary Learning Department in collaboration with members of the Regional Offices, ESE, and ESOL departments based on identified needs of the school and subgroups.

Secondary Learning Department provides classroom teachers with professional learning and support on analysis of progress monitoring data and additional assessments referenced in the plan to ensure alignment of Tier 1 and Tier 2. Secondary Learning, Exceptional Student Education (ESE), and ESOL Department in collaboration District Partners, such as ELlevation, provide professional learning and support to schools implementing evidence-based intervention programs/resources/practices/strategies.

School Collaborative Problem-Solving Teams meet to discuss student data. If less than 80% of the class is making progress in the intervention, the team reviews student assessment data, classroom walkthroughs, attendance data, and behavior data to identify the root cause and adjust the intervention as needed.

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:

If program embedded assessments in comprehension are 65% or below, then intensify instruction by increasing frequency and reducing group size of small group instruction and using program embedded Resources for Differentiated Instruction (RDI).

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

(Enter assessment criteria that will be used.)

A score of level 1 or 2 on the FAST, a score below the 30th percentile on the MAP and a score that indicates a level 1, 4, 7, or 9 entry point on the Code Placement Test.

THEN TIER 1 Instruction, TIER 2 Interventions and TIER 3 Intensive Interventions**Intensive, Individualized Instruction/Interventions**

Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence.

HMH The Code (part of Read 180 and formerly System 44) (ESSA Rating- Strong)

Indicate the evidence-based programs and practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable.

Students with a disability and those who are on an IEP who meet the criteria for Tier 2 intervention are also placed into The Code (part of Read 180) (ESSA Rating- Strong).

Students who are beginning English language learners who score an A1-B1 on the English language proficiency test are placed into iLit-ELL (ESSA Rating-Promising) through the Developmental Language Arts/Reading course. If they score B2 and above, but still meet the criteria for Tier 2 intervention, the student is placed into The Code (part of Read 180).

Number of times per week interventions are provided:

3-5

Number of minutes per intervention session:

45-90

Explain how the effectiveness of Tier 3 interventions are monitored.

Program fidelity and student assessment data are monitored by the Secondary Learning Department. Instructional Reviews by the Regional Office and Secondary Learning provides feedback to the school on the implementation. This data is used to target school support throughout the school year.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

Instructional Reviews take place to identify and solve problems to improve effectiveness of Tier 2 intervention including alignment with core curriculum and instruction when progress monitoring data indicates students in specific grade levels and classrooms are not progressing towards grade level proficiency. These will be led by Secondary Learning Department in collaboration with members of the Regional Offices, ESE, and ESOL departments based on identified needs of the school and subgroups.

Secondary Learning Department provides classroom teachers with professional learning and support on analysis of progress monitoring data and additional assessments referenced in the plan to ensure alignment of Tier 1 and Tier 2. Secondary Learning, Exceptional Student Education (ESE), and ESOL Department in collaboration District Partners, such as ELlevation, provide professional learning and support to schools implementing evidence-based intervention programs/resources/practices/strategies.

School Collaborative Problem-Solving Teams meet to discuss student data. If less than 80% of the class is making progress in the intervention, the team reviews student assessment data, classroom walkthroughs, attendance and adjust the student intervention as needed.

Grades 9-12

7. Grades 9-12 Assessments

Indicate in the chart below the assessment(s) used to screen and progress monitor grades 9-12 students. Add additional rows as needed.

Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
HMH Code Placement Test	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12 Students who scored below a level 3 on FAST OR have not met concordance.	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
NWEA MAP	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12 Students who scored below a level 3 on FAST OR have not met concordance.	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
DAR	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12 Students who have an IEP.	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input checked="" type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
ACCESS English	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month

Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
Language Proficiency Test	<input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12 Students who are ELL.	Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input checked="" type="checkbox"/> Other 2x year

