Please note: This is a draft until approved by School Board of Broward County on July 22, 2025.

BCPS Comprehensive Evidence-Based Reading Plan 2025-2026

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

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

1) Contact Information

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

Point of Contact	Name	Email	Phone
Main Reading Contact	Dr. Fabian Cone	Fabian.cone@browardschools.com	754-321-1898
2nd Contact for K-5 CERP	Melissa Miller	Melissaj.miller@browardschools.co	754-321-1898
2nd Contact for 6-12 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
Multi-Tiered System of Supports (elementary)	Farrah Kellingbeck	Farrah.kellingbeck@browardschools.com	754-321-1852
Multi-Tiered System of Supports (secondary)	Tanya Monroe	Tanya.monroe@browardschools.com	754-321-2124

2) District Expenditures

Comprehensive System of Reading Instruction Expenditures (Rule 6A-6.053(9)(b)3.b., F.A.C.)
The reading funding included in the Florida Education Finance Program (FEFP) base funding is intended to provide comprehensive reading instruction to students in prekindergarten (PreK) through grade 12. Districts will include salaries and benefits, professional learning, assessment, programs/materials, tutoring and incentives required to effectively implement the district's plan. The expenditures must prioritize Voluntary Prekindergarten (VPK)

students who have a substantial deficiency in early literacy skills and K-3 students who have a substantial reading deficiency or characteristics of dyslexia.

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

Comprehensive System of Reading Instruction Expenditures	**Amount**	**FTE (where applicable)**
Elementary Expenses		
Literacy coaches		
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
Third grade summer reading camps		
Summer reading camps		
Secondary Expenses		
Literacy coaches		
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction		
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification		
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning		
Family engagement activities		
Other – Please Describe (Add additional rows as needed.)		
Estimated Sum of Expenditures		

3) Literacy Leadership – District and School

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

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

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

FAST				
Grade	**Previous School Year – % of Students Scoring**	**Goal for Plan Year – % of Students Scoring**	**Previous School Year – % of Students Scoring**	**Goal for Plan Year – % of Students Scoring**

	Urgent Intervention <10th percentile	**Urgent Intervention** <10th percentile	**At & Above Benchmark** 40th percentile & above	**At & Above Benchmark** 40th percentile & above
VPK	Based on the 2024-2025 PM2 administration of Star Early Literacy, 68 out of 1269 VPK students **(5%)** scored below the 10th percentile.	Based on the 2025-2026 PM3 administration of Star Early Literacy, 64 out of 1424 VPK students **(4.5%)** scored below the 10th percentile.	Based on the 2024-2025 PM2 administration of Star Early Literacy, 936 out of 1269 VPK students **(74%)** scored above the 40th percentile.	Based on the 2025-2026 PM3 administration of Star Early Literacy, 1068 out of 1424 VPK students **(75%)** scored above the 40th percentile.

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

The Early Childhood Education Department will host professional learning targeting early literacy interventions and effective instructional strategies in VPK. These professional learning topics were identified based on low performing areas determined from the Star Early Literacy assessment. These include oral language, letter recognition, concepts of print, vocabulary development, and phonological awareness. VPK teachers will develop Progress Monitoring Plans (PMPs) for students scoring below the 10th percentile for Progress Monitoring 2 or 3 (PM2 & PM3). VPK PMPs will target early literacy content that are "Focus Skills" that the data demonstrates that the student needs from the Instructional Planning report. This will be implemented through intensive instruction via small group lessons and activities. VPK teachers will provide parents with Star Early Literacy Parent Reports and information on the New World's Reading Initiative program. VPK teachers will also provide parents with a "Read at Home" plan to assist parents in building early literacy skills with VPK students. School-based literacy coaches will continue to work with VPK teachers to analyze student data, identify skill gaps, determine student goals, and model effective early literacy practices and interventions.

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

FAST				
Grade	**Previous School Year – % of Students Scoring**	**Goal for Plan Year – % of Students Scoring**	**Previous School Year – % of Students Scoring**	**Goal for Plan Year – % of Students Scoring**
	Level 1	**Level 1**	**Levels 3-5**	**Levels 3-5**
K	18%	15%	62%	65%
1	22%	19%	64%	67%
2	23%	20%	55%	58%
3	19%	16%	61%	64%
4	19%	16%	62%	65%
5	15%	12%	62%	65%
6	16%	13%	65%	68%
7	20%	17%	60%	63%
8	19%	16%	59%	62%
9	19%	16%	58%	61%
10	16%	13%	61%	64%

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

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

1. Provide an explanation of the following:

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	**Student Assessment Data:** • School-by-school program usage data of our adopted, high-quality instructional materials for Tier 1 instruction, Benchmark Advance Florida Edition **(monthly)** • School, grade, region and subgroup data using Unit Assessments from Benchmark Advance, iReady Diagnostic assessment, and FAST **(3 times per year)** • **Charter school results** **Classroom Walkthrough Data:** • The district Literacy Leadership Team (LLT) during the 90-minute, uninterrupted reading block for effective implementation of instruction for K-2 and 3-5 utilizing our K-12 Science of Reading Classroom Instructional Look-for Tool **(ongoing)**	**Student Assessment Data:** • Grade and teacher Grade and classroom usage data of high-quality, core Tier 1 curriculum using Benchmark Advance **(monthly)** • Grade and classroom progress monitoring data of Tier 1 curriculum using Benchmark Advance, iReady, and FAST **(3 times per year)** **Classroom Walkthrough Data:** • School-level Literacy Leadership Team (LLT) conduct CWTs during literacy block for effective implementation of instruction in K-2 and 3-5 using Benchmark Advance Look-Fors & K-12 SoR Classroom Instructional Look-for Tool **(ongoing)**
Actions for continuous support and improvement **(ongoing)**	• The district provides support for LLTs via a Canvas page of resources outlining how to establish a school LLT, set a vision, set goals, and take action to improve student outcomes • Literacy Coach Forums to support the implementation of professional development and alignment to the science of reading (**includes charter schools**) • Review student achievement data and deploy support to schools that are demonstrating a need • District level LLTs walk- through/ Instructional review data using the K-12 SoR Classroom Instructional Look-for Tool	• School-level LLTs will create a shared literacy vision, set goals, and monitor instruction through regular data conferences • School LLTs conduct CWTs during literacy block for effective implementation of instruction in K-2 and 3-5 utilizing Benchmark Advance CWT for whole group, small group, and the K-12 SoR Classroom Instructional Look-for Tool • Coaching data (coach logs, coaching cycle data**-monthly**)
Grades 6-8	**District Level**	**School Level**
Data that will be collected and frequency of review	• **Student Assessment Data:** FAST, MAP, Code Placement, San Diego **(3 times per year)** using the Place-Plan-Monitor guidance tool • **Charter school results** • **Classroom Walkthrough Data: 1-3 times per year** depending on the priority level of the school.	**Student Assessment Data:** FAST, MAP, Code Placement, San Diego **(3 times per year)**, classroom formative assessments **(weekly)** using the Place-Plan-Monitor guidance tool **Classroom Walkthrough Data:** Ongoing

Actions for continuous support and improvement	• **Tiered school support:** ***All schools*** have access to monthly literacy coach forums, district professional learning, and the ELA & Literacy Hub resources. **Focus schools** have everything above plus biweekly support from a district Instructional Specialist. **Priority schools** have everything above plus weekly district support.	All schools have a school-based literacy coach who conducts regular coaching cycles based on teacher need, Professional Learning Communities and/or Collaborative Planning sessions that meet regularly.
Grades 9-12	• **District Level**	**School Level**
Data that will be collected and frequency of review	• **Student Assessment Data:** FAST, MAP, Code Placement, San Diego **(3 times per year)** using the Place-Plan-Monitor guidance tool • **Charter school results** • **Classroom Walkthrough Data:** 1-3 times per year depending on the priority level of the school.	**Student Assessment Data:** FAST, MAP, Code Placement, San Diego **(3 times per year)**, classroom formative assessments **(weekly)** using the Place-Plan-Monitor guidance tool **Classroom Walkthrough Data:** ongoing
Actions for continuous support and improvement	• **Tiered school support:** ***All schools*** have access to monthly literacy coach forums, district professional learning, and the ELA & Literacy Hub resources. **Focus schools** have everything above plus biweekly support from a district Instructional Specialist. **Priority schools** have everything above plus weekly district support.	All schools have a school-based literacy coach who conducts regular coaching cycles based on teacher need, Professional Learning Communities and/or Collaborative Planning sessions that meet regularly.

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.**

For **Literacy Leadership,** both Secondary & Elementary members of **Broward's CERP Root Cause Analysis & Reflection Committee,** determined that the district would benefit from a wider and more intentional approach to disseminating Broward's 2025-2026 CERP (Comprehensive Evidence-Based Reading Plan). As a result, an infographic summarizing the plan was developed for ease of sharing and communication and will be shared starting with the June 9th Leadership Day presentations, in which school leaders will be briefed on the updates to the CERP and throughout the year they will receive timely information via principal and assistant principal meetings, Literacy Coach Forums, and email reminders to help focus the implementation of the CERP.

