

District Comprehensive Evidence-Based Reading Plan

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

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

1) Contact Information

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

Point of Contact	Name	Email	Phone
Main Reading Contact	Dr. Fabian Cone	fabian.cone@browardschools.com	754-321-1898
K-5 Contact	Diane Raude	diane.raude@browardschools.com	754-321-1897
6-12 Contact	Marie Garrido	marie.garrido@browardschools.com	754-321-2123
Data Element	Emily Coppa	emily.coppa@browardschools.com	754-321-0329
Third Grade Promotion	Melissa Holtz	melissa.holtz@browardschools.com	754-321-1852
K-5 Multi-Tiered System of Supports	Farrah Kellingbeck	farrah.kellingbeck@browardschools.com	754-321-1843
6-12 Multi-Tiered System of Supports	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
Elementary Expenses		
Literacy coaches	\$8,954,408	103
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	1
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 <10 th percentile	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	At & Above Benchmark 40 th 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	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Level 1	Level 1	Levels 3-5	Levels 3-5
K	16%	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 sponsored by a district.

1. Provide an explanation of the following:

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	Student Assessment Data: - School-by-school program usage data of our adopted, high-quality instructional materials for Tier 1 instruction, Benchmark Advance Florida Edition (monthly) - School, grade, region, and subgroup data using	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,

	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)	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	• 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
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	• Student Assessment Data: FAST, MAP, Code Placement, San Diego with Considerations for	• Student Assessment Data: FAST, MAP, Code Placement, San Diego with Considerations for ELLs (3

	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.	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 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.

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 and 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.

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 Credentialing 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. This includes a BCPS SoR Implementation Guide 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 with fidelity.

4) Assessment, Curriculum and Reading Instruction

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

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

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

certified or endorsed in reading or possess a literacy micro-credential as provided in [s. 1003.485, F.S.](#)

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

The district's strategic plan aligns with Florida's Formula for Reading Success by establishing a systematic, evidence-based approach to identifying and addressing the specific reading needs of every student. BCPS's Comprehensive Evidence-Based Reading Plan (CERP) is grounded in the science of reading and recognizes that skilled reading develops through the interaction of word recognition and language comprehension. Accordingly, instruction and intervention address the full range of foundational and language-based components necessary for reading success, including phonological awareness, decoding and encoding, sight recognition, fluency, background knowledge, vocabulary, literacy knowledge, language structures, verbal reasoning, oral language, and comprehension.

BCPS operationalizes this framework through a diagnostic decision-making process designed to determine the underlying cause of a student's reading difficulty rather than relying solely on an overall reading score. Students performing below grade level are assessed systematically across the components of reading, beginning with foundational skills and progressing through phonological awareness, phonics/encoding, fluency, vocabulary, oral language, and comprehension as appropriate. Assessment results are then used to identify the student's specific skill gap and match that need with CERP-approved Tier 1, Tier 2, and Tier 3 instructional resources and interventions. Progress is monitored regularly, and instruction is adjusted based on student response. This approach helps ensure that intervention is precise and that students are not assigned to more intensive or inappropriate supports when the actual source of difficulty lies in a different component of reading.

This structure supports the Formula for Reading Success for all students, including students with disabilities and English language learners, because instructional decisions are based on demonstrated student needs and individual patterns of strengths and difficulties. Students with disabilities receive explicit, systematic instruction and intervention targeted to identified reading deficits while continuing to have access to grade-level learning. For English language learners, the diagnostic process is particularly important because it helps educators distinguish between difficulties associated with foundational reading skills and those associated with developing English vocabulary, oral language, background knowledge, or comprehension. By combining evidence-based assessment, differentiated instruction, targeted intervention, progress monitoring, and access to approved instructional resources, BCPS creates a coherent multi-tiered system in which all students receive the type and intensity of reading support necessary to become increasingly automatic, strategic, and successful readers.

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

The ESE 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 ESE 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 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 which will be provided to students in grades K-3.

