Broward County Public Schools (BCPS)
2026-2027
Comprehensive Evidence-Based Reading Plan (CERP)

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 (FLDOE) 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 Saturday, August 1, 2026, 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 Wednesday, July 15, 2026, 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 (PL), 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	Diane Raude	diane.raude@browardschools.com	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	754-321-1843
Multi-Tiered System of Supports (secondary)	Tanya Monroe	tanya.monroe@browardschools.com	754-321-2174

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	**$8,954,408**	
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
Third-grade summer reading camps	**$787,449**	
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.)		
District Trainer	**$103,262**	
Estimated Sum of Expenditures	**$9,845,119**	

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 2025-2026 Progress Monitoring (PM) 2 administration of Star Early Literacy, 55 out of 1,298 VPK students (4%) scored below the 10th percentile.	Based on the 2026-2027 PM3 administration of Star Early Literacy, 53 out of 1,420 VPK students (3.73%) will score below the 10th percentile.	Based on the 2025-2026 PM2 administration of Star Early Literacy, 992 out of 1,298 VPK students (76%) scored above the 40th percentile.	Based on the 2026-2027 PM3 administration of Star Early Literacy, 1,094 out of 1,420 VPK students (77%) will score 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 (ECE) 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 PM 2 or 3. 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	2025-2026 School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	2025-2026 School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Level 1	Level 1	Levels 3-5	Levels 3-5
K	16%	14%	63%	65%
1	20%	18%	66%	68%
2	22%	20%	57%	59%
3	17%	15%	64%	66%
4	15%	13%	65%	67%
5	12%	10%	67%	69%
6	14%	12%	68%	70%
7	13%	11%	67%	69%
8	16%	14%	63%	65%

9	15%	13%	63%	65%
10	15%	13%	64%	66%

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 are sponsored by a district.

1. Provide an explanation of the following:

Grades K-5	District Level	School Level
Data that will be collected and the 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 Walk-through 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 (SoR) Classroom Instructional Look-For Tool **(ongoing)**	**Student Assessment Data:** • Grade, teacher, and classroom data 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 Walk-through Data:** • School-level Literacy Leadership Team (LLT) conducts CWTs during the reading block for effective implementation of instruction in K-2 and 3-5 using Benchmark Advance Look-Fors and 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 support the implementation of professional development and alignment to the science of reading (**including charter schools**) • Review student achievement data and deploy support to schools that demonstrate a need • District-level LLTs walk through/ Instructional Review data using the K-12 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

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Grades 6-8	District Level	School Level
Data that will be collected and the frequency of review	• **Student Assessment Data:** FAST, MAP, Code Placement, San Diego with Considerations for English Language Learners (ELLs) **(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 with Considerations for ELLs **(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 (PLCs), and/or Collaborative Planning sessions that meet regularly.
Grades 9-12	**District Level**	**School Level**
Data that will be collected and the frequency of review	• **Student Assessment Data:** FAST, Measures of Academic Progress (MAP), Code Placement, San Diego with Considerations for ELLs **(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 with Considerations **(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, PLC, and/or Collaborative Planning sessions that meet regularly.

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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 and 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 2026-2027 CERP. As a result, an infographic summarizing the plan was developed and will be shared with leadership during Leadership Week. Throughout the year, there was timely information via principal and assistant principal meetings, Literacy Coach Forums, and email reminders to support CERP implementation.

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 capacity by providing ongoing PL on a standardized coaching model during our Literacy Coach Forums for 2026-2027. In addition, all stakeholders would like to see a refocus on coaching practices that have the biggest impact on student achievement. As part of this initiative, we encourage Literacy Coaches to spend most of their time (over 50%) in classrooms providing direct support to teachers via modeling, co-teaching, and providing feedback.

In partnership with the Leadership Development & Teacher Support Department, we are aligning the role of Instructional Coaches to the evidence-based 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: The **Broward's CERP Root Cause Analysis & Reflection Committee**, the Elementary team is focused on ensuring that all students have access to high-quality instructional materials (HQIM) for Tier 1 instruction. The K-12 SoR Classroom Instructional Look-For Tool. The priority is to identify ways that provide teachers with additional planning time for the application of academic discourse and integrated writing opportunities that cement student learning. We continue to make progress with schools intentionally scheduling an intervention block outside of their 90-minute, uninterrupted reading block. This is called 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 on their SoR 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, as well as the ELA and Intensive Reading options. An expanded focus on writing, which includes increasing use of an Artificial Intelligence (AI) infused tool, Writable, in ELA and Intensive Reading courses, with a plan to roll out in Social Studies next. A district-wide focus on academic discourse in each content area will be implemented.

Assessment: The Elementary Learning Department ELA Team has developed comprehensive diagnostic assessment tools or a plan for each of the six components of reading that drill down to the skill, as outlined in the B.E.S.T. Standards for ELA. In addition, instructional pathways that address specific skill gaps were developed. For example, a BCPS Phonics Diagnostic identified a gap with variable vowel teams. The teacher will select and implement the aligned instructional pathway. Each instructional pathway provides six lessons, a brief progress monitoring tool aligned to the skill, six additional lessons if required, and a second brief formative assessment. It is highly recommended that schools require pathway instruction before initiating Response to Intervention (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 currently used universally throughout the district. In addition, data for Tier 2 and Tier 3 are often inconsistent or not aligned with the foundational skill gap identified using the 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 document and guided questions using the Instruction, Curriculum, Environment, and Learner (ICEL) x Review, Interview, Observe, Test (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 school-based PLCs need to implement evidence-based practices that improve student outcomes. This is outlined in Indicator 4, "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." During the 2026-2027 school year, district-wide PLCs will implement the following: lesson study, student work analysis, and feedback rubrics. Currently, the implementation and effectiveness of PLCs vary vastly from school to school.

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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. This is achieved by conducting classroom walkthroughs during the 90-minute reading block, participating in data chats, and actively participating in collaborative problem-solving team meetings. Verified documentation is submitted alongside each school's updated School Improvement Plan. BCPS Regional Superintendents and Teaching & Learning Directors review Tier 1 progress monitoring data and provide direct oversight of schools. Elementary/Secondary Learning ELA Curriculum Supervisors support and monitor implementation of the CERP by regular data disaggregation of FAST, iReady, adopted Tier 1 curriculum, CWTs, Instructional Reviews, and feedback conversations.