All participants in **Broward's CERP Root Cause Analysis & Reflection Committee** felt it was essential to renew our focus on **Literacy Coaching**. This is especially true because our Reading Allocation subsidizes school-based Literacy Coaches throughout the district. We plan to build the Literacy Coach's capacity by providing ongoing PL on a standardized coaching model during our Literacy Coach Forums for 25-26. In addition, all stakeholders would like to see a refocus on the coaching practices that have the biggest impact on student achievement. As part of this initiative, we are encouraging Literacy Coaches to **strive** to spend the majority of their time (over 50%) in classrooms providing direct support to teachers via modeling, co-teaching, providing feedback, or direct assistance. In partnership with the Professional Learning and Support Department, we are aligning the vision of the roles of Instructional Coaches to the evidence-based coaching practices outlined in the "Just Read, Florida!" Coaching model. We collaborated with principals, assistant principals, coaches, and district staff across various departments to create a calendar of tasks and expectations aligned to CERP implementation. A toolbox of protocols such as lesson study, analysis of student work, and standards-based feedback are also being developed to support the effective use of instructional coaches.

Standards, Curriculum, Instruction & Intervention: Following our work with the **Broward's CERP Root Cause Analysis & Reflection Committee**, the Elementary team is focusing on ensuring that all students have access to our high-quality instructional materials (HQIM) for Tier 1 instruction. The focus is on the evidence-based indicators outlined in our K-12 SoR (Science of Reading) Classroom Walkthrough Tool. The priority is to identify creative ways to provide teachers with more planning time with an intentional focus on utilizing academic discourse and integrated writing to cement student learning. In addition, we continue to make progress with schools intentionally scheduling an intervention block outside of their 90-minute, uninterrupted reading block. We call this WIN (what I need) time. The Secondary team is focused on the effective practice of embedding reading, writing, speaking, and listening across all content areas. This supports and reinforces the priorities they have identified while on their science of reading journey. Teachers and instructional coaches will attend the new workshop titles, SoR-ing with Science, SoR-ing with Social Studies, and SoR-ing with Math in addition to the ELA and Intensive Reading varieties. Additionally, a greater focus on writing with the use of the AI infused tool, Writable is being used on ELA and Intensive Reading with a plan to roll out the tool in Social Studies next. A district-wide focus on academic discourse in each content area will further support this effort.

Assessment: The Elementary Learning Department has developed comprehensive diagnostic assessment tools for each component of reading that drills down to the skill, as outlined in the B.E.S.T. Standards for ELA. In addition, we developed instructional pathways to address specific skill gaps. For example, a student screened for phonics gaps needs assistance with variable vowel teams. The teacher may go to that specific skill and select the instructional pathway that addresses the skill of variable vowel teams. Each instructional pathway provides six lessons, a brief progress monitoring tool aligned to the skill, six additional lessons if required, then a brief formative assessment. Schools are starting to require pathway instruction before students can be referred to RTI. This ensures that students receive targeted Tier 1 instruction on the identified skill prior to referral. **Broward's CERP Root Cause Analysis & Reflection Committee** determined these tools to be of exceptional quality; however, they are not being used universally throughout the district. In addition, data for Tier 2 and Tier 3 is often inconsistent or not aligned to the foundational skill gap identified using our decision tree. As a result, the Elementary team felt that Indicator 4, "Each school has an operational plan for the collection and regular review of progress monitoring data to evaluate the effectiveness of instruction in Tier 1 and to monitor progress of students receiving Tier 2 and 3 interventions," would best support the effort to increase effective usage.

The Secondary team created a tool to support coaches and teachers in implementing best practices for formative **Assessment** and differentiating instruction. The **Place-Plan-Monitor** document extends the Secondary Intensive Reading Placement Chart into a tool that takes educators from data to differentiation and includes case studies of students and follows them throughout the year as ongoing data is used to **place** students into the best fit intervention, **plan** for appropriate differentiated, scaffolded instruction using the Levels of Scaffolding Menu and to **monitor** the student response to intervention with the Monitor RTI (Response to Instruction/Response to Intervention) document and guided questions using the ICEL x Riot chart that helps educators get to and address the root causes of student reading difficulties. As a result, **Broward's CERP Root Cause Analysis & Reflection Committee** chose to focus Secondary on indicator 2, "A structure for ongoing formative assessment is in place to determine where instruction should be modified to meet individual student needs."

Professional Learning: Participants in **Broward's CERP Root Cause Analysis & Reflection Team** agreed that our school-based PLCs need work to implement evidence-based practices and improve student outcomes. This is outlined in indicator 4, "Professional Learning Communities (PLCs) are guided by assessment data and are ongoing, engaging, interactive, collaborative, job-embedded and provide time for teachers to collaborate, research, conduct lesson studies and plan instruction." As a result, our district has decided to highlight the use of lesson study, analyzing student work, and using rubrics to facilitate actionable and meaningful feedback in PLCs for 2025-2026. Currently, the committee has experience observing the implementation and effectiveness of PLCs varying vastly from school to school.

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

School-level principals and Literacy Coaches annually review the district's reading plan with the School Literacy Leadership Team to ensure effective communication and implementation of the 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. This is verified via documentation that is submitted alongside each school's updated School Improvement Plan. 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 CERP. Our CERP is monitored for implementation via regular data disaggregation of FAST data, iReady data, review of data from our adopted, Tier 1 curriculum, and by conducting regular CWTs, Instructional Reviews, and feedback conversations. For 2025-2026, we conducted regular Instructional Reviews of schools that included district and school leadership collaboration. We will continue to monitor implementation of evidence-based practices through the use of BCPS K-12 SoR Classroom Instructional Look-for Tool.

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 FAST, 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 student achievement data. In 2024-2025, 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 following the district's CERP. Therefore, we will continue this practice for the 2025-2026 school year. In addition, all teachers in K-5 are utilizing the district process for determining a reading area of focus for students not reading on grade level (Applying the SoR at BCPS: Part 2). This practice is in alignment with the science of reading. This assists us in ensuring that students are getting the most appropriate intervention for the student's 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 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 CERP is being followed and track student progress. After each assessment period, the principals, assistant principals, schedulers, and coaches review student data at the district and school level during their respective monthly meetings. This sets into motion action plans based on these results. Our goal at both the elementary and secondary level is to "graduate" students out of Tier 2 and 3 interventions as they show mastery of progress monitoring data and ensure they remain 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 as defined in Rule 6A-6.053(4), F.A.C.?**

☒**Yes** ☐**No**

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

NA

3. **How is the district's literacy coach model 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, training and support on the state statue expectations for the effective use of literacy coaches with school leaders will be an area of focus for BCPS for the 2025-2026 school year. This includes building a shared vision for instructional coaching throughout the district and supporting administrators and coaches on implementing the high-leverage coaching roles and tasks with evidence-based protocols, and a calendar of tasks and expectations that align with the key implementation tasks of the CERP.

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

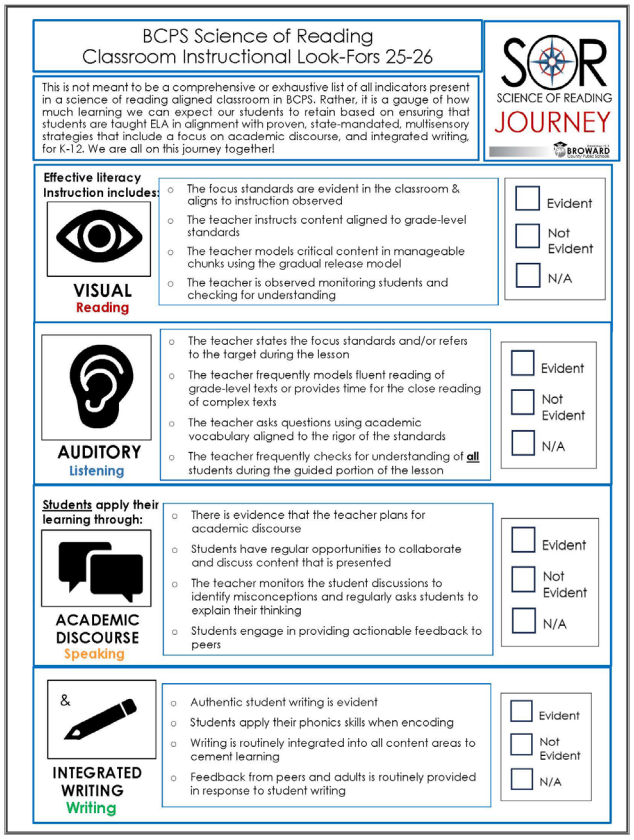
During their first two years as a coach, Literacy Coaches must complete our BCPS Coach Credentialling Program. One of the key tasks of the Coach Credentialing program is a data project aimed at providing opportunities to use current student data to reinforce learning, enhance coaching practices to improve 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. Broward has a comprehensive plan to ensure we provide support to our valued school-based, Literacy Coaches. At the elementary level, 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. The district has implementation for coaches following each Literacy Coach Forum. These are designed as work-embedded applications of the content presented to better ensure that teachers at the school-level understand the district's vision for ELA. When new programs or practices are communicated to schools, district staff hold open "Technical Assistance" sessions where coaches can come to get direct support in all district-wide initiatives. In addition, ELA Team members are assigned to schools to support the implementation of all aspects of the 90-minute Reading Block, when requested.