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

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

Grades VPK-5

1. Grades VPK-5 Assessments

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST Star Early Literacy	☒ VPK ☒ Grade K ☒ Grade 1	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year
FAST Star Reading	☒ Grade 1 ☒ Grade 2	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring	☒ 3 x Year

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
			☒ Summative	
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?
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
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
Diagnostic Assessment of Reading (DAR)	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☒ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other

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?
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
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
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
Reading Horizons: Discovery & Elevate	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☒ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☒ Other
SIPPS: Beginning, Extension, Challenge & Plus	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☒ Fluency	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☒ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year

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?
	☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☒ Select Students	☐ Vocabulary ☐ Comprehension		☐ Annually ☐ As Needed ☒ Other
STAR CBM (Curriculum Based Measures)	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☐ All Students ☒ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☒ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other

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

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

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

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

- The student is identified as in need of Tier 3 interventions; or
- The student was retained the previous school year; or
- For kindergarten through grade 2, the student scores:
 - Below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
 - Level 1 at the end of the year test administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
- For grade 3, the student scores:

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

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

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

BCPS uses a Multi-Tiered System of Supports (MTSS) problem-solving process to identify K–3 students who require Tier 2 or Tier 3 intervention. The process begins with high-quality, differentiated Tier 1 instruction and supports for all students, including the implementation of Universal Design for Learning (UDL). Student academic, behavioral, and social-emotional progress is monitored continuously, and teams review both student outcomes and the fidelity and effectiveness of Tier 1 instruction and supports.

When a student demonstrates off-track, at-risk, or inadequate progress despite Tier 1 **instruction and intervention**, the teacher initiates an academic referral and informs the parent/guardian of the concern. Prior to moving into Tier 2/Tier 3 intervention, three Tier 1 strategies must be implemented and documented in FOCUS. The Collaborative Problem-Solving (CPS) Team then reviews the referral and available student data and creates a Tier 2/3 Academic/Behavior Progress Monitoring Plan (PMP) in FOCUS. The team matches evidence-based interventions and progress-monitoring tools to the student's identified needs, establishes an intervention plan, communicates the plan to the parent/guardian, and ensures the intervention is implemented with fidelity.

Following four to six weeks of intervention and data collection, the CPS Team conducts a Tier 2/3 review to evaluate the student's response. Students demonstrating a positive response continue receiving the instruction and intervention while their progress is monitored. When a student demonstrates an inadequate or poor response, the team uses the data to **adjust and/or intensify the intervention**, including movement to or intensification of **Tier 3 supports** when warranted. The revised plan continues to match the student's specific needs, implemented with fidelity, and monitored for an additional four to six weeks.

If progress remains inadequate, the CPS Team engages in a more intensive problem-solving review, including examination of instruction, curriculum, environment, and learner factors (ICEL) **through** multiple sources of data (RIOT), as well as intervention fidelity and potential exclusionary factors. The team updates the student's PMP and continues communicating with the parent/guardian. At Tier 3, if intensive intervention has been implemented with fidelity and the student continues to demonstrate insufficient response, the CPS Team, with guidance from the ESE specialist, may recommend an evaluation to determine eligibility for additional services.

Through this cyclical process of early identification, targeted intervention, frequent progress monitoring, data-based decision making, and increasing intensity of support, BCPS identifies K–3 students who require Tier 2 and Tier 3 interventions while ensuring that decisions are based on documented student need and response to appropriately implemented instruction.

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

BCPS uses a Multi-Tiered System of Supports (MTSS) problem-solving process to identify students in grades 4–5 who require Tier 2 or Tier 3 interventions. All students begin with high-quality, differentiated Tier 1 instruction, interventions, strategies, and supports, including the implementation of Universal

Design for Learning (UDL). Schools continuously monitor students' academic, behavioral, and social-emotional progress and review the effectiveness and fidelity of Tier 1 instruction and supports.