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 Student Assessment and Research Department meet regularly to review progress monitoring data from the FAST, iReady, and Tier 1 curriculum (K-5: Benchmark Advance; 6-12: Houghton Mifflin Harcourt (HMH). Findings are shared with BCPS Regional Superintendents and Teaching & Learning Directors. Additional school support is provided by the Regional Offices and the Office of Academics based on student achievement data. In 2025-2026, representatives from Curriculum Associates met quarterly with leaders from the Elementary and Secondary Learning Departments to gauge usage of our evidence-based core curriculum for Tier 1 instruction via the iReady diagnostic results. This ensured that schools were following the CERP. Therefore, we will continue this practice for the 2026-2027 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 aligns with the science of reading and ensures that students receive the most appropriate intervention for their priority area of need. Finally, we will continue to closely monitor data and use of approved, evidence-based interventions. It is essential that K-5 students have the skills needed to decode with ease, the background knowledge, and vocabulary to understand what they are reading. Secondary Learning Department meets with HMH regularly to monitor program fidelity and student achievement, ensure that the CERP is being followed, and track student progress. After each assessment period, principals, assistant principals, schedulers, and coaches review student data at the district and school level during their respective monthly meetings. Based on these results, action plans are initiated. The goal at both the elementary and secondary levels is to phase students out of Tier 2 and 3 interventions. PM data ensures students 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.**

N/A

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

The requirements of the "Just Read, Florida!" Literacy Coach Model per **Rule 6A-6.053(4), F.A.C.**, is communicated through a series of meetings and memos. Prior to the start of each school year, principals participate in a meeting outlining policy **Rule 6A-6.053(4), F.A.C.,** requirements. Throughout the school year, school-based Literacy Coaches participate in monthly forums to review/discuss coaching expectations and requirements, evidence-based instructional practices, data analysis, and strategies for school improvement. In addition, training and support on state statute expectations for the effective use of Literacy Coaches with school leaders will be an area of focus during the 2026-2027 school year. This includes building a shared vision for instructional coaching throughout the district that supports administrators and Literacy Coaches' implementation of evidence-based protocols, timelines, and expectations that align with the key indicators of the CERP.

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

During their first two years in the role, Literacy Coaches must complete the BCPS Coach Credentialling Program. One of the key tasks of the program that provides opportunities to use current student data to enhance coaching practices, improve teacher effectiveness, and increase student achievement. Coaches are required to take a series of content courses designed by the District LLT, Elementary, or Secondary ELA Departments, to build their knowledge of literacy practices aligned to the SoR. Master Coaches are assigned to support school-based Literacy Coaches and new teachers based on need. The focus of this support is centered around helping coaches gather and analyze data to create action plans for differentiated instruction. Master Coaches and the District ELA Team work to ensure that Literacy Coaches participate in targeted professional learning based on the needs of each school. Broward developed a comprehensive plan that ensures support is provided to our valued school-based Literacy Coaches. Elementary Learning conducts monthly Literacy Coach Forums that conclude with an open Q & A session in which the Supervisors answer every question. The district recommends a follow-up implementation for the information provided during the Forum. These work-embedded applications of the content presented ensure teachers at the school level understand the district's vision for ELA. When new programs or practices are introduced to schools, district staff provides open "Technical Assistance" coaching sessions for direct support with the initiatives. When requested, ELA Team members are assigned to support the implementation of all aspects of the uninterrupted, 90-minute Reading Block.

At the secondary level, coaches are supported using a gradual release model that mimics the coaching expected at the schools. Every other month, a Literacy Coach Forum (I DO) is held, in which the coaches learn and begin to apply information about the upcoming 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 and verified 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?**

The CERP Root Cause Analysis & Reflection Committee selected data analysis as an area of continued focus for BCPS's 2026-2027 school year. For 2026-2027, there will be an emphasis on using data to identify and implement evidence-based practices. Every Broward school has at least one Literacy Coach that receives PL on aligning all literacy practices to the science of reading. PL will continue to focus on the analysis of school-wide student achievement data, checks for understanding, best practices on monitoring instruction and intervention, determining area of focus for readers below grade level, and embedding multisensory and metacognitive instructional strategies. BCPS emphasizes rigor, relevance, reading, and writing throughout the content areas. This promotes content area expertise and cements learning. Integrated use of classroom technology enhances teaching and learning, classroom management, and parent communication. At the secondary level, Literacy Coaches receive a list of milestones throughout the year to ensure that they are focused on key tasks of implementing the CERP, including progress monitoring, placement of students into interventions, completing coaching cycles, leading effective professional development (PD), and more. To support school-based LLTs, the Office of Academics developed tools that align literacy practices to the SoR. These include a BCPS SoR Implementation Guide, the BCPS SoR Playbook, and the BCPS SoR Rules of Engagement, and **BCPS K-12 SoR Classroom Instructional Look-Fors Tool.**

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. Master Coaches are assigned to Principal Supervisors. Master Coaches provide ongoing support to Literacy Coaches and monitor implementation of the requirements of the "Just Read, Florida!" Coaching Model per **Rule 6A-6.053(4), F.A.C.**

Literacy coaches submit evidence of their learning and implementation, such as coaching cycle logs and data reflections to determine additional support coaches may require.

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

The Leadership Development & Teacher 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

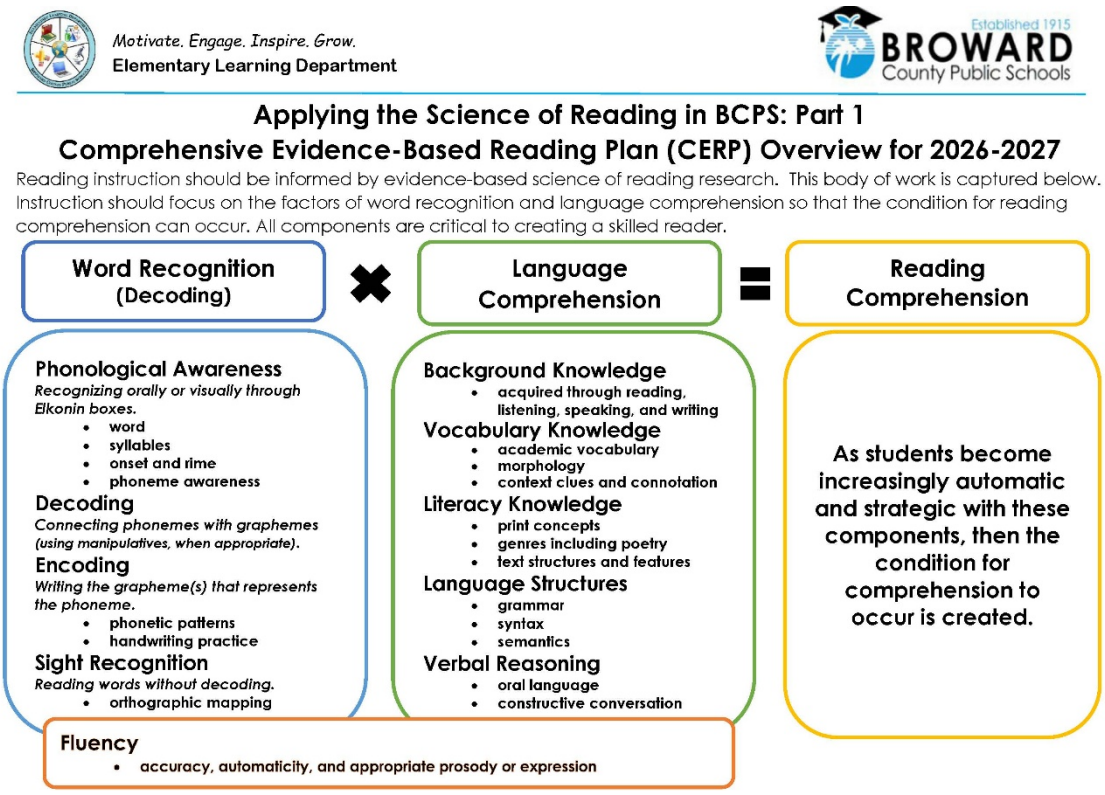
A. Florida's Formula for Reading Success (Rule 6A-6.053(3)(a), F.A.C.)