At the secondary level, coaches are supported using a gradual release model that mimics the coaching support we hope to see in schools. Every other month we have a Literacy Coach Forum (I DO), in which the coaches learn and begin to apply information about the upcoming Literacy Coach tasks based on the calendar of expectations. Between these Forums, coaches also meet in Literacy Coach Huddles, in which they collaboratively apply their new learning and exchange best practices (WE DO). Before the next Forum, coaches upload their completed tasks, including coaching cycles, data analysis, and data-based decisions aligned with the Place-Plan-Monitor guidance (YOU DO). This is signed off on by the principal. Based on this evidence of implementation, coaches are provided with additional support.

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 CERP Root Cause Analysis & Reflection Committee's work, data analysis is an area of continued focus for BCPS during the 2025-2026 school year. There is at least one Literacy Coach at every elementary school and secondary school throughout Broward. Professional development activities for Literacy Coaches continue to focus on aligning all literacy practices to the science of reading. For 2025-2026, there will be an emphasis on identifying and implementing evidence-based practices. Professional development will continue to be provided on the analysis of school-wide student achievement data, checking for understanding, best practices to monitor instruction and intervention, how to determine an area of focus for readers below grade level, and the use of multisensory and metacognitive 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 CERP, including progress monitoring, placement of students into interventions, completing coaching cycles, leading effective professional development, and more. To assist both literacy coaches and administration teams, the Office of Academics collaborated to develop tools to ensure alignment of our literacy practices to the science of reading. These include a BCPS Science of Reading Implementation Guide, the BCPS Science of Reading Playbook, and the BCPS Science of Reading Rules of Engagement. 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 CERP, including progress monitoring, placement of students into interventions, completing coaching cycles, leading effective professional development, and more.

To assist both literacy coaches and administration teams, the Office of Academics collaborated to develop tools to ensure alignment of our literacy practices to the science of reading. These include a BCPS Science of Reading Implementation Guide, the BCPS Science of Reading Playbook, and the BCPS Science of Reading Rules of Engagement. Most recently, we updated **BCPS K-12 SoR Classroom instructional Look-Fors Tool 25-26.**



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6. How does the district monitor implementation of the literacy 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. Master Coaches are assigned to Principal Supervisors. 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.

Additionally, the job-embedded tasks that coaches upload as evidence of their learning and implementation such as coaching cycle logs and data reflections are used to determine what additional support coaches may need.

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

The Professional Learning and Support Department, along with Coaching and the Office of Academics, is finalizing a plan to articulate the district-wide expectations of instructional coaches that include monitoring and support throughout the school year based on high-leverage, evidence-based instructional coach roles. Once the plan is finalized and approved, it will be implemented during the 2025-2026 school year.

4) Assessment, Curriculum and Reading Instruction

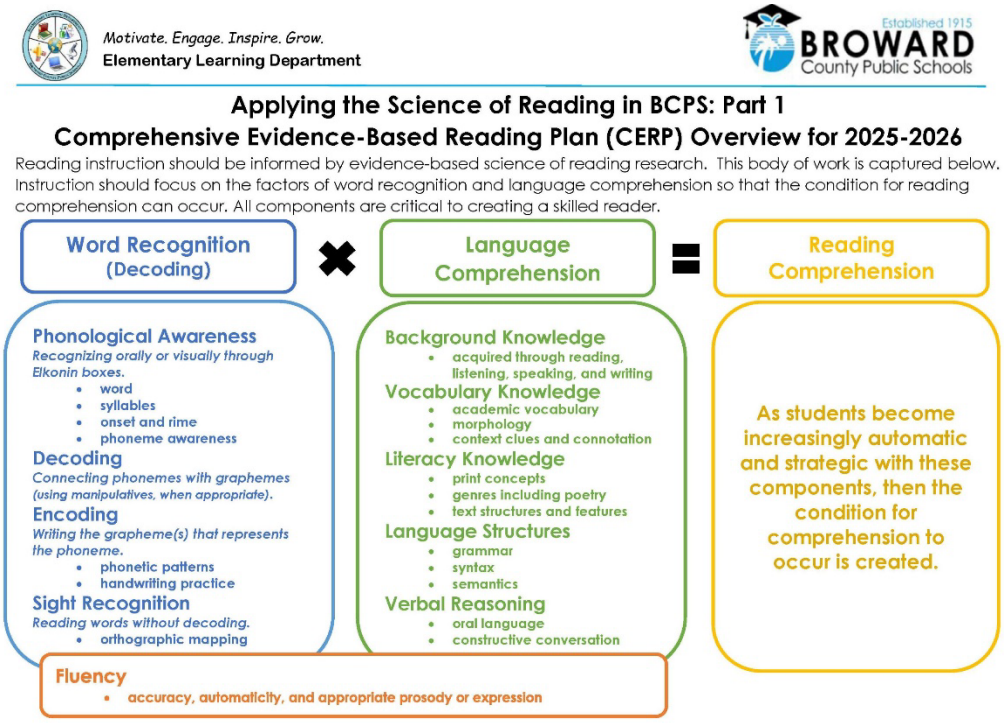
A. Florida's Formula for Reading Success (Rule 6A-6.053(3)(a), F.A.C.)

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

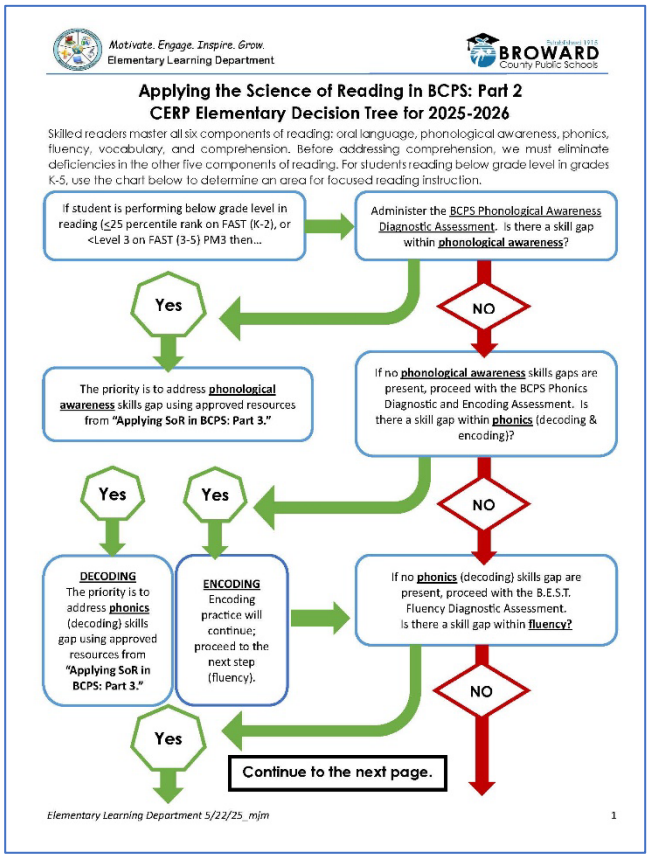
- **Six components of reading**: oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.
- **Four types of classroom assessments**: screening, progress monitoring, diagnostic and summative assessment.
- **Three tiers of instruction that are standards-aligned**; include 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 still(s) and receive corrective feedback; occurs in addition to core instruction.
    - **Intensive, Individualized Instruction/Interventions (Tier 3)**: provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback and frequent progress monitoring; occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial deficiency in reading. All intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading or possess a literacy micro-credential as provided in s. 1003.485, F.S.

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

The district created three guidance documents that summarize our CERP for 2025-2026. These are titled "Applying the Science of Reading at BCPS". Applying the Science of Reading at BCPS: Part 1, is an Overview of the CERP for 2025-2026 is an overview of the skills necessary to create a skilled grade-level reader, as seen below.



The next document is "Applying the SoR at BCPS: Part 2".



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

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.

The Head Start 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.

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

The Early Childhood Education Department utilizes the Creative Curriculum for Preschool, Heggerty Phonological Awareness, and Conscious Discipline materials.

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

Teachers will develop a Progress Monitoring Plan (PMP) for VPK students scoring below the 10th percentile on Progress Monitoring 2 (PM2). VPK PMPs will target early literacy strategies implemented through intensive instruction via small group lessons and activities. Small group lessons and activities will utilize the following strategies to target early literacy strategies: explicit instruction, oral language development, questions to check for understanding, non-linguistic representation, chunking content into digestible bites, providing multiple opportunities to practice, providing multiple means of representation, providing physical models to represent information, providing extended time, scaffolding strategies, small group instruction, differentiated instruction, prompts and cues, and understanding students' interest and background.