When a student demonstrates off-track, at-risk, or inadequate progress, the teacher initiates an academic referral after implementing and documenting three Tier 1 strategies in FOCUS and communicates the concern to the parent or guardian. The Collaborative Problem-Solving (CPS) Team then reviews the referral and available student data and develops a Tier 2/3 Academic/Behavior Progress Monitoring Plan (PMP) in FOCUS. The team matches interventions and progress-monitoring tools to the student's identified needs, establishes the intervention plan, ensures implementation with fidelity, and informs the parent or guardian.

After four to six weeks of intervention and data collection, the CPS Team conducts a Tier 2/3 review to determine whether the student is responding as expected. If the student demonstrates a positive response, the team continues the instruction and intervention while monitoring progress. If the student demonstrates an inadequate response, the team returns to the problem-solving process and updates or intensifies the intervention, including Tier 3 supports when appropriate. Intervention plans and progress-monitoring tools are adjusted to better match the student's needs, and implementation of fidelity is reviewed.

Following an additional four to six weeks of data collection, the CPS Team again evaluates the student's response. For students who continue to demonstrate poor progress, the team conducts a more comprehensive review using the ICEL x RIOT problem-solving framework, examining instruction, curriculum, environment, and learner factors through multiple sources of information. The team also reviews intervention fidelity and exclusionary factors and updates the student's PMP as needed. At Tier 3, when intensive interventions have been implemented with fidelity and the student continues to make insufficient progress, the CPS Team, with guidance from the ESE specialist, may recommend an evaluation to determine eligibility for additional services.

Through this ongoing cycle of Tier 1 support, early identification, targeted intervention, progress monitoring, data-based decision making, and increasing intervention intensity, **BCPS** identifies grades 4–5 students who require Tier 2 and Tier 3 supports and ensures that interventions are matched to documented student needs.

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

Students who have characteristics of dyslexia must be covered by one of the plans described in

[s. 1008.25\(4\)\(b\), F.S.](#), and parents must be consulted in the development of the plan.

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

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 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. Students with characteristics of dyslexia require additional screening pursuant to s. 1008.25(9), F.S. List the screener(s) utilized.

BCPS uses the **Colorado Learning Disabilities Questionnaire-Reading Subscale (CLDQ-R)** as an additional screener for students demonstrating characteristics of dyslexia. The CLDQ-R is designed to identify risk for reading disability in school-age children and is used as a **screening tool** only; it does not constitute a formal evaluation or diagnosis.

The CLDQ-R is used in conjunction with BCPS diagnostic assessments and the district's **Dyslexia Screener** to support the identification of students who may require additional evaluation and targeted reading support.

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

Multiple data points are used to monitor Tier 1 instruction. This includes FAST, iReady Diagnostic (2-5), 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 implemented with fidelity.

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

MTSS 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.

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

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: At least 80% of students score "At/Above Benchmark" (40th percentile or above) on the FAST STAR Early Literacy or Reading Assessment.
- Grades 3–5: At least 80% of students score at or above Level 3 on FAST.

Core Instruction

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

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

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

- A student is performing below grade level in reading: below the 25th percentile on FAST for grades K–2 or below Level 3 on FAST for grades 3–5.
- Diagnostic data from Applying the Science of Reading at BCPS: Part 2 may identify a specific foundational or language-comprehension skill gap requiring targeted support.
- One singular data point does not solely determine the need for Tier 2 intervention.

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

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

Kindergarten: Intervention level (10th–25th percentile) on FAST STAR Early Literacy PM1 for 2026–2027 and/or a foundational skill gap in phonological awareness or phonics identified through Applying the SoR at BCPS: Part 2.

Grade 1: Intervention level (10th–25th percentile) on FAST STAR Early Literacy or Reading PM1 for 2026–2027 and/or a foundational skill gap in phonological awareness or phonics identified through Applying the SoR at BCPS: Part 2.