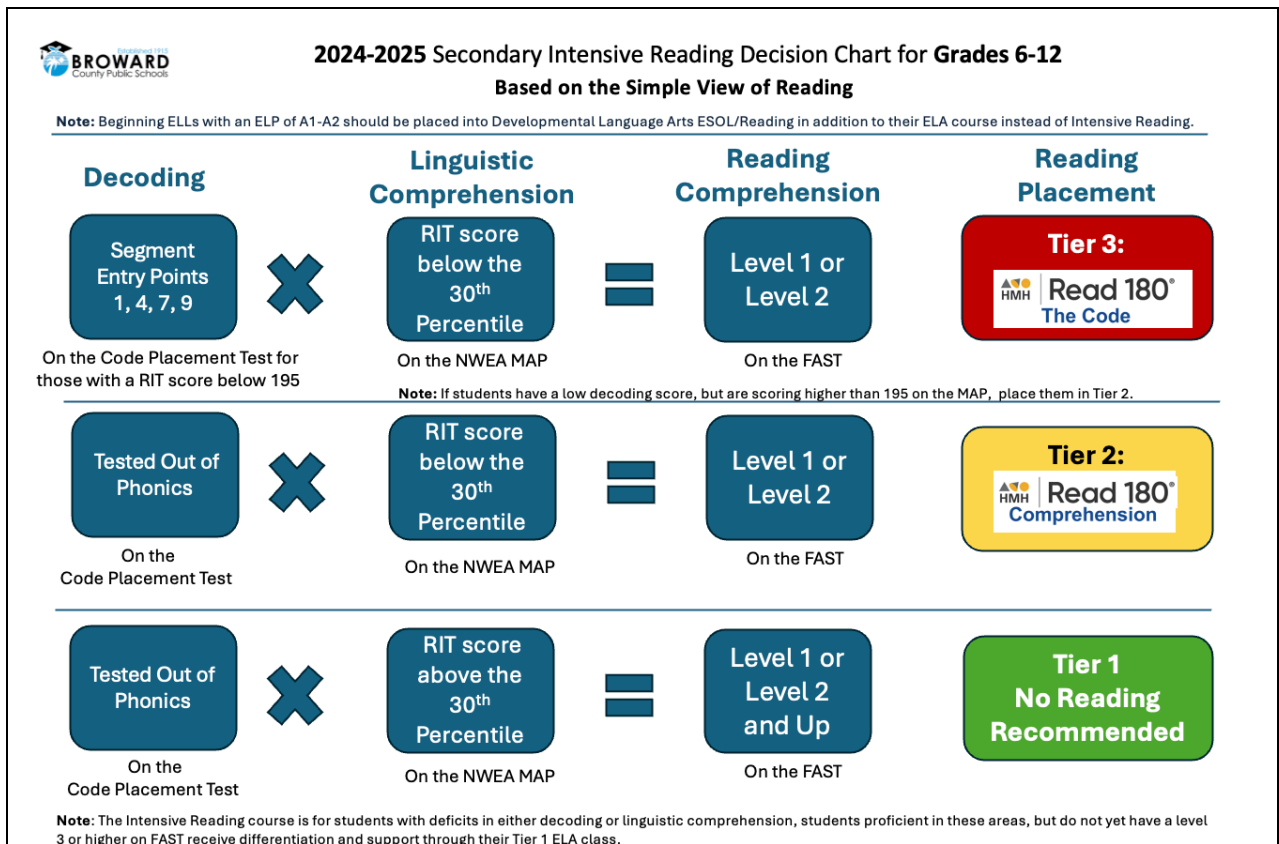
8. Describe the district's process for identifying grades 9-12 students in need of Tier 2/Tier 3 interventions.

The Secondary Decision Chart is aligned with the Simple View of Reading. The first data point that is considered is FAST. Students with a level 3 and higher have their literacy needs addressed in Tier 1 instruction. English language learners who are A1-B1 on their English language proficiency test are placed in a developmental language arts class so that they can learn the foundations of the English language.

If a student does not have at least a level 3 on FAST or has not met concordance, the NWEA MAP—a proxy for language comprehension and the Code Placement Test, a measure of word recognition is administered. If the student is proficient and above and an advancing decode this shows the student can grapple with on grade level text in a Tier 1 class and have their literacy needs addressed in the English Language Arts classroom and is not in need of an additional reading intervention, but their literacy skills are closely monitored by the Literacy Coach in case the student needs change. Seniors who have not met concordance may be placed in the English 4 College Prep course.

Students who score low in one or both of the assessments—the NWEA MAP and Code Placement Test-- need additional reading support. If students can read the words on the page—as indicated by testing out of decoding on the Code Placement Test, but don't know what they mean—as indicated by a MAP score that below the 30th percentile, students need Tier 2 intervention with Read 180 addressing comprehension and vocabulary. If students can't read the words on the page as indicated by a low Code Placement score (segment entry points 1, 4, 7, 9), they are placed in Tier 3 with The Code focusing on phonological awareness, phonics, and fluency.

Students with an IEP and students who have a poor or questionable response to Tier 3 intervention are given the DAR and their data is discussed by the school's Collaborative Problem-Solving Team to determine next steps.



Grades 9-12 Decision Tree	
Beginning of year data	
IF: Student meets the following criteria at the beginning of the school year:	
A FAST ELA score of level 3 or higher OR a score above the 30 th percentile on the MAP and a score that tests out of phonics on the Code Placement Test.	
THEN TIER 1 Only	
Core Instruction	
Indicate the core curriculum and how the program is supported by strong, moderate or promising levels of evidence.	
HMH Into Literature (ESSA Rating-Moderate)	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.	
If the student scores below proficiency on the FAST and the student scores below 65% on Common Formative assessments and Into Literature Program-Embedded Assessments, then provide additional targeted instruction using the HMH Level-Up Tutorials and CPALMS Student Tutorials within the Language Arts classroom.	
Explain how the effectiveness of Tier 1 instruction is monitored.	
The data from the above assessments is reviewed monthly and at the end of each assessment period to ensure that 80% of students are proficient.	