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

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

The Decision Trees must contain the following information:

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

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

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

Grades VPK-5

1. Grades VPK-5 Assessments

FAST				
Name of the Assessment	**Target Audience**	**What component of reading is assessed?**	**Assessment Type**	**How often is the data collected?**
FAST Star Early Literacy	☒ VPK ☒ Grade K ☒ Grade 1	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

FAST				
Name of the Assessment	**Target Audience**	**What component of reading is assessed?**	**Assessment Type**	**How often is the data collected?**
		☒ Comprehension		
FAST Star Reading	☒ Grade 1 ☒ Grade 2	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year
FAST ELA Reading	☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

Indicate in the chart below any additional assessment(s) used to guide instructional decision-making for grades PreK-5 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades PreK-5) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
Other District Assessment **Benchmark Advance Assessments**	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☐ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☒ Monthly ☒ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Other District Assessment **I-Ready Diagnostic**	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☐ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☐ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Other District Assessment **Letter Names, Letter Sounds, Concepts of Print**	☐ VPK ☐ PreK ☒ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☒ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades PreK-5) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
	☐ All Students ☐ Select Students			☐ Other
Other District Assessment **Diagnostic Assessment of Reading (DAR)**	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☐ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
BCPS Diagnostic Assessments for Identifying Skill gaps in Phonological Awareness • **Phonics**	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☐ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☐ Comprehension	☐ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Other District Assessment **B.E.S.T. Standards for ELA: Appendix E-Measures of Fluency**	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Other District Assessment **CORE Teaching Reading Source Book: Vocabulary Screener**	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☐ Comprehension	☐ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades PreK-5) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
Other District Assessment **Reading Horizons: Discovery & Elevate**	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☐ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☒ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Other District Assessment **SIPPS: Beginning, Extension, Challenge & Plus**	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☐ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☒ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☒ Other
Other District Assessment **STAR CBM (Curriculum Based Measures)**	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☐ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☒ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other

2. **Students with a Substantial Deficiency in Reading (Rule 6A-6.053(6), F.A.C.)**
Students identified with a substantial deficiency in reading must have an individualized progress monitoring plan that is designed to address the student's specific reading deficiency and that meets the minimum requirements set forth in s. 1008.25(4)(c), F.S. The individualized progress monitoring plan must be developed within forty-five (45) days after the results of the coordinated screening and progress monitoring system become available, and parents must be consulted in the development of the plan.

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

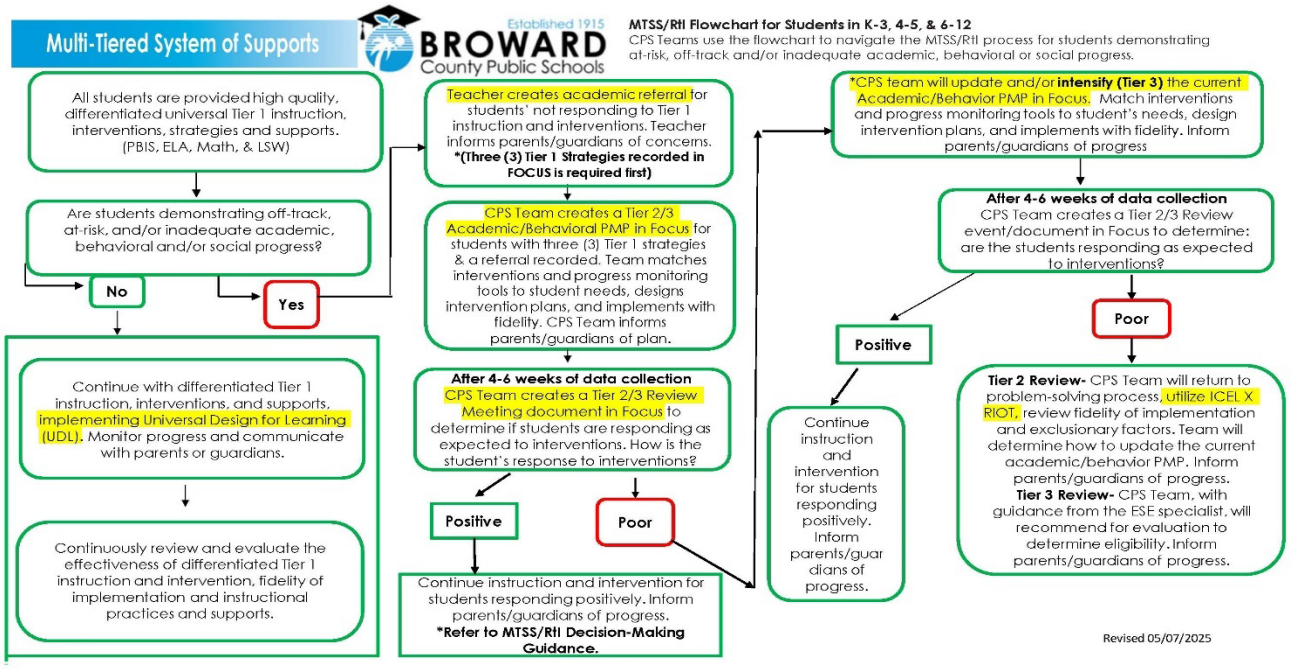
A K-3 student is identified as having a substantial deficiency in reading if:

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

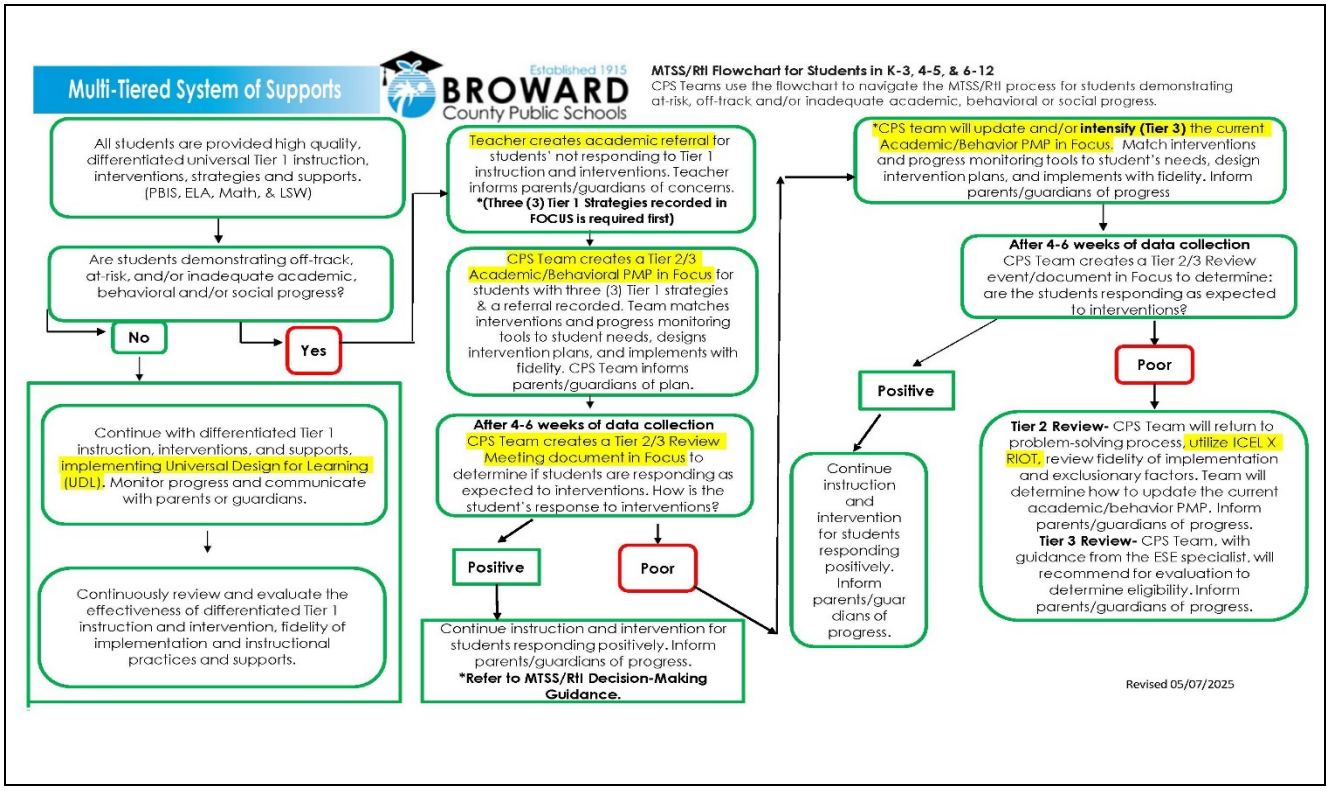
Tier 3 interventions must be provided to students identified as having a substantial reading deficiency.

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

This is the MTSS process for BCPS 25-26.



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



3. **Students with Characteristics of Dyslexia (Rule 6A-6.053(7), F.A.C.)**
   Students who have characteristics of dyslexia must be covered by one of the plans described in s. 1008.25(4)(b), F.S., and parents must be consulted in the development of the plan.