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

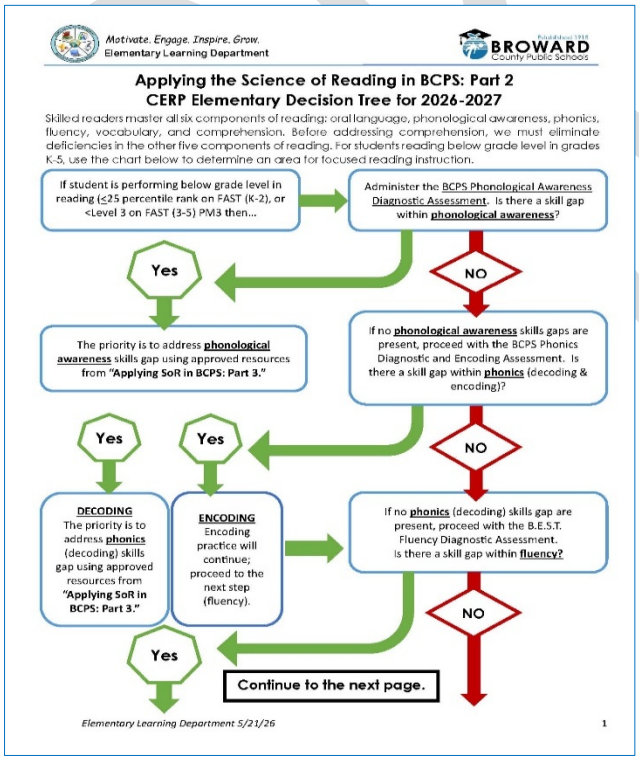
- **Six components of reading**: oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.
- **Four types of classroom assessments**: screening, progress monitoring, diagnostic, and summative assessment.
- **Three tiers of instruction that are standards-aligned**; include accommodations for students with a disability, students with an IEP, and students who are ELLs; 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, 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 for 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.

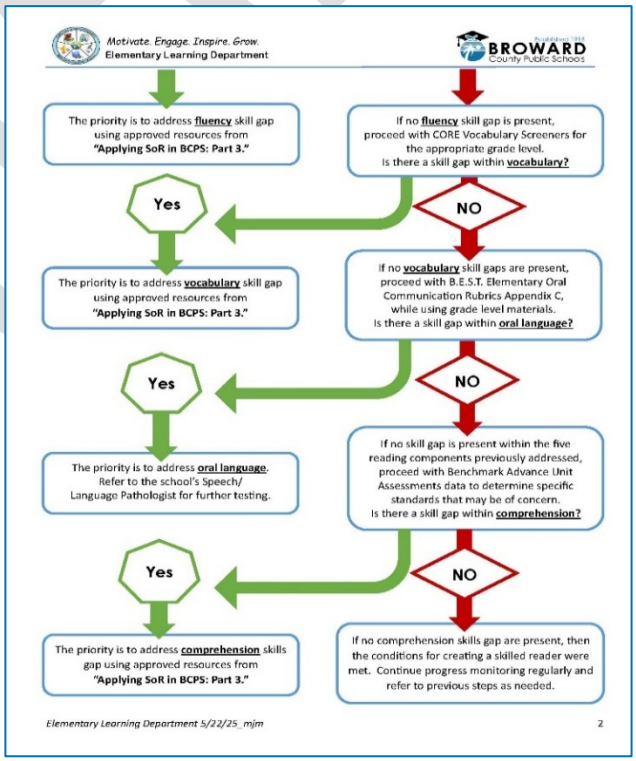
1. How does the district's strategic plan align with Florida's Formula for Reading Success for all students, including students with disabilities and students who are English language learners?

Three guidance documents were created to summarize the CERP for 2026-2027: Applying the SoR at BCPS: Part 1, 2, and 3. Part 1 is an overview of the skills necessary to create a skilled grade-level reader, as seen below.



Applying the SoR at BCPS: Part 2 explains the diagnostic assessment process.





Applying the SoR at BCPS: Part 3 is an overview of CERP-approved resources.

Motivate. Engage. Inspire. Grow.
Elementary Learning Department

Established 1915 BROWARD County Public Schools

Applying the Science of Reading at BCPS: Part 3
Comprehensive Evidence-based Reading Plan (CERP) Resources for 2026-2027

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

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Word Recognition (Decoding) ✖ Language Comprehension = Reading Comprehension

Phonological Awareness

Tier 1 Instruction: Benchmark Advance (K-5) **or** Heggerty (K-1)

Tier 2/3 Options: Benchmark Advance PA (K-1) **or** Bridge the Gap (2-5)

Phonics

Tier 1 Instruction: Benchmark Advance (K-5) **or** UFLI (K-2)

Tier 2/3 Options: Benchmark Adv. Phonics/ Word Study Interventions (K-5) **or** SIPPS: Beginning Challenge, & Extension (1-3) **or** Reading Horizons Discovery (1-3) **or** SIPPS Plus (4-5) **or** Reading Horizons Elevate (4-5) **or** UFLI (K-5)*

Fluency

Tier 1 Instruction: Benchmark Advance (K-5)

Tier 2/3 Options: Benchmark Advance Fluency Interventions (K-5) **or** Quick Reads (2-5)

Vocabulary/Comprehension

Tier 1 Instruction: Benchmark Advance (K-5)

Tier 2/3 Options: Benchmark Advance Comprehension Interventions (K-5) **or** Magnetic Reading (3-5) **or** Wordly Wise 3000 (2-5) **or** Vocabulary Surge (2-5)

**May be used as an intervention only if not previously used for Tier 1 instruction.*

Elementary Learning Department _5/19/26

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

The ECE Department is included in the BCPS SoR journey to ensure cohesion of all instructional practices. BCPS is aligned with Florida's Formula for Reading Success. The district monitors the implementation of the curriculum to ensure that Florida's Early Learning and Developmental Standards are taught with fidelity and used to identify students who may need further support via ESE or ELL concerns. The ECE Department effectively assesses, supports, and meets the needs of all learners while laying the foundation for educational success in the future. STAR Early Literacy is administered at the conclusion of VPK.