<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction and/or curriculum provided to students?</p> <p>Classrooms or schools where specified Tier 1 curriculum and supplemental resources do not seem to be effective, identified teachers receive professional learning and support in implementing differentiated instruction using evidence-based resources and instructional practices to ensure the curriculum is being implemented with fidelity.</p>
<p>Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:</p> <p>Students who drop below level 3 on the FAST receive additional support through the Into Literature differentiated resources and are targeted for additional support through extended learning opportunities.</p>
<p>Beginning of year data</p> <p>IF student meets the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.)</p> <p>A score of level 1 or 2 on the FAST AND a score below the 30th percentile on the MAP.</p>
<p>THEN TIER 1 Instruction and TIER 2 Interventions</p> <p>Supplemental Instruction/Interventions Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence.</p> <p>HMH Read 180 (ESSA Rating- Strong)</p>
<p>Indicate the evidence-based programs and practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable.</p> <p>Students with a disability and those who are on an IEP who meet the criteria for Tier 2 intervention are also placed into Read 180 (ESSA Rating- Strong).</p> <p>Students who are beginning English language learners who score an A1-B1 on the English language proficiency test are placed into iLit-ELL (ESSA Rating-Promising) through the Developmental Language Arts/Reading course. If they score B2 and above, but still meet the criteria for Tier 2 intervention, the student is placed into Read 180.</p>
<p>Number of times per week interventions are provided:</p> <p>3</p>
<p>Number of minutes per intervention session:</p> <p>90 minutes</p>
<p>Explain how the effectiveness of Tier 2 interventions are monitored.</p> <p>Program fidelity and student assessment data are monitored by the Secondary Learning Department. Instructional Reviews by the Regional Office and Secondary Learning provides</p>

feedback to the school on the implementation. This data is used to target school support throughout the school year.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

Instructional Reviews take place to identify and solve problems to improve effectiveness of Tier 2 intervention including alignment with core curriculum and instruction when progress monitoring data indicates students in specific grade levels and classrooms are not progressing towards grade level proficiency. These will be led by Secondary Learning Department in collaboration with members of the Regional Offices, ESE, and ESOL departments based on identified needs of the school and subgroups.

Secondary Learning Department provides classroom teachers with professional learning and support on analysis of progress monitoring data and additional assessments referenced in the plan to ensure alignment of Tier 1 and Tier 2. Secondary Learning, Exceptional Student Education (ESE), and ESOL Department in collaboration District Partners, such as ELlevation, provide professional learning and support to schools implementing evidence-based intervention programs/resources/practices/strategies.

School Collaborative Problem-Solving Teams meet to discuss student data. If less than 80% of the class is making progress in the intervention, the team reviews student assessment data, classroom walkthroughs, attendance data, and behavior data to identify the root cause and adjust the intervention as needed.

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:

If program embedded assessments in comprehension are 65% or below, then intensify instruction by increasing frequency and reducing group size of small group instruction and using program embedded Resources for Differentiated Instruction (RDI)

Beginning of year data

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

Enter assessment criteria that will be used.)

A score of level 1 or 2 on the FAST, a score below the 30th percentile on the MAP and a score that indicates a level 1, 4, 7, and 9 Code Placement score.

THEN TIER 1 Instruction, TIER 2 Interventions and TIER 3 Intensive Interventions

Intensive, Individualized Instruction/Interventions

Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.

HMH The Code (part of Read 180) (ESSA Rating- Strong)

Indicate the evidence-based programs and practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable.

Students with a disability and those who are on an IEP who meet the criteria for Tier 2 intervention are also placed into The Code (part of Read 180) (ESSA Rating- Strong).

Students who are beginning English language learners who score an A1-B1 on the English language proficiency test are placed into iLit-ELL (ESSA Rating-Promising) through the Developmental Language Arts/Reading course. If they score B2 and above, but still meet the criteria for Tier 2 intervention, the student is placed into The Code.

Number of times per week interventions are provided:

3-5

Number of minutes per intervention session:

45-90

Explain how the effectiveness of Tier 3 interventions are monitored.

Program fidelity and student assessment data are monitored by the Secondary Learning Department. Instructional Reviews by the Regional Office and Secondary Learning provides feedback to the school on the implementation. This data is used to target school support throughout the school year.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

Instructional Reviews take place to identify and solve problems to improve effectiveness of Tier 2 intervention including alignment with core curriculum and instruction when progress monitoring data indicates students in specific grade levels and classrooms are not progressing towards grade level proficiency. These will be led by Secondary Learning Department in collaboration with members of the Regional Offices, ESE, and ESOL departments based on identified needs of the school and subgroups.