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

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 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, CERP Decision Tree for 2025-2026 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. This past year, we have developed Instructional

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 improv 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 those children with dyslexia are most likely to struggle with. We have added 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 the BCPS Dyslexia Screener.

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

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 those 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.

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

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.

We are collecting data on our implementation to the Science of Reading utilizing the K-12 SoR Classroom Walkthrough Tool that focuses on the evidence-based practices that will make the biggest difference in student achievement. This is being conducted district-wide following all school-based visits.

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 a "BCPS Science of Reading Rules of Engagement" to clearly outline what the Dos and Don'ts for alignment to the Science of Reading.

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

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 from our high-quality instructional materials (HQIM). 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.

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.

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

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.

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.

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.

Tier 1 (Core) Only

Beginning of Year Data

Students must meet the following criteria at the beginning of the school year:

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 2025-2026 PM1. Grades 3-5: Scored at or above level 3 during the FAST-Cambium Progress Monitoring from 2024-2025 FAST PM3 or 2025-2026 PM1

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

Below grade level as defined by FAST if meeting the Tier 2 or 3 criteria on the charts below.

What processes and 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 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.

We are collecting data on our implementation to the Science of Reading utilizing the K-12 SoR Classroom Walkthrough Tool that focuses on the evidence-based practices that will make the biggest difference in student achievement. This is being conducted district-wide following all school-based visits.

Core Instruction
Indicate the core curriculum utilized. Add additional rows as needed.

Name of Program	Year of Program Adoption
Benchmark Advance Florida 2022 (Level of Evidence: Promising)	**2021**

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

If student is performing below grade level in reading (≤25 percentile rank on FAST (K-2), or <Level 3 on FAST (3-5) PM3 then…

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

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

Kindergarten: Scored in the Intervention level (10-24 PR) on FAST STAR Early Literacy in PM1 for 2025-2026 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 2025-2026 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 2025-2026 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 2024-2025 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".

Number of times per week interventions are provided:
Tier 2 interventions are provided a minimum of three times per week.

Number of minutes per intervention session:
15-30 minutes per session

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

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Benchmark Advance Interventions for PA, Phonics/Word Study, Fluency, Vocabulary & Comprehension K-5	Moderate	NA
Reading Horizons Discovery K-3	Not Yet	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	Not Yet	The following IES Practice Guide Recommendations support the program: Assisting Students Struggling with Reading: Response to Intervention (Rtl) 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)	Moderate	NA
SIPPS Plus 4-5 (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) -	Moderate	NA
Vocabulary Surge 2-5	Not Yet	The following IES Practice Guide Recommendations support the program: Assisting Students Struggling with Reading: Response to Intervention (Rtl) 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.
Magnetic Reading, Florida B.E.S.T. Standards Edition for Grades 3-5	Moderate	NA
Bridge the Gap 2-5/ Heggerty K-2	Moderate	NA
UFLI Foundations	Strong	NA
Quick Reads	Strong	NA

Wordly Wise	Not Yet	The following IES Practice Guide Recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: **Recommendation 1:** Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. 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.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
These programs are in addition to the other interventions listed on the CERP.		
Specialized Program Individualizing Reading Excellence (SPIRE)	Promising	NA
Specialized Program Individualizing Reading Excellence (SPIRE) K-5	Promising	NA
Seeing Stars Grade: K-5	Strong	NA
Phonics for Reading Grade: 3-5	Not Yet	NA
Reading Mastery Grade: K-5	Strong	NA
Talkies Grade: PreK-2	Not Yet	The following IES Practice Guide Recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: **Recommendation 1:** Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
These programs are in addition to the other interventions listed on the CERP.		
Imagine Language & Literacy	Moderate	NA
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, 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.		

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

We use program-embedded assessments to progress monitor our interventions effectiveness. 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.

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

Beginning of Year Data

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

Kindergarten: Scored in the Urgent Intervention level (Below 10 PR) on FAST Star Early Literacy in PM1 for 25-26 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 Urgent Intervention level (Below 10 PR) on FAST Star Early Literacy or Star Reading in PM1 for 25-26 AND a foundational skill gap is identified in PA or phonics using Applying t h e Science of Reading at BCPS: Part 2.

Grade 2: Scored in the Urgent Intervention level (Below 10 PR) on FAST Star Reading in PM1 for 25-26 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 2 on the 24-25 FAST Cambium PM3 or FAST Cambium PM1 for 25-26 AND a foundational skill gap is identified in PA, phonics, fluency or vocabulary using Applying the Science of Reading at BCPS: Part 2.

Number of times per week interventions are provided:

5 sessions per week

Number of minutes per intervention session:

30 minutes per session

Intensive, Individualized Instruction/Interventions

Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Benchmark Advance Interventions for PA, Phonics/Word Study, Fluency, Vocabulary & Comprehension-K-5	Moderate	NA
Reading Horizons Discovery K-3	Not Yet	The following IES Practice Guide Recommendations support the program: Assisting Students Struggling with Reading: Response to Intervention (Rtl) 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).
SIPPS Beginning, Extension & Challenge K-3 (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words)	Moderate	NA
Vocabulary Surge 2-5	Not Yet	The following IES Practice Guide Recommendations support the program: Assisting Students Struggling with Reading: Response to Intervention (Rtl) 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 t h e 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	Strong	NA
Varsity Tutors 3-5	Not Yet	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	Moderate	NA
Bridge the Gap 2-5/ Heggerty K-2	Moderate	NA
UFLI Foundations	Strong	NA
Quick Reads	Strong	NA

Wordly Wise	Not Yet	The following IES Practice Guide Recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: **Recommendation 1:** Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. 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.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
These programs are in addition to the other interventions listed on the CERP.		
Specialized Program Individualizing Reading Excellence (SPIRE) K-5	Promising	NA
Seeing Stars Grade: K-5	Strong	NA
Phonics for Reading Grade: 3-5	Not Yet	NA
Reading Mastery Grade: K-5	Strong	NA
Talkies Grade: PreK-2	Not Yet	The following IES Practice Guide Recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: **Recommendation 1:** Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.
Structured Methods in Language Education (SMILE) Grade: PreK-5	Not Yet	The following IES Practice Guide Recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: **Recommendation 1:** Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.
Visualizing and Verbalizing Grade: 1-8	Not Yet	The following IES Practice Guide Recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: **Recommendation 1:** Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.
Unique Learning System K-12	Not Yet	The following IES Practice Guide Recommendations support the program: Assisting Students Struggling with Reading: Response to Intervention (Rtl) 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).
Fundations Grade: K-3 Wilson Reading System Grade: 2-12	Not Yet	The following IES Practice Guide Recommendations support the program: Assisting Students Struggling with Reading: Response to Intervention (Rtl) 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).
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
These programs are in addition to the other interventions listed on the CERP.		
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, 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.		
What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? 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.		

7. **Summer Reading Camps (Rule 6A-6.053(8), F.A.C.)**
   Requirements of Summer Reading Camps pursuant to s. 1008.25(8), F.S., include:

   - Providing instruction to grade 3 students who score Level 1 on the statewide, standardized ELA assessment;

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

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

Summer Reading Camps for Retained Grade 3 Students
Schedule: June 23rd - July 17th, 6 hours a day for students The Summer Camp opportunity will be scheduled for approximately 96 total hours
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): 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.
Alternative Assessment Used: 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.
Additional Information (optional): 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 in alignment with Broward County Public Schools CERP for 24-25 and 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.

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

Summer Reading Camps for Students in Grades K-5
Will the district implement this option? ☐**Yes** ☒**No**
If yes, please describe the grade level(s) that will be invited to participate.

Grades 6-8

8. Grades 6-8 Assessments

FAST				
Name of the Assessment	**Target Audience**	**What component of reading is assessed?**	**Assessment Type**	**How often is the data collected?**
FAST ELA Reading	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

Indicate in the chart below the assessment(s) used to guide instructional decision-making for grades 6-8 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades 6-8) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
Other District Assessment **NWEA MAP** (Intensive Reading Students only)	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Other District Assessment **HMH Code Placement** (Intensive Reading Students scoring below 195 on NWEA MAP)	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Student	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Other District Assessment **San Diego Quick Assessment** (Intensive Reading Students scoring below 195 on NWEA MAP)	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Student	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Other District Assessment	☒ Grade 6 ☒ Grade 7	☒ Oral Language ☐ Phonological	☐ Screening ☒ Progress	☐ Weekly

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades 6-8) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
ACCESS English Language Proficiency Test (English Language Learners)	☒ Grade 8 ☐ All Students ☒ Select Student	Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	Monitoring ☒ Diagnostic ☐ Summative	☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☒ As Needed ☒ Other (2X year)

9. Describe the district's process (e.g., MTSS) 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 as described below based on the PLACE portion of the Place-Plan-Monitor tool.

The first data point that is considered is FAST. Students with a level 3 and higher have their literacy needs addressed 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 t h e 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 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 those words 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.

Beginning English language learners with and English Language Proficiency (ELP) score of a 1 or 2, OR A1, A2, or B1 are placed into the Developmental Language Arts/ ESOL Reading course to develop language skills. English language learners without a background of literacy in their home language may also be placed into a Tier 3 reading course depending on their need.