Grade 2: Intervention level (10th–25th percentile) on FAST Reading PM1 for 2026–2027 and/or a skill gap in phonological awareness, phonics, fluency, or vocabulary identified through Applying the SoR at BCPS: Part 2.

Grades 3–5: Below Level 3 on 2025–2026 FAST PM3 and/or a skill gap in phonological awareness, phonics, fluency, or vocabulary identified through 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:

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	State Approved List, Moderate	NA
Reading Horizons Discovery K–3	Promising	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).
Reading Horizons Elevate 4–5	Not Yet	Reading Horizons Discovery does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9. Recommendation(s) are: 1- Build students' decoding skills so they can read complex multisyllabic words- Strong Evidence, 2- Provide purposeful fluency-building activities to help students read effortlessly- Strong Evidence, 3- Routinely use a set of comprehension-building practices to help students make sense of the text: Part 3A. Build students' world and word knowledge so they can make sense of the text. Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read. Part 3C. Teach students a routine for determining the gist of a short section of text. Part 3D. 4-Teach students to monitor their comprehension as they read- Strong Evidence. 4-Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information- Moderate Evidence. The recommendations are built into Reading Horizons Elevate® 4–5 through its explicit, systematic, and structured approach to literacy instruction. The program provides direct instruction and guided practice in decoding, word analysis, multisyllabic word reading, fluency, vocabulary, and comprehension. BCPS supports implementation through school visits, modeling, feedback, and districtwide professional learning using a train-the-trainer model.
SIPPS Beginning, Extension & Challenge K–3	Moderate	NA
SIPPS Plus 4–5	Moderate	NA
Vocabulary Surge 2–5	Not Yet	Vocabulary Surge does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. Recommendation(s): 1- Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge- Minimal Evidence, 2- Develop awareness of the segments of sounds in speech and how they link to letters- Strong Evidence, 3- Teach students to decode words, analyze word parts, and write and recognize

		words- Strong Evidence, 4- Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension- Moderate Evidence. These recommendations are embedded in the program through an explicit and systematic instructional design that develops students' vocabulary and foundational reading skills through direct instruction, modeling, guided practice, and repeated opportunities to apply newly learned skills. BCPS supports implementation through school visits, modeling, feedback, and districtwide professional learning using a train-the-trainer model.
Magnetic Reading, Florida B.E.S.T. Standards Edition for Grades 3–5	Moderate	NA
Bridge the Gap 2–5 / Heggerty K–2	Moderate	NA
University of Florida Literacy Institute (UFLI) Foundations	Strong	NA
Quick Reads	Strong	NA
Wordly Wise	Not Yet	IES practice-guide recommendations support teaching academic language skills, including inferential and narrative language and vocabulary knowledge. BCPS supports implementation through school visits, modeling, feedback, and districtwide professional learning using a train-the-trainer model. Wordly Wise does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation(s) 1. Develop awareness of the segments of sounds in speech and how they link to letters. (Strong) 2. Teach students to decode words, analyze word parts, and write and recognize words. (Strong) 3. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. (Moderate) These recommendations were built into the program by Lessons support students' awareness of spoken and written language through repeated exposure to vocabulary, pronunciation, spelling, and word meaning. The program provides explicit opportunities for students to decode and recognize words, analyze word parts such as prefixes, suffixes, roots, and word relationships, and apply new vocabulary through writing. BCPS supports implementation through school visits, modeling, feedback, and districtwide professional learning using a train-the-trainer model.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used</u> 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)
Specialized Program Individualizing Reading Excellence (SPIRE) / SPIRE K-5	Promising	NA
Seeing Stars, Grades K-5	Strong	NA <u>Seeing Stars, Grades K-5</u> does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation(s) 1. Develop awareness of the segments of sounds in speech and how they link to letters. 2. Teach students to decode words, analyze word parts, and write and recognize words. 3. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. These recommendations were built into the program to strengthen foundational reading skills through explicit, systematic, and multisensory instruction. The program supports students in developing phonemic awareness by helping them recognize and manipulate sounds in spoken language and connect those sounds to letters. It also provides direct instruction in decoding, word analysis, spelling, and sight word recognition so students can build automatic word-reading skills. In addition, the program incorporates repeated reading and connected-text practice to support reading accuracy, fluency, and comprehension. Through structured lessons, guided practice, and ongoing review, students receive targeted support that aligns with the WWC recommendations for early reading development. The district will support and monitor implementation of this program by providing initial and ongoing training for teachers and intervention staff, ensuring lessons are delivered consistently according to the program design, and using classroom observations, implementation checklists, and student progress-monitoring data to review fidelity and effectiveness. District and school-based leaders will provide coaching, feedback, and follow-up support based on observation data and student outcomes. Implementation will also be monitored through regular data reviews to determine whether students are making progress in phonemic awareness, decoding, word recognition, fluency, and comprehension, and adjustments will