The Head Start program conducts ongoing assessments, uses appropriate developmental screenings, parent-teacher conferences, home visits, formative assessments, and health screenings with strict timelines to monitor a student's progress, individual educational progress, and overall needs. Teachers document 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, assessments that measure literacy, speech and language, and concept development at varying times throughout the school year.

The classroom teacher must align instruction with the Florida Early Learning Standards to ensure it is taught with fidelity across all domains. Each Head Start/ Early Intervention class is inclusive and features a play-based approach and the use of Creative Curriculum. Within all BCPS Head Start/Early Intervention classrooms, teachers 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 when teachers target specific educational needs and provide personalized support.

Teachers scaffold instruction using a variety of modalities and materials to support reaching diverse learners. A strong emphasis on literacy is provided with a variety of conversation, feedback loops, open-ended questions, scaffolding, prompting through thought processes, encouragement, and affirmation. The final part of implementation is to meet the needs of all learners by supporting the school, staff, teachers, students, and families by fostering and deepening relationships for future success.

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

The ESE 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 PMP for VPK students scoring below the 10th percentile on 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: 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 that 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 ☒ Comprehension	☒ 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?**
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 ☐ 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	☐ VPK ☐ PreK ☒ Grade K	☐ Oral Language ☒ Phonological Awareness	☐ Screening ☒ Progress Monitoring	☐ Weekly ☐ 2 x Month ☐ Monthly

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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?**
Diagnostic Assessment of Reading (DAR)	☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☐ Select Students	☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☒ Diagnostic ☐ Summative	☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
BCPS Diagnostic Assessments for Identifying Skill gaps in • **Phonological Awareness** • **Phonics** • **Oral Language**	☐ 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
Other District Assessment **Reading Horizons: Discovery & Elevate**	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All 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

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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?**
	☐ Select Students			
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 outlined 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 PMP, 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

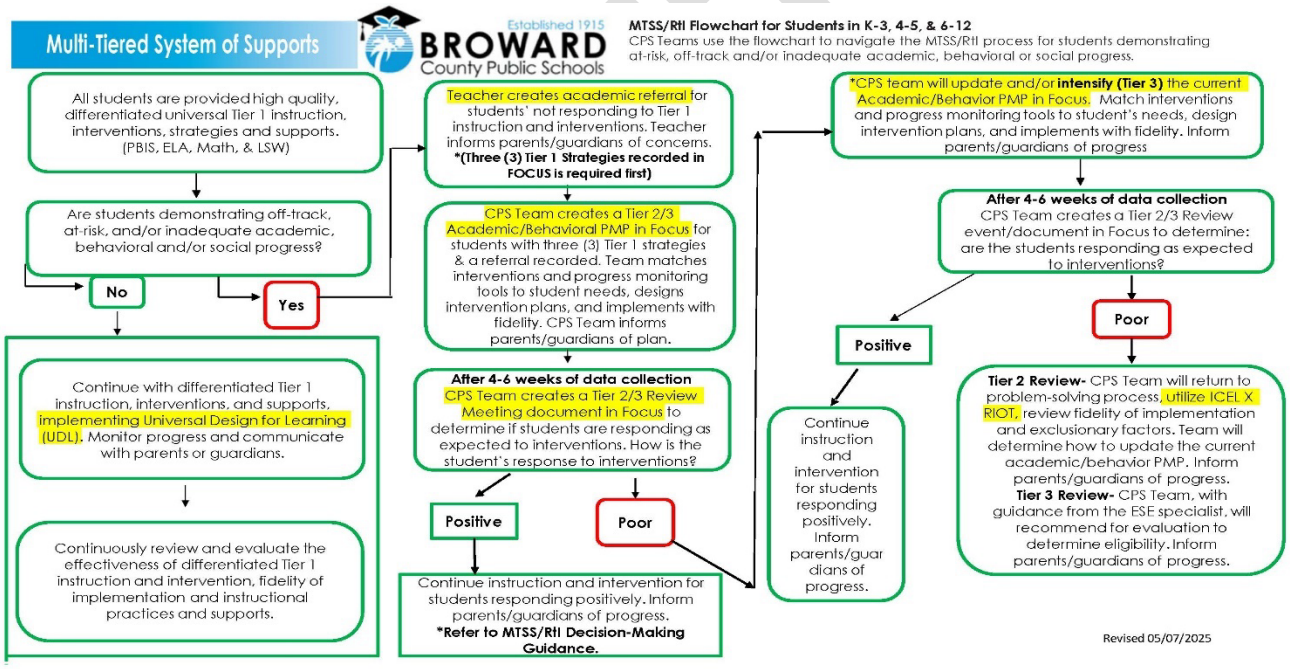
- For grade 3, the student scores below the twentieth (20th) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.

- 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.