10. 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. 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.

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

Program fidelity and student assessment data are monitored by the Secondary Learning Department and by school-based Literacy Leaders via 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.

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 the Secondary Learning Department in collaboration with members of the Regional Offices, ESE, and ESOL departments based on identified needs of the school and subgroups.

The 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.

Using the MONITOR portion of the Place-Plan-Monitor guidance tool, school-based Collaborative Problem-Solving Teams meet to discuss student data throughout the school year. If students have shown mastery at a Tier (achieving Level 3 on FAST or Proficient on MAP for Tier 2 or mastery of the Code Placement for Tier 3) may "graduate" from their current Tier. If students are meeting the expectations of the course and have a positive response to intervention, the intervention continues as design. If students have a questionable or poor response to intervention, the team uses guiding questions from the ICEL x RIOT chart to identify and address the root causes.

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

Program fidelity and student assessment data are monitored by the Secondary Learning Department and by school-based Literacy Leaders via 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.

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 the Secondary Learning Department in collaboration with members of the Regional Offices, ESE, and ESOL departments based on identified needs of the school and subgroups.

The 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.

Using the MONITOR portion of the Place-Plan-Monitor guidance tool, school-based Collaborative Problem-Solving Teams meet to discuss student data throughout the school year. If students have shown mastery at a Tier (achieving Level 3 on FAST or Proficient on MAP for Tier 2 or mastery of the Code Placement for Tier 3) may "graduate" from their current Tier. If students are meeting the expectations of the course and have a positive response to intervention, the intervention continues as design. If students have a questionable or

poor response to intervention, the team uses guiding questions from the ICEL x RIOT chart to identify and address the root causes.

Grades 6-8 Decision Tree	
Tier 1 (Core) Only	
Beginning of Year Data	
Students must meet the following criteria at the beginning of the school year: A score of level 3 and up on the FAST AND a score above the 30th percentile on the MAP.	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Students are scoring 75% or higher on within program formative assessments.	
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.	
Core Instruction **Indicate the core curriculum utilized. Add additional rows as needed.**	
Name of Program	**Year of Program Adoption**
HMH Into Literature (ESSA Rating: Moderate)	**2021**
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: 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.	

Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: A score of level 1 or 2 on the FAST AND a score below the 30'h percentile on the MAP.		
Number of times per week interventions are provided: 3-5 **Number of minutes per intervention session:** 45-90 **Course(s) where interventions take place:** Intensive Reading		
Supplemental Instruction/Interventions **Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.**		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
HMH Read 180	Strong	NA
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Specialized Program Individualizing Reading Excellence (SPIRE)	Promising	NA
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
iLit/ELL	Promising	NA
Imagine Learning	Promising	NA
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).		
Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: 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.		
Number of times per week interventions are provided: 3-5 **Number of minutes per intervention session:** 45-90 with additional individual or small group teacher-led instruction as needed. **Course(s) where interventions take place:** Intensive Reading		

Intensive, Individualized Instruction/Interventions **Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.**		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
HMH Read 180 The Code (part of Read 180 and formerly System 44)	**Strong**	**NA**
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Specialized Program Individualizing Reading Excellence (SPIRE)	Promising	NA
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
iLit/ELL	Promising	NA
Imagine Learning	Promising	NA

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

Program fidelity and student assessment data are monitored by the Secondary Learning Department and by school-based Literacy Leaders via 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.

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 the Secondary Learning Department in collaboration with members of the Regional Offices, ESE, and ESOL departments based on identified needs of the school and subgroups.

The 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.

Using the MONITOR portion of the Place-Plan-Monitor guidance tool, school-based Collaborative Problem-Solving Teams meet to discuss student data throughout the school year. If students have shown mastery at a Tier (achieving Level 3 on FAST or Proficient on MAP for Tier 2 or mastery of the Code Placement for Tier 3) may “graduate” from their current Tier. If students are meeting the expectations of the course and have a positive response to intervention, the intervention continues as design. If students have a questionable or poor response to intervention, the team uses guiding questions from the ICEL x RIOT chart to identify and address the root causes.

Grades 9-12

13. Grades 9-12 Assessments

FAST				
Name of the Assessment	**Target Audience**	**What component of reading is assessed?**	**Assessment Type**	**How often is the data collected?**
FAST ELA Reading	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

Indicate in the chart below the assessment(s) used to guide instructional decision-making for grades 6-8 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades 6-8) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
Other District Assessment **NWEA MAP** (Intensive Reading Students only)	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Other District Assessment **HMH Code Placement** (Intensive Reading Students scoring below 195 on NWEA MAP)	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Student	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Other District Assessment **San Diego Quick Assessment** (Intensive Reading Students scoring below 195 on NWEA MAP)	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Student	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades 6-8) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
Other District Assessment **ACCESS English Language Proficiency Test** (English Language Learners)	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Student	☒ Oral Language ☐ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☒ As Needed ☒ Other (2X year)

14. Describe the district's process (e.g., MTSS) 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 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 t h e 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.

15. 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. 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.

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

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 then 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.

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

Program fidelity and student assessment data are monitored by the Secondary Learning Department and by school-based Literacy Leaders via 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.

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 the Secondary Learning Department in collaboration with members of the Regional Offices, ESE, and ESOL departments based on identified needs of the school and subgroups.

The 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.

Using the MONITOR portion of the Place-Plan-Monitor guidance tool, school-based Collaborative Problem-Solving Teams meet to discuss student data throughout the school year. If students have shown mastery at a Tier (achieving Level 3 on FAST or Proficient on MAP for Tier 2 or mastery of the Code Placement for Tier 3) may “graduate” from their current Tier. If students are meeting the expectations of the course and have a positive response to intervention, the intervention continues as design. If students have a questionable or poor response to intervention, the team uses guiding questions from the ICEL x RIOT chart to identify and address the root causes.

Grades 9-12 Decision Tree
Tier 1 (Core) Only
Beginning of Year Data

Students must meet the following criteria at the beginning of the school year: A score of level 3 and up on the FAST AND a score above the 30th percentile on the MAP.
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Students are scoring 75% or higher on within program formative assessments.
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.
Core Instruction **Indicate the core curriculum utilized. Add additional rows as needed.**

Name of Program	Year of Program Adoption
HMH Into Literature (ESSA Rating: Moderate)	**2021**

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

Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: A score of level 1 or 2 on the FAST AND a score below the 30th percentile on the MAP.		
Number of times per week interventions are provided: 3-5 **Number of minutes per intervention session:** 45-90 **Course(s) where interventions take place:** Intensive Reading		
Supplemental Instruction/Interventions **Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.**		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
HMH Read 180	Strong	NA
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
SPIRE	Promising	NA
English Language Learners		

Name of Program	ESSA Evidence Level	Verbiage (as needed)
iLit/ELL	Promising	NA
Imagine Learning	Promising	NA

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).

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

Beginning of Year Data

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

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

Number of times per week interventions are provided:
3-5
Number of minutes per intervention session:
45-90 with additional individual or small group teacher-led instruction as needed.

Course(s) where interventions take place: Intensive Reading

Intensive, Individualized Instruction/Interventions
Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	ESSA Evidence Level	Verbiage (as needed)
HMH Read 180 The Code (part of Read 180 and formerly System 44)	**Strong**	**NA**

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

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Specialized Program Individualizing Reading Excellence (SPIRE)	Promising	NA

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)
iLit/ELL	Promising	NA
Imagine Learning	Promising	NA

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

Program fidelity and student assessment data are monitored by the Secondary Learning Department and by school-based Literacy Leaders via 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.

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 the Secondary Learning Department in collaboration with members of the Regional Offices, ESE, and ESOL departments based on identified needs of the school and subgroups.

The 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.

Using the MONITOR portion of the Place-Plan-Monitor guidance tool, school-based Collaborative Problem-Solving Teams meet to discuss student data throughout the school year. If students have shown mastery at a Tier (achieving Level 3 on FAST or Proficient on MAP for Tier 2 or mastery of the Code Placement for Tier 3) may "graduate" from their current Tier. If students are meeting the expectations of the course and have a positive response to intervention, the intervention continues as design. If students have a questionable or poor response to intervention, the team uses guiding questions from the ICEL x RIOT chart to identify and address the root causes.

5) Professional Learning (Rule 6A-6.053(9)(b)3.f.—j., F.A.C.)