		be made as needed to strengthen instruction. Professional learning opportunities will include program-specific training, coaching cycles, collaborative planning, and follow-up sessions focused on effective lesson delivery and data-based instructional decision-making.
Phonics for Reading, Grades 3–5	Not Yet	Phonics for Reading, Grades 3–5 does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide recommendations support the program: For Grade 3: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade 1. Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words — Strong Level of Evidence. This recommendation directly supports explicit instruction in decoding, word analysis, and recognition of increasingly complex words. 2. Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension — Moderate Level of Evidence. This recommendation supports opportunities for students to apply decoding skills through connected-text reading and develop accuracy and fluency. For Grades 4–5: Providing Reading Interventions for Students in Grades 4–9 3. Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words — Strong Level of Evidence. This recommendation supports explicit instruction in decoding multisyllabic words, including syllable patterns, vowel and consonant combinations, word parts, and opportunities to build automaticity in word reading. 4. Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly — Strong Level of Evidence. This recommendation supports repeated and purposeful practice reading words and connected text to develop accurate, automatic, and fluent reading. These recommendations are built into Phonics for Reading through explicit, systematic instruction in phonics and word recognition, cumulative review, decoding practice, analysis of word parts,

		multisyllabic word reading, spelling/encoding activities, repeated reading, connected-text practice, and corrective feedback. The program's instructional routines provide students with structured opportunities to apply newly taught phonics and word-analysis skills in increasingly complex words and text. The district will support and monitor implementation of Phonics for Reading, Grades 3–5, by providing initial and ongoing professional learning on the program's instructional routines, appropriate student placement, explicit phonics and word-analysis instruction, multisyllabic word decoding, fluency-building practices, and corrective feedback. School-based reading coaches and instructional support personnel will provide modeling, coaching, collaborative planning, and implementation feedback. District and school teams will monitor fidelity through classroom walkthroughs, implementation checks, and review of student participation and progress data. Student progress will be reviewed regularly to determine whether students are responding to the intervention and to inform instructional adjustments and additional support when needed. Professional learning opportunities will include Phonics for Reading program training, explicit and systematic phonics instruction, multisyllabic word decoding, fluency development, corrective feedback, progress monitoring, and data-based instructional decision making.
Reading Mastery, Grades K–5	Strong	<u>Reading Mastery K-5</u> does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: <u>Providing Reading Interventions for Students in Grades 4–9)</u>. <u>Recommendation(s)</u> 1. Build students' decoding skills so they can read complex multisyllabic words. (Strong) 2. Provide purposeful fluency-building activities to help students read effortlessly (Strong) 3. Routinely use a set of comprehension-building practices to help students make sense of the text 3A. Build students' world and word knowledge so they can make sense of the text 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read