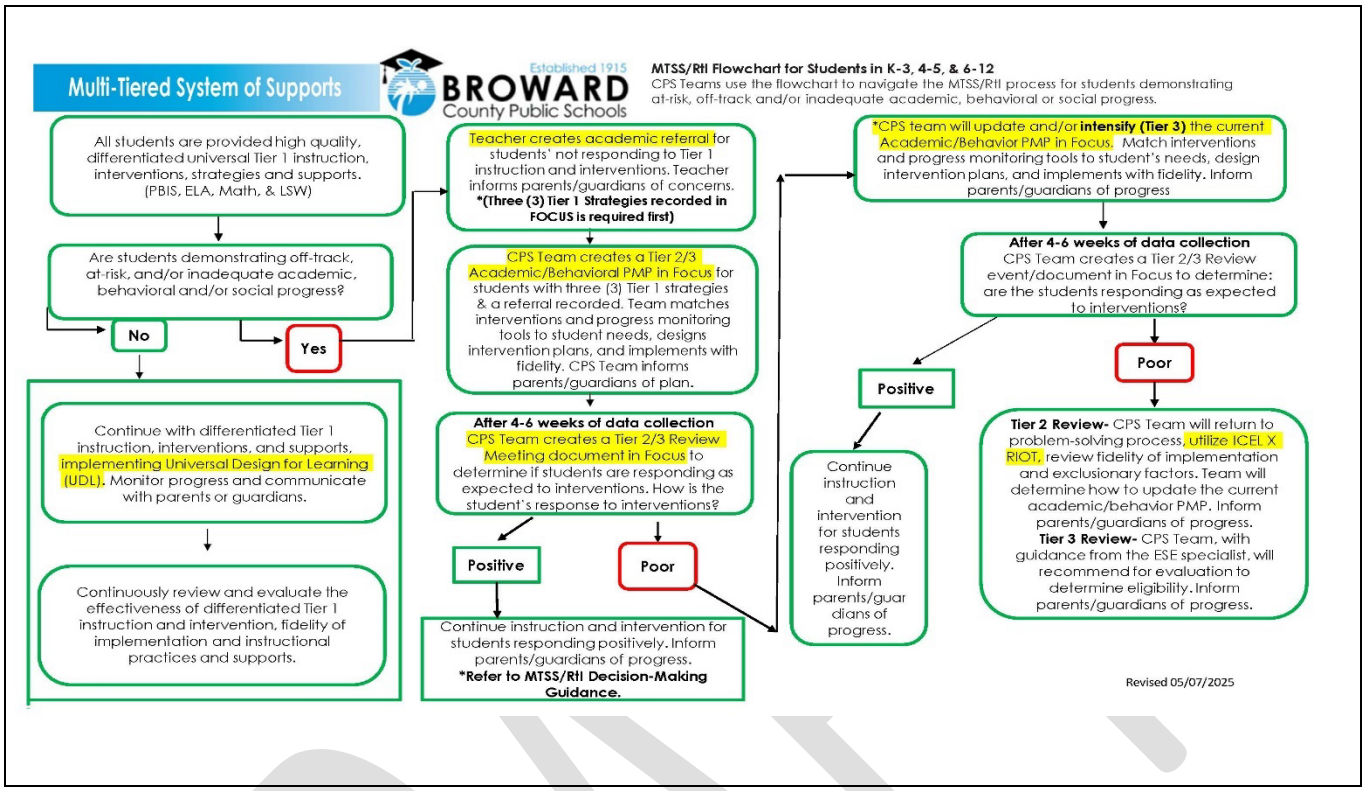
Tier 3 interventions must be provided to students identified as having a substantial reading deficiency.

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 26-27.



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 K-3 students with characteristics of dyslexia. Tier 3 interventions must be provided to students identified as having characteristics of dyslexia.

If a student does not respond to Tier 1 small group supplemental strategy support, then the student will be referred for Tier 2 intervention for 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 supplemental strategy support. If a student does not respond to their Tier 1 support for phonics following 12 lessons, then the student will be referred to Tier 2 intervention in phonics. Our approved resources for phonics are evidence-based and improve outcomes for students with characteristics of dyslexia. If no skill gap is detected, schools will then assess the student on their fluency skills. This is another common area of concern for students with characteristics of dyslexia. If a skill gap is indicated, this will be the area addressed for Tier 1 small group supplemental strategy support. If no skill gap is detected, schools will then assess the student's vocabulary ability. If no skill gap is indicated, then comprehension Tier 1 small group supplemental strategy support may begin. We have ensured that the student has built the conditions for comprehension to occur.

In addition to diagnostic assessments that address the components of reading that children with dyslexia are most likely to struggle with, The Colorado Learning Disabilities Questionnaire - Reading Subscale (CLDQ-R) is utilized. The CLDQ-R is a screening tool that measures risk of reading disability (i.e., dyslexia) in school-age children (Willcutt et al., 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.

BCPS Applying the Science of Reading: Part 2 ensures that word recognition skill gaps are addressed first for students exhibiting the characteristics of dyslexia. In addition, specific Instructional Pathways address the sub-skills of phonological awareness, phonics, and fluency. Teachers are provided with a suggested group of six lessons and a PM option. This is followed by six additional lessons and a final PMP option. This ensures that students with characteristics of dyslexia receive the explicit instruction that they need in Tier 1 prior to an RtI referral.

In addition to diagnostic assessments that cover the components of reading that children with dyslexia are most likely to struggle with, for 2026-2027, CLDQ-R will be used. The CLDQ-R is a screening tool designed to measure risk of reading disability (i.e., dyslexia) in school-age children (Willcutt et al., 2011). Normative scores for this questionnaire were developed based on parent reports of their 6- to 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 FAST, iReady Diagnostic, and Benchmark Advance unit assessments. Literacy Coach and school staff will provide support to classrooms in which less than 80% of students are performing below grade level (based on Tier 1 criteria). District personnel will provide support and PL to any school where less than 80% of all students are on grade level.

District-wide collection of data aligned to the K-12 SoR Instructional Look-Fors Tool monitors implementation of evidence-based practices that should impact student achievement. District staff completes the tool following all school-based visits.

In classrooms (or schools) where specified Tier 1 curriculum and supplemental resources do not indicate improved literacy outcomes for at least 80% of students, we identify teachers to receive PL and support in implementing whole group and small group differentiated instruction using evidence-based resources. Identified teachers also learn instructional practices that ensure the curriculum is being implemented with fidelity. In addition, we have a "BCPS SoR Rules of Engagement" to clearly outline the "Dos" and "Don'ts" for alignment with the SoR.

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

MTSS provides support to Collaborative Problem-Solving Team (CPST) members to ensure compliance with data collection, including progress monitoring of all MTSS instructional strategies, interventions, and other resources used to help all students achieve reading success. All intervention data is maintained in FOCUS (district comprehensive database). MTSS evaluates the effectiveness of tiered interventions at schools. The District Literacy Leadership Team monitors multiple data points, including program-embedded progress monitoring assessments from high-quality instructional materials (HQIM). The Office of Academics (Elementary, Secondary, ESE, and Bilingual/ESOL Departments) ensures that teachers are trained on how to use the reading decision charts' evidence-based instructional practices, strategies, and/or programs aligned to the CERP.

If the student is not making sufficient progress, return to the problem-solving process, utilize Instruction, ICEL/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.