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

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

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

Name of Professional Learning	Target Audience	Description

Birth to 3 Language and Literacy	Early Childhood Education Teachers	Infant and toddler environments provide wonderful opportunities for caregivers to support and develop literacy and language skills. Students are expected to communicate in their target language appropriately, accurately, and effectively in a range of different social, cultural, and academic contexts. This course is designed to give teachers the framework for understanding and planning for language and literacy success for students between the ages of zero and three.
Curriculum Fidelity for Preschool Overview	Early Childhood Education Teachers	Curriculum fidelity is a cornerstone in all quality preschool programs. This course will examine the connection between physical environment, classroom structure, teacher-child interactions and how it connects to best practice. Participants will become familiar with the Curriculum Fidelity checklist used in the Head Start and VPK programs and establish ways to implement new classroom practice and modify existing practice to best meet the high-quality standards and performance standards of the Head Start and VPK programs.
Emergent Literacy in Preschool Classrooms	Early Childhood Education Teachers	This workshop is designed for teachers of Head Start and VPK classrooms. Participants will identify the importance of phonemic awareness, oral language, concepts of print, and shared reading and writing in the development of early reading and writing skills throughout the day. This workshop will provide an overview of the early literacy program along with the use the Heggerty Phonemic skills program. Connections between the Head Start Child Development and Early Learning Framework, Florida Early Learning and Developmental Standards, Florida State Standards for Kindergarten, Marzano's Framework and the CLASS observation tool, with an emphasis on creating high quality interactions, will be illustrated.
Differentiation in Preschool	Early Childhood Education Teachers	This training is designed for teachers in Head Start and VPK classrooms. Participants will learn strategies related to Differentiated Instruction when teaching a small group or individual children across all areas (cognitive, social/emotional, mathematical thinking, scientific inquiry, social studies, ELA, and language and literacy. Connections between the revised Head Start Child Development and Early Learning Framework and the revised Florida Early Learning and Developmental Standards will be addressed.
English Language Learners in PreK	Early Childhood Education Teachers	Explore what the research says about how preschool children develop language and process two or more languages. Learn to identify and use research-based strategies, such as modeling and other supports. Find resources for supporting high-quality instructional interactions with children who are dual language learners. This self-paced course will offer strategies to use to assist ELL's from the Big 5 of Language Development as well as research related to diverse populations.
Course #1: The Science of Reading, B.E.S.T. Standards, and Instructional Materials	K-5 English Language Arts Teachers, Instructional Leaders, & Literacy Coaches	In this professional learning course, participants will engage in an overview of the correlation between the SoR and the B.E.S.T. Standards. This course will focus on the SoR alignment to the ELA Materials as found within the read-aloud, phonics/word study, reading & writing mini-lessons, and small-group lessons in Benchmark Advance for Grades K-5.

Course #2: The Science of Reading: Word Recognition	K-5 English Language Arts Teachers, Instructional Leaders, & Literacy Coaches	In this professional learning course, participants will dive deeper into SoR by developing a deeper understanding of the "word recognition" component of the Simple View of Reading. This will include an understanding of the key takeaways from the body of research that lead to evidence-based practices. This understanding, combined with hands on practice and application of essential strategies, will assist teachers in improving student understanding and application of the phonological awareness, phonics, and fluency skills essential to ensure decoding, thus creating a condition for comprehension to occur.
Course #3: The Science of Reading: Language Comprehension	K-5 English Language Arts Teachers, Instructional Leaders, & Literacy Coaches	In this professional learning course, participants will dive deeper into SoR by developing a deeper understanding of the "language comprehension" component of the Simple View of Reading. This will include an understanding of the key takeaways from the body of research that lead to evidence-based practices. This understanding, combined with hands on practice and application of essential strategies, will assist teachers in improving student understanding and application of the oral language, vocabulary, background knowledge, literacy knowledge, and language structure skills essential to ensure language comprehension and create a condition for comprehension to occur.
Course #4: Science of Reading: Fluid & Flexible Small Group Instruction	K-5 English Language Arts Teachers, Instructional Leaders, & Literacy Coaches	This course will focus on the why, when, and how of SoR aligned, small group instruction. Participants will learn about the importance of fluid and flexible small groups and the past practices that created barriers for non-decoders. This professional learning will also include the disaggregation of student data to determine areas of focus, guide instructional decisions, and effectively plan for small group instruction.
Course #5: The Science of Reading: The Reading & Writing Connection	K-5 English Language Arts Teachers, Instructional Leaders, & Literacy Coaches	During this course, participants will learn about the companion to Scarborough's Reading Rope—Sedita's Writing Rope, which summarizes the key take-aways from the research about writing. Then, participants will learn of the role writing plays in cementing student learning. Next, teachers will make connections between the evidence, the B.E.S.T. Standards for ELA, and our high-quality instructional materials in Benchmark Advance. Finally, participants will utilize writing rubrics to analyze student work, use evidence of encoding to assess phonics skills, and plan for the next steps in writing instruction.
Course #6: Science of Reading: Enriching All Students Through Project-Based Learning	K-5 English Language Arts Teachers, Instructional Leaders, & Literacy Coaches	Just as it is essential that students have a strong understanding of the foundational skills needed to read on grade level, it is equally important to enrich students to foster a love of learning. In this course, participants will understand the role enrichment plays for all students. Then, teachers will make connections to the B.E.S.T. Standards for ELA. Finally, participants will dive into Benchmark Advance to explore resources to plan for impactful enrichment.
SoR-ing with Intensive Reading	Grades 6-12 reading teachers and coaches	In this interactive course, reading teachers, literacy coaches, and support staff in grades 6-12 will learn the research that makes up what is known as the Science of Reading, and engage in activities that

		connect the B.E.S.T. standards, and components of literacy. Participants will apply what they have learned to an upcoming lesson.
Evidence-Based Decoding & Encoding	Grades 6-12 reading teachers and coaches	In this interactive workshop, secondary reading teachers will learn, practice, and apply evidence-based methods to provide differentiated, scaffolded decoding and encoding instruction to small-groups and individual students. Methods include the use of physical and digital manipulatives, contrastive analysis for linguistically diverse students, and engaging ways to provide multiple exposures to new spelling/sound patterns through retrieval practice.
Evidence-Based Comprehension Instruction	Grades 6-12 reading teachers and coaches	In this interactive workshop, secondary reading teachers will learn, practice, and apply evidence-based methods to provide differentiated, scaffolded decoding and encoding instruction to small-groups and individual students. Methods include the use of physical and digital manipulatives, contrastive analysis for linguistically diverse students, and engaging ways to provide multiple exposures to new spelling/sound patterns through retrieval practice.
Best-Practices in Stations	Grades 6-12 reading teachers and coaches	This is a dynamic teacher training course designed to enhance reading instruction through the effective use of the Read180 program delves into the dual components, the Read180 comprehension model, as well as the Read180 foundational model—The Code. Participants will learn how to implement station rotations and select the proper rotational models to meet the needs of the varied academic levels of students. The course emphasizes the importance of continuous monitoring to track student progress and managing these rotations and stations to make data-driven adjustments. By the end of the course, educators will be equipped with strategies to optimize the Read180 stations.
The Read-Write Connection	Grades 6-12 reading teachers and coaches	Reading teachers will engage in activities that illustrate how reading skills are taught, applied, and assessed through writing assignments embedded in the adopted Intensive Reading curriculum. Reading teachers will learn and practice new instructional strategies on day one, implement it in the classroom, and then bring back student work for day two. On day two, teachers will collaborate on analyzing student written work and determining what it means about the students' comprehension of the content and use this information to guide their planning for the next unit of instruction.
Reading Data & Differentiation	Grades 6-12 reading teachers and coaches	In this workshop, participants will tailor small group instruction to meet the needs of all learners by using data to differentiate instruction and motivate students. Participants will learn a variety of strategies for data chats and leave with a variety of Teacher Central Resources for differentiating instruction and modeled differentiated lessons.
SoR-ing with ELA	Grades 6-12 ELA teachers and coaches	Participants will learn about the research and background behind the Science of Reading (SoR) and how strategies that support the Foundational Standards can be implemented in Tier 1 instruction. Engaging activities will allow participants to gain an understanding of how students learn to read, the science behind the methodologies in reading classes, the importance of vocabulary instruction, and strategies for implementation. Participants will have an opportunity to enhance current lesson plans with newly gained knowledge of SoR

		strategies as well as with the tools and resources from their instructional materials.
ELA Key Benchmarks	Grades 6-12 ELA teachers and coaches	This one-day training will take ELA teachers into a deep dive of the "priority standards" within the B.E.S.T. standards/benchmarks and identified within the HMH Into Literature curriculum. Priority Standards are also known as Marzano's Critical Content. Teachers will explore each priority standard/benchmark with a close analysis of strategies teaching the standards and sample assessments that provide effective progress monitoring and opportunities for targeted feedback. Teachers will be integrating the standards with their instructional planning, as well as practice providing effective feedback.
ELA Centers, Stations, and Playlists	Grades 6-12 ELA teachers and coaches	This one-day training will model the design of student centers, stations, and playlists for use with the HMH Into Literature curriculum. Teachers will explore adapting the BEST standards-based components in the adopted curriculum to design centers and playlists to support scaffolding and differentiation, as well as student voice and choice in formative assessments. Teachers will be integrating the standards-based strategies with their instructional planning, as well as practice providing effective coordination and feedback.
ELA Designing for Rigor	Grades 6-12 ELA teachers and coaches	This one-day training will model and provide opportunities to practice the conditions for rigorous instruction in the ELA classroom. The workshop provides a comprehensive overview of five components for ensuring rigorous instruction and assessment, as well as strategies for practice. The content and practice will be directed toward an ELA audience, using the adopted curriculum.
Reading & Writing Workshop	Grades 6-12 ELA teachers and coaches	In a Reading and Writing Workshop, the teacher begins class with a brief mini-lesson based on student formative assessment, then students apply the skill into their Reading and Writing as they complete their own projects while the teacher confers with individual students or groups to build proficiency. The class ends with sharing what students have been working on. This instructional method is perfect for Project-Based Learning (PBL) and increasing student engagement in class. As part of this interactive professional learning experience, participants will experience learning in a Reading and Writing Workshop where they will engage in differentiated student-centered reading and writing tasks that develop into a larger project. They will learn how to use the district-adopted curriculum in a Workshop format (either in a 90-minute class or a 50-minute class period) and how to plan mini-lessons based on ongoing formative feedback strategies.
Social Studies Science of Reading	Grades 6-12 Social Studies teachers and coaches	Participants will learn about the research and background behind the Science of Reading (SoR) and how strategies that support the Foundational Standards can be implemented in Tier 1 instruction. Engaging activities will allow participants to gain an understanding of how students learn to read, the science behind the methodologies in reading classes, the importance of vocabulary instruction, and strategies for implementation. Participants will have an opportunity to enhance current lesson plans with newly gained knowledge of SoR