Secondary Learning Department provides classroom teachers with professional learning and support on analysis of progress monitoring data and additional assessments referenced in the plan to ensure alignment of Tier 1 and Tier 2. Secondary Learning, Exceptional Student Education (ESE), and ESOL Department in collaboration District Partners, such as ELlevation, provide professional learning and support to schools implementing evidence-based intervention programs/resources/practices/strategies.

School Collaborative Problem-Solving Teams meet to discuss student data. If less than 80% of the class is making progress in the intervention, the team reviews student assessment data, classroom walkthroughs, attendance and adjust the student intervention as needed.

5) Professional Learning ([Rule 6A-6.053\(8\)\(b\)3.f.-j., F.A.C.](#))

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

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

The Professional Learning Standards and Support (PLSS) department communicates with school-level principals the requirements to provide teachers time to meet regularly for professional learning including time for lesson study and PLCs (Professional Learning Communities) at the beginning of each school year. Opportunities for teachers to register and attend professional learning pathways are available through the PLSS department. District departments offer professional learning and training on how to administer and analyze data from screeners, diagnostic, formative, and progress monitoring reading assessments and how to use data results to integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary, oral language, and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies. For the 2024-2025 school year, our next three courses are “Science of Reading: Fluid & Flexible Small Groups”, “Science of Reading: The Reading & Writing Connection”, and “The Science of Reading: Enriching All with Project Based Learning”.

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

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

In Broward, we offer Innovations for Learning High Impact Tutoring - (ESSA Rating - Strong) for select primary students (K-1) that meet the criteria. This program builds a solid phonics foundation, sight word acquisition, fluency, and comprehension Duration. It is provided 1:1 in the classroom, 2-5 times per week.

In addition, for 24-25, we will be adding Varsity Tutors to support our most critical schools. This will embed high dosage, teacher-led tutoring at critical schools with high numbers of students with a substantial deficiency in reading.

7) Family Engagement ([Rule 6A-6.053\(8\)\(b\)3.o., F.A.C.](#))

In accordance with the list outlined in [s. 1008.25\(5\)\(d\), F.S.](#), describe the district's plan for notifying parents of students identified with a substantial reading deficiency. Include literacy partnerships or programs the district utilizes to increase support for families to engage in literacy activities and reading at home (e.g., New Worlds Reading Initiative).

A comprehensive District Read-At-Home Plan that includes multi-sensory reading strategies has been created specifically for each grade level, K-5, and is provided to the parents of every student who exhibits a substantial deficiency in reading. This is provided in conjunction with a Progress Monitoring Plan (PMP) for Reading. The District Read-At-Home Plans are also made available to all families through our District Supporting Young Learners website (<http://bit.ly/SupportingYoungLearners>) and are designed to provide school-to-home connections that guide families in supporting their children's proficient development of literacy skills. The District Supporting Young Learners website provides additional cross-curricular resources for families to support all their children's academic needs across the content areas and highlights the New World Reading Initiative.

In addition, the District partners with Title I to provide books to students during Family Engagement events. Children Services Council provides over 40,000 books to students for the District's Read for the Record Day. The District also partners with the Broward Teachers Union to deliver books to schools where each student gets to select a book and bring it home to add to their home libraries. In partnership with the Bilingual/ESOL Department, Kindergarten students receive a copy of a selected book on "El Dia de los Ninos", where District Staff and Community partners read in English and Spanish to students throughout the district. Each student also gets to take home the same book in their home language. This year the FACE (Family & Community Engagement) Department held several science of reading themed "Hot Food, Hot Topics" events throughout the community to build an understanding of evidence-based instructional practices for families.

Parents of middle and high school students have access to the Supporting Middle and High School Readers (<https://bit.ly/3MJtUnX>) resource. Secondary students with identified areas of need in reading will be provided access to the Supporting Middle and High School Readers resource along with a Progress Monitoring Plan (PMP) for Reading. It is also available on the district's Supporting Secondary Learners site (<https://browardschools.instructure.com/courses/852789/pages/english-language-arts-and-reading>) for all families to access.

8) Assurances (Rule 6A-6.053(8)(b)2., F.A.C.)

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

Initials	Assurance
SA	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that includes phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
SA	b. All students identified with a substantial reading deficiency are covered by an individualized progress monitoring plan that meets the requirements of s. 1008.25(4)(c), F.S., to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with Rule 6A-6.053(5)(c), F.A.C.
SA	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score a Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S. All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
SA	d. Each school has a Literacy Leadership Team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
SA	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
SA	f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.
SA	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
SA	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
SA	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

Local Educational Agency Chief Executive Officer or Authorized Representative:

Saemone Hollingworth, Chief Academic Officer

Signature:

Saemone

Date:

8/27/24