		3C. Teach students a routine for determining the gist of a short section of text 3D. Teach students to monitor their comprehension as they read (Strong) These recommendations were built into the program by Reading Mastery K–5 is designed as a structured, systematic reading intervention that supports students in developing the foundational and comprehension skills needed to read increasingly complex text. The program provides explicit instruction in decoding so students can accurately read multisyllabic words, paired with repeated and purposeful fluency practice to build accuracy, rate, and expression. Lessons also include routines that strengthen comprehension by building students' word and world knowledge, providing opportunities to ask and answer questions about text, teaching students how to identify the gist of a passage, and helping students monitor their understanding as they read. Through consistent instructional routines, guided practice, corrective feedback, and ongoing review, Reading Mastery K–5 supports students in becoming more accurate, fluent, and strategic readers. The district will support and monitor implementation of Reading Mastery K–5 through a structured process that includes initial training, ongoing coaching, fidelity checks, and regular review of student progress data. Teachers and interventionists will participate in professional learning focused on the program's instructional routines, explicit decoding instruction, fluency-building activities, comprehension practices, corrective feedback, pacing, and data-based decision making. Implementation will be monitored through classroom observations, walkthroughs, lesson delivery checklists, and review of intervention schedules to ensure the program is being used consistently and as intended. School-based and district staff will provide coaching, modeling, and feedback to support effective implementation. Student progress will be reviewed regularly using program assessments, progress-monitoring data, and other reading data to determine whether students are improving in decoding, fluency, vocabulary, comprehension, and overall reading performance. Based on these reviews, support will be adjusted through follow-up coaching, collaborative planning, small-group
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		problem solving, and additional professional learning as needed.
Talkies, K–2	Not Yet	Talkies® (K–2) does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide recommendation supports the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade — Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge — Minimal Evidence. This recommendation is built into the program through an explicit, sequential instructional design that develops oral language comprehension and expression by building the connection between imagery and language. Talkies uses incremental instructional steps that move students through receptive language practice, expressive language practice, and imagery practice. Lessons provide structured opportunities for students to develop vocabulary, describe and discuss images and concepts, respond to questions, formulate language, and express increasingly complex ideas. The program uses systematic questioning, modeling, repetition, and guided practice to support students in understanding and using language. District Implementation and Monitoring: The district will support and monitor implementation through school visits, classroom observation, instructional modeling, feedback, and review of implementation practices and student progress data. District staff will collaborate with school-based teams to support appropriate program use, address implementation needs, and provide feedback to strengthen fidelity of implementation. BCPS will provide professional learning opportunities for teachers, interventionists, and instructional coaches, with professional learning focused on the Talkies instructional routines, language and vocabulary development, questioning and modeling techniques, and effective implementation of the program.

English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Imagine Language & Literacy	Moderate	NA
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. Reading Horizons Discovery, SIPPS, SPIRE, and UFLI provide explicit, systematic foundational skills instruction through multisensory routines that actively engage students' visual, auditory, kinesthetic, and tactile modalities. Students see letters and word patterns, hear and articulate individual sounds, use movement and gestures to segment, blend, and manipulate sounds, and engage in tactile activities such as tracing, tapping, or manipulating letters and word parts. These routines support students in connecting speech sounds to letters, segmenting and blending sounds, decoding and encoding words, analyzing word parts, and developing accurate and automatic word recognition. UFLI may also be used in K-2 to prevent and address gaps in phonological awareness and phonics. Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Program-embedded assessments and progress-monitoring data are used to evaluate intervention effectiveness. Students may be considered for more intensive Tier 3 support when they are significantly below grade-level benchmark, demonstrate minimal or no response to a well-implemented Tier 2 intervention, or show insufficient progress toward the identified skill goal despite receiving intervention with fidelity. Additional indicators may include performance that remains below the expected benchmark across multiple consecutive progress-monitoring data points or a rate of improvement that is insufficient to close the identified skill gap within the established intervention timeframe. When Tier 2 criteria are not met and the skill gap is not closing, the team returns to the problem-solving process, uses the ICEL/RIOT framework, reviews fidelity of implementation and exclusionary factors, and makes instructional adjustments that may include a new goal, intervention, increased frequency or duration, smaller group size, or other changes in intensity. Tier 3 support is then provided based on the student's documented instructional needs and response to intervention.		
Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: 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: 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	State approved list, Moderate	NA
Reading Horizons Discovery K-3	Promising	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	Vocabulary Surge does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. Recommendation(s):1- Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge- Minimal Evidence, 2- Develop awareness of the segments of sounds in speech and how they link to letters-Strong Evidence, 3- Teach students to decode words, analyze word parts, and write and recognize words- Strong Evidence, 4- Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension- Moderate Evidence. These recommendations are embedded in the program through an explicit and systematic instructional design that develops students' vocabulary and foundational reading skills through