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

MTSS provides support to CPST members to ensure compliance with data collection, including PM of all MTSS instructional strategies, interventions, and other resources used to help all students achieve reading success. All intervention data is maintained in FOCUS . MTSS evaluates the effectiveness of tiered interventions at schools. The District Literacy Leadership Team monitors multiple data points, including program-embedded PM assessments from high-quality instructional materials (HQIM). The Office of Academics (Elementary, Secondary, ESE, and Bilingual/ESOL Departments) ensures that teachers are trained on how to use the reading decision charts' evidence-based instructional practices, strategies, and/or programs aligned with the CERP.

Schools monitor the effectiveness of Tier 3 interventions to ensure they are implemented with fidelity and discussed during regular MTSS meetings. Once the skill gap is eliminated, the student is phased back to a Tier 2 or exited from the intervention. If Tier 2 criteria are met, discontinue plan, monitor progress, and provide supplemental support.

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 2026-2027 PM1. Grades 3-5: Scored at or above level 3 during the FAST-Cambium PM from 2025-2026 FAST PM3 or 2026-2027 PM1
List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students. Kindergarten - Grade 2: Scored "At/Above Benchmark" (40 PR) criteria on the FAST STAR Early Literacy or Reading Assessment for 2026-2027 PM1. Grades 3-5: Scored at or above level 3 during the FAST-Cambium Progress Monitoring from 2025-2026 FAST PM3 or 2026-2027 PM1
What processes and procedures are in place to identify and solve problems to improve the effectiveness of Tier 1 instruction? Multiple data points are used to monitor Tier 1 instruction. This includes FAST, iReady Diagnostic, and Benchmark Advance unit assessments. Literacy Coach and school staff will provide support to classrooms in which less than 80% of students are performing below grade level (based on Tier 1 criteria). District personnel will provide support and PL to any school where less than 80% of all students are on grade level. District-wide collection of data aligned to the K-12 SoR Instructional Look-Fors Tool monitors implementation of evidence-based practices that should impact student achievement. District staff completes the tool following all school-based visits. After the above actions, schools or classrooms that continually do not meet 80% proficiency will receive additional district support based on specific identified needs to ensure fidelity of practice and curriculum. BCPS SoR Rules of Engagement document will be used to clearly outline the "Dos" and "Don'ts" for alignment to the evidence-based practices.

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 a 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 (10-25 PR) on FAST STAR Early Literacy in PM1 for 2026-2027 and/or a foundational skill gap is identified in PA or phonics using Applying the SoR at BCPS: Part 2.

Grade 1: Scored in the Intervention level (10-25 PR) on FAST STAR Early Literacy or Reading in PM1 for 2026-2027 and/or a foundational skill gap is identified in PA or phonics using Applying the SoR at BCPS: Part 2.

Grade 2: Scored in the Intervention level (10-25 PR) on FAST Reading in PM1 for 2026-2027 and/or a foundational skill gap is identified in PA, phonics, fluency or vocabulary using Applying the SoR at BCPS: Part 2.

Grades 3-5: Scored below Level 3 on the 2025-2026 FAST PM3 and/or a foundational skill gap is identified in PA, phonics, fluency or vocabulary using Applying the SoR at BCPS: Part 2.

*One singular data point does not solely determine the need for Tier 2 intervention.

Number of times per week interventions are provided:
Tier 2 interventions are provided for 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 K-5, Phonics and Word Study K-5, Fluency K-5, and Comprehension 2-5	Moderate	NA
Reading Horizons Discovery K-3	Not Yet	The following Institute of Education Sciences (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: RtI and MTSS 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.
Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) Beginning, Extension & Challenge K-3	Moderate	NA
SIPPS Plus 4-5	Moderate	NA
Vocabulary Surge 2-5	Not Yet	The following IES Practice Guide Recommendations support the program: Assisting Students Struggling with Reading: RtI and MTSS 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

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Bridge the Gap 2-5/ Heggerty K-2	Moderate	NA
University of Florida Literacy Institute (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 PL 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 ELLs, if used instead of or in addition to programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	**Every Student Succeeds Act (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
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 multisensory component. In addition, some schools are using 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:

Program-embedded assessments are used to progress monitor interventions effectiveness. If Tier 2 criteria above are not met (gap is not closing), return to problem-solving process, utilize ICEL/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 2025-2026, or a foundational skill gap is identified in PA or phonics using Applying the SoR 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 2025-2026, OR a foundational skill gap is identified in PA or phonics using Applying the SoR at BCPS: Part 2.

Grade 2: Scored in the Urgent Intervention level (Below 10 PR) on FAST Star Reading in PM1 for 2025-2026, OR a foundational skill gap is identified in PA, phonics, fluency or vocabulary using Applying the SoR at BCPS: Part 2.

Grades 3-5: Scored below Level 2 on the 24-25 FAST Cambium PM3 or FAST Cambium PM1 for 2025-2026 OR a foundational skill gap is identified in PA, phonics, fluency or vocabulary using Applying the SoR at BCPS: Part 2.

*One singular data point does not solely determine need for Tier 3 intervention.

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 K-5, Phonics and Word Study K-5, Fluency K-5, and Comprehension 2-5	Moderate	NA
Reading Horizons Discovery K-3	Not Yet	The following IES Practice Guide Recommendations support the program: Assisting Students Struggling with Reading: RtI and MTSS 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	Moderate	NA
Vocabulary Surge 2-5	Not Yet	The following IES Practice Guide Recommendations support the program: Assisting Students Struggling with Reading: RtI and MTSS 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 number of students who are significantly below grade level. This has been integrated into our transformation school's 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.

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Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP, and students who are ELLs, 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.		
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: RtI and MTSS 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: RtI and MTSS 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

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		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 (ELLs)		
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 multisensory component. In addition, some schools are using 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 the effectiveness of Tier 3 interventions? MTSS provides support to CPST members to ensure compliance with data collection, including progress monitoring of all MTSS instructional strategies, interventions, and other resources used to help all students achieve reading success. MTSS evaluates the effectiveness of tiered interventions at schools. The District Literacy Leadership Team monitors multiple data points, including program-embedded PM assessments from high-quality instructional materials (HQIM). The Office of Academics (Elementary, Secondary, ESE, and Bilingual/ESOL Departments) ensures that teachers are trained on how to use the reading decision charts' evidence-based instructional practices, strategies, and/or programs aligned with the CERP. Schools monitor the effectiveness of Tier 3 interventions to ensure they are implemented with fidelity and discussed during regular MTSS meetings. Once the skill gap is eliminated, the student is phased back to a Tier 2 or exited from the intervention. If Tier 2 criteria are met, discontinue plan, monitor progress, and provide supplemental support.		