		strategies as well as with the tools and resources from their instructional materials.
Superheroes in U.S. History: Using Comics to Build Background Knowledge in History	Grades 6-12 Social Studies Teachers and Coaches	Participants will be able to analyze historical comics for bias, symbolism, and propaganda. Participants will be able to analyze WW I and WW II comics for factual accuracy, omission, and emotional appeal. Participants will understand how to incorporate this media in their classrooms.
Building Civics Comprehension	Grades 6-12 Social Studies Teachers and Coaches	Teachers will be able to identify low, moderate, and high levels of cognitive complexity Civics questions. Teachers will be able to implement strategies in their classroom that help students interpret pictures, cartoons, or graphs. Teachers will be able to develop higher order Civics questions that they can implement in their classroom. Teachers will be able to implement strategies to support the Common Core State Standards for Literacy in history/Social Studies in middle school Civics.
From Words to Meaning: Decoding Social Studies Texts for New Teachers	Grades 6-12 Social Studies Teachers and Coaches	This workshop is designed for secondary social studies teachers who are entering their first, second, or third year of teaching social studies in a middle or high school. Participants will learn how to locate and use social studies resources and mandates at both the state and district levels, blend BEST and NGSS standards, and increase pedagogical practices to meet the diverse needs of their students. Participants must have access to the BCPS Canvas platform and bring a fully charged laptop.
Decoding US History EoC Building Background Knowledge and Vocabulary for Student Success	Grades 6-12 Social Studies Teachers and Coaches	This introductory course is designed specifically for high school United States History teachers who are new to teaching US History. Through readings, videos, activities, and discussions, participants will have the opportunity to immerse in best practices and high yielding resources. Participants will learn how to use key resources such as the U.S. History End of Course Assessment Test Item Specifications to identify critical content and practice strategies that have resulted in student success. Participants will learn how to incorporate content and skills into classroom instruction to produce lessons that are both rigorous and engaging.
Asking Better Questions: Inquiry in SS	Grades 6-12 Social Studies teachers and coaches	In today's evolving classrooms, strong questioning skills paired with emerging technologies like AI can transform how students engage with Social Studies. This session equips educators with strategies to develop effective, inquiry-driven questions that deepen student understanding of historical and civic content. Participants will explore Webb's Depth of Knowledge (DOK) to design higher-order prompts and use the Question Formulation Technique (QFT) to help students take ownership of their learning. The session also introduces practical ways to integrate AI tools to support questioning, source analysis, and critical thinking—turning passive learning into active investigation. Teachers will leave with tools to craft compelling driving questions and use AI to support student inquiry in a purposeful, ethical, and engaging way.

AI as a Bridge to Background Knowledge in Social Studies	Grades 6-12 Social Studies teachers and coaches	This professional development session equips middle school social studies teachers with strategies to transform AI from a perceived threat into a powerful learning tool. Grounded in the science of reading—emphasizing comprehension, background knowledge, and critical thinking—this training supports educators in using AI to enhance academic inquiry in civics, history, and essay writing. Participants will explore ethical AI use, scaffold student engagement, and personalize instruction through hands-on activities and case study analysis. Teachers will leave with practical resources, classroom-ready strategies, and a plan to integrate AI in ways that promote ethical use, academic growth, and deeper understanding of complex social studies concepts.
Science of Reading in Science	Grades 6-12 Science teachers and coaches	Teachers will learn and apply evidence-based reading strategies that align with the science of reading to enhance students' comprehension of science texts. This includes methods such as explicit vocabulary instruction, text structure analysis, and the use of graphic organizers to help students better understand and retain content. Teachers will develop and implement multisensory instructional techniques to support diverse learners in science. This includes using visual, auditory, and kinesthetic activities to engage students and reinforce reading skills, ensuring that all students, including those with reading difficulties, can access and understand science material. Teachers will acquire skills to analyze the data collected from formative assessments to identify student misconceptions, learning gaps, and areas of strength. They will learn how to use this data to adapt their instructional strategies and provide targeted feedback and support to students.
Building Mathematics Understanding w/ Literacy	Grades 6-12 Math teachers and coaches	This two-day professional development is designed to deepen Mathematics teachers' understanding of Florida's Math benchmarks while integrating the critical components of skilled reading—linguistic comprehension and word recognition—based on Scarborough's Reading Rope. Educators will examine effective instructional strategies to enhance student comprehension, promote mathematical reasoning, and align lessons with state standards for improved learning outcomes.

Instructional Personnel and Certified PreK Teachers

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

Teachers can earn their reading endorsement through the district's five-module coursework via Broward Virtual or through the University of Florida's Literacy Matrix. Teachers can also earn points towards their educator recertification 40-hours in reading through any of the eligible courses that occur both online asynchronously and in-person based on areas need. Additionally, teachers who complete the Science of Reading workshops can earn the district's micro-credential in The Science of Reading.

Differentiated Professional Learning

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

Schools are tiered based on student achievement outcomes and Instructional Review walkthrough data. All schools have access to the district's professional learning course catalog which includes a pathway for novice, intermediate, and experienced teachers and can register on courses based on need and have a school-based instructional coach to provide support via coaching cycles. Schools identified as priority and focus also have district-based Instructional Specialists to provide school-based professional learning who provide professional learning support to the literacy coach and engage teachers in coaching cycles based on need. This support is built on a gradual release model of instructional support.

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

Each school tiers their teachers based on experience, pedagogy, and student performance data. Those that are Tier 1 teachers have opportunities to lead Professional Learning Communities, support other teachers by sharing best practices via Lunch and Learns and Collaborative Planning sessions, and open their classroom for other teachers to observe and learn from.

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

Each school has a professional learning calendar which includes offerings depending on the school schedule and needs. All schools have Professional Learning Communities that are teacher led. Structures include lesson study and analysis of student work. Select schools also offer micro-learning structures including Lunch and Learn sessions that are interactive strategy-based sessions based on teacher need and interest facilitated by the Literacy Coach or Tier 1/Mentor Teachers and teacher-led, coach-supported Collaborative Planning sessions with subject/grade alike teachers to discuss effective instructional strategies and make data-based decisions that impact instructional delivery.

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

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

Name of Tutoring Program	Target Audience	Description
Learning High Impact Tutoring (ESSA Rating-Strong)	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.
Varsity Tutors	Select students in our most critical schools	This program 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(9)(b)3.o., F.A.C.)

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

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 within two weeks of any FAST administration. 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.

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 within two weeks of any FAST administration. 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.

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

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, 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.

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

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

Initials	Assurance
	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.
	b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of s. 1008.25(4)(c), F.S., to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with Rule 6A-6.053(6)(c), F.A.C.
	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S. All

	other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
	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.
	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

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

9) Highly Effective Teachers

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

Strategic Communication with School Administrators: Placing Highly Effective Teachers in K–2. To ensure early literacy success, Broward County Public Schools (BCPS) will implement a tiered communication and implementation plan aimed at placing highly effective teachers in Grades K, 1, and 2. Recognizing the foundational importance of these early grades in reading development, BCPS will:

- Issue district guidance via PIVOT Memo to all principals and regional directors and superintendents outlining the expectation that K–2 classrooms be staffed with teachers rated "Highly Effective" under s. 1012.34(2)(e), F.S., using the most recent three-year average evaluation data.
- Determine if we can have Talent Development conduct early identification of projected vacancies in K–2 classrooms and match them with highly effective teachers using the district's teacher evaluation database and Talent Development staffing platform.
- Host targeted principal sessions during the first level principals meetings to share case studies and data showing the impact of highly effective teaching in early literacy development.
- Offer assistance, where possible, with Regional Offices and Talent Development any academic guidance and staffing support to school leaders during the hiring window to prioritize the placement of these teachers in K–2 before assigning them to upper grades.
- Monitor and report progress on this initiative by comparing the percentage of highly effective teachers in K–2 classrooms by school and region quarterly year over year.