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 22nd - July 16th, 6 hours a day for students The Summer Reading Academy is 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 UFLI instructional materials will be utilized. Both feature explicit and systematic standards-based lessons. The curriculum includes whole-group and small-group differentiated reading and writing instruction. Lessons address skills in all components of reading instruction: phonological awareness, phonics, fluency, vocabulary, comprehension, handwriting, writing, and oral language. Teaching and learning practices provide phonological awareness instruction, multisensory phonics activities, opportunities to extend responses through writing about reading, critical thinking skills to build vocabulary, content knowledge, and oral language.
Alternative Assessment Used: Students will be provided with the opportunity to meet good cause promotion criteria through an alternative assessment (iReady), administered during the final week of Third Grade Summer Reading Academy. The resources and instructional materials listed below will be used to support the teaching and learning of students participating in the BCPS Third Grade Summer Reading Academy.
Additional Information (optional): The Third-Grade Summer Reading Academy will be offered to third-grade students who scored a Level 1 on FAST PM3 for ELA. The Summer Camp opportunity will be scheduled for approximately 96 total hours, with curriculum and instruction aligned to BCPS CERP for 2026-2027. The curriculum will be implemented by highly effective teachers who are either certified or endorsed in reading. An intensive focus on foundational skills and student literacy development will be prioritized. Curriculum options will be provided to meet the differentiated needs of all students attending. Science and social studies topics will be integrated through content-based text reading and writing that maximize vocabulary development and knowledge building. This year, the genre of testing will also be taught.

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 **Northwest Evaluation Association (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 with Considerations for ELLs** (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 **Assessing Comprehension and Communication in English State-to-State (ACCESS) English Language Proficiency Test** (EL Ls)	☒ 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)

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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, are administered.

If the student is proficient and above and an advancing decoder, this shows the student can grapple with on grade-level text in a Tier 1 class and have their literacy needs addressed in the ELA 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's 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 segment 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 Diagnostic Assessments of Reading (DAR), and their data is discussed by the school's Collaborative Problem- Solving Team to determine next steps.

Beginning ELLs with an 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. ELLs without a background of literacy in their home language may also be placed into a Tier 3 reading course depending on their needs.

10. **Explain how the effectiveness of Tier 1 instruction is monitored.**

The data from the above assessments are 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 PL and support in implementing differentiated instruction using evidence-based resources and instructional practices to ensure the curriculum is being implemented with fidelity.

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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 the 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 Bilingual/ESOL departments based on the identified needs of the school and subgroups.

The Secondary Learning Department provides classroom teachers with PL 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, ESE, and Bilingual/ESOL Department, in collaboration with District Partners, such as ELLevation, provide PL 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 (CPST) 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 RtI, the intervention continues as designed. If students have a questionable or poor RtI, 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 the effectiveness of Tier 3 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 Bilingual/ESOL departments based on the identified needs of the school and subgroups.

The Secondary Learning Department provides classroom teachers with PL 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, ESE, and ESOL Department, in collaboration with District Partners, such as ELLevation, provide PL 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 CPST 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 RtI, the intervention continues as designed. If students have a questionable or poor RtI, 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 the 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 PL 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**
Houghton Mifflin Harcourt (HMH) Into Literature (Every Student Succeeds Act (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.	

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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 ELLs, **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 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 (ELLs), 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 the 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 the effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction when PM 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 Bilingual/ESOL departments based on the identified needs of the school and subgroups.

The Secondary Learning Department provides classroom teachers with PL and support on analysis of PM data and additional assessments referenced in the plan to ensure alignment of Tier 1 and Tier 2.

Secondary Learning, ESE, and Bilingual/ESOL Departments in collaboration with District Partners, such as ELLevation, provide PL 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 CPST 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 RtI, the intervention continues as designed. If students have a questionable or poor RtI the team uses guiding questions from the ICEL x RIOT chart to identify and address the root causes.

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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 with Considerations for ELLs** (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	☐ Screening ☒ Progress	☐ Weekly ☐ 2 x Month

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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 (ELLs)	☒ Grade 8 ☐ All Students ☒ Select Student	☐ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	Monitoring ☒ Diagnostic ☐ Summative	☐ 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 ELA 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 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 segment 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 CPST to determine next steps.

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

The data from the above assessments are 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 PL and support in implementing differentiated instruction using evidence-based resources and instructional practices to ensure the curriculum is being implemented with fidelity.

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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 the effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction when PM 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 Bilingual/ESOL departments based on the identified needs of the school and subgroups.

Secondary Learning Department provides classroom teachers with PL and support on analysis of PM data and additional assessments referenced in the plan to ensure alignment of Tier 1 and Tier 2. Secondary Learning, ESE, and Bilingual/ESOL Departments, in collaboration with District Partners, such as ELLevation, provide PL and support to schools implementing evidence-based intervention programs/resources/practices/strategies.

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

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 the effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction when PM 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 Bilingual/ESOL departments based on the identified needs of the school and subgroups.

The Secondary Learning Department provides classroom teachers with PL 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, ESE, and Bilingual/ESOL Departments in collaboration with District Partners, such as ELLevation, provide PL 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 CPST 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 RTI, the intervention continues as designed. If students have a questionable or poor RTI, 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 the 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 PL 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 ELLs, 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 (ELLS)		
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 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 ELLs, 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 (ELLS)		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
iLit/ELL	Promising	NA
Imagine Learning	Promising	NA

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What procedures are in place to identify and solve problems to improve the 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 the effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction when PM 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 Bilingual/ESOL departments based on the identified needs of the school and subgroups.

The Secondary Learning Department provides classroom teachers with PL 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, ESE, and ESOL Department, in collaboration with District Partners, such as ELLevation, provide PL 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 CPST 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 RtI, the intervention continues as designed. If students have a questionable or poor RtI, the team uses guiding questions from the ICEL x RIOT chart to identify and address the root causes.

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

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

- Provide PL 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 PL in B.E.S.T. ELA Standards and evidence-based reading practices and programs;
- Provide PL to help instructional personnel and certified PreK teachers funded in the Florida Education Finance Program (FEFP) earn a certification, a credential, an endorsement, or an advanced degree in scientifically researched and evidence-based reading instruction;
- Differentiate and intensify PL 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 PL.

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

Name of Professional Learning	Target Audience	Description
Birth to 3 Language and Literacy	Early Childhood	Infant and toddler environments provide wonderful opportunities for caregivers to support and develop literacy and language skills. Students are expected to communicate in

	Education Teachers	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 the physical environment, classroom structure, teacher-child interactions, and best practices. Participants will become familiar with the Curriculum Fidelity Checklist used in the Head Start and VPK programs. This checklist outlines ways to implement new classroom practice or modify existing practice to meet high-quality and performance standards of the Head Start and VPK programs.
Emergent Literacy in Preschool Classrooms	Early Childhood Education Teachers	Participants will identify the importance of phonemic awareness, oral language, concepts of print, shared reading, and writing in the development of early reading and writing skills. This workshop includes an overview of the early literacy program, along with the use of the Heggerty Phonemic Awareness 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, will be illustrated.
Differentiation in Preschool	Early Childhood Education Teachers	Participants 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, language, and literacy). Connections between the revised Head Start Child Development and Early Learning Framework and Florida Early Learning and Developmental Standards will be addressed.
English Language Learners in PreK	Early Childhood Education Teachers	Explore what research says about how preschool children develop language when processing two or more languages. Learn to identify and use research-based strategies, such as modeling, and other supports. Locate resources for supporting high-quality instructional interactions with children who are dual language learners. This self-paced course offers strategies to assist ELLs from the Big 5 of Language Development, including research related to diverse populations.
Course #1: The SoR, B.E.S.T. Standards, and Instructional Materials	K-5 ELA Teachers, Instructional Leaders, & Literacy Coaches	Participants will engage in an overview of the correlation between SoR and the B.E.S.T. Standards. This course will focus on SoR alignment to the ELA Materials as found within the read-aloud, phonics and word study, reading & writing mini-lessons, and small-group lessons in Benchmark Advance for Grades K-5.
Course #2: The SoR: Word Recognition	K-5 ELA Teachers, Instructional Leaders, & Literacy Coaches	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 phonological awareness, phonics, and fluency

		skills essential to ensure decoding, thus creating a condition for comprehension to occur.
Course #3: The SoR: Language Comprehension	K-5 ELA Teachers, Instructional Leaders, & Literacy Coaches	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: SoR: Fluid & Flexible Small Group Instruction	K-5 ELA 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 PL 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 SoR: The Reading & Writing Connection	K-5 ELA 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 takeaways 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: SoR: Enriching All Students Through Project-Based Learning	K-5 ELA 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 SoR, 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	Grades 6-12 reading	In this interactive workshop, secondary reading teachers will learn, practice, and apply evidence-based methods to

Comprehension Instruction	teachers and coaches	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, which 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 them 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 modeling differentiated lessons.
SoR-ing with ELA	Grades 6-12 ELA teachers and coaches	Participants will learn about the research and background behind the 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 into 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 for 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 practicing providing effective feedback.

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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 in 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 SoR	Grades 6-12 Social Studies teachers and coaches	Participants will learn about the research and background behind the 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 WWI and WWII comics for factual accuracy, omission, and emotional appeal. Participants will understand how to incorporate this media into 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 in 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 Next Generation Science Standards (NGSS) , 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 End-of-Course (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 themselves in best practices and high yielding resources. Participants will learn how to use key resources such as the U.S. History EOC 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's 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 SoR 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.

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SoR 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 PL 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 40-hour recertification in reading through any of the eligible courses offered. Options include online, asynchronous, or in-person. Additionally, teachers who complete SoR PL can earn the district's micro-credential.

Differentiated PL
Describe how PL 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 PL course catalog, which includes a pathway for novice, intermediate, and experienced teachers. Teachers can register for courses based on need, and school-based Literacy Coaches can provide support via coaching cycles. Priority and focus schools are assigned district-based Instructional Specialists, who provide additional support for the Literacy Coaches and selected teachers based on need. This support is built on a gradual release model of instructional practices and coaching cycles.

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

Each school tiers teachers based on experience, pedagogy, and student performance data. Tier 1 teachers have opportunities to lead PLCs, support other teachers by sharing effective practices, and modeling.

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

Each school develops a PL calendar based on the school schedule and data-driven needs. PLCs are teacher-designed and led. PLC options may include lesson study, analysis of student work, and standards-based feedback. Select schools' micro-learning options:

- Lunch and Learn sessions - interactive strategy-based sessions aligned to teacher needs and interests. These are facilitated by the Literacy Coach or Tier 1/Mentor Teachers.
- Collaborative Planning sessions - subject/grade teachers discuss effective instructional strategies and make data-based decisions that impact instructional delivery. Teacher-led and coach-supported.

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) who meet the criteria	This program builds a solid phonics foundation, sight word acquisition, fluency, and comprehension. It is provided 1:1 in the classroom, 2- 5 times per week.
Varsity Tutors	Select students in our most critical schools	This program provides high-dosage, teacher-led tutoring for critical schools determined by the number 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., describes the district's plan for immediately notifying parents of students identified with a substantial deficiency in reading.

A comprehensive District Read-At-Home Plan includes multisensory reading strategies created for each grade level, K-5. The plan is provided to families of every student who exhibits a substantial deficiency in reading in conjunction with a PMP for Reading within two weeks of any FAST administration. The District Read-At-Home Plan is available to **all** families through the BCPS Supporting Young Learners website http://bit.ly/SupportingYoungLearners. It provides school-to-home connections that families can use to support their children's proficient development of literacy skills. The website includes cross-curricular resources to address academic needs across all content areas and highlights the New World Reading Initiative.

Families with children in grades 6-12 have access to the Supporting Middle and High School Readers website https://bit.ly/3MJtUnX. Students identified with areas of need in reading are provided with access to the website in conjunction with a (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
Access for **all** families.

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).

- Title 1 schools have access to district partners that provide books to students during family engagement events.
- Annually, the Children Services Council provides over 40,000 books to students for the District's Read for the Record Day.
- The Broward Teachers Union delivers books to schools. Students get to select a book to add to their home libraries.
- Annually, the Bilingual/ESOL Department provides Kindergarten students with a copy of a selected bilingual book. Then, district staff and community partners visit each school to read the selected book. Each student receives the same book in their home language to keep.
- The Family & Community Engagement (FACE) Department held several SoR themed "Hot Food, Hot Topics" events this year to build an understanding of evidence-based instruction for families throughout the community.

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
RGB Designee	a. All reading instruction and PL is grounded in the SoR; uses instructional strategies that include phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
RGB Designee	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.
RGB Designee	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.
RGB Designee	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist, and a lead teacher, as applicable.
RGB Designee	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.

RGB Designee	f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and from spending limited time administering or coordinating assessments.
RGB Designee	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
RGB Designee	h. Time is provided for teachers to meet weekly for PL, including lesson study and PLCs.
RGB Designee	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): Dr. Fabian H. Cone	
Signature: Designee	Date: 7/9/26

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, 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, 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.