		direct instruction, modeling, guided practice, and repeated opportunities to apply newly learned skills. BCPS supports implementation through school visits, modeling, feedback, and districtwide professional learning using a train-the-trainer model.
Innovations for Learning High Impact Tutoring K-1	Strong	NA
Bridge the Gap 2-5 / Heggerty K-2	Moderate	NA
UFLI Foundations	Strong	NA
Quick Reads	Strong	NA
Wordly Wise	Not Yet	Wordly Wise does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation(s) 1. Develop awareness of the segments of sounds in speech and how they link to letters. (Strong) 2. Teach students to decode words, analyze word parts, and write and recognize words. (Strong) 3. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. (Moderate) These recommendations were built into the program by Lessons support students' awareness of spoken and written language through repeated exposure to vocabulary, pronunciation, spelling, and word meaning. The program provides explicit opportunities for students to decode and recognize words, analyze word parts such as prefixes, suffixes, roots, and word relationships, and apply new vocabulary through writing. BCPS supports implementation through school visits, modeling, feedback, and districtwide professional learning using a train-the-trainer model.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used</u> 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)
SPIRE K-5	Promising	NA
Seeing Stars, Grades K-5	Strong	<u>Seeing Stars, Grades K-5</u> does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation(s) <u>1.</u> Develop awareness of the segments of sounds in speech and how they link to letters. 2. Teach students to decode words, analyze word parts, and write and recognize words. 3. Ensure that each student reads connected text every day to support reading accuracy, fluency, and

		comprehension. These recommendations were built into the program by to strengthen foundational reading skills through explicit, systematic, and multisensory instruction. The program supports students in developing phonemic awareness by helping them recognize and manipulate sounds in spoken language and connect those sounds to letters. It also provides direct instruction in decoding, word analysis, spelling, and sight word recognition so students can build automatic word-reading skills. In addition, the program incorporates repeated reading and connected-text practice to support reading accuracy, fluency, and comprehension. Through structured lessons, guided practice, and ongoing review, students receive targeted support that aligns with the WWC recommendations for early reading development. The district will support and monitor implementation of this program by providing initial and ongoing training for teachers and intervention staff, ensuring lessons are delivered consistently according to the program design, and using classroom observations, implementation checklists, and student progress-monitoring data to review fidelity and effectiveness. District and school-based leaders will provide coaching, feedback, and follow-up support based on observation data and student outcomes. Implementation will also be monitored through regular data reviews to determine whether students are making progress in phonemic awareness, decoding, word recognition, fluency, and comprehension, and adjustments will be made as needed to strengthen instruction. Professional learning opportunities will include program-specific training, coaching cycles, collaborative planning, and follow-up sessions focused on effective lesson delivery and data-based instructional decision-making.
Phonics for Reading, Grades 3–5	Not Yet	Phonics for Reading, Grades 3–5 does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide recommendations support the program: For Grade 3: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade 1. Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words — Strong Level of Evidence. This recommendation directly

		supports explicit instruction in decoding, word analysis, and recognition of increasingly complex words. 2. Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension — Moderate Level of Evidence. This recommendation supports opportunities for students to apply decoding skills through connected-text reading and develop accuracy and fluency. For Grades 4–5: Providing Reading Interventions for Students in Grades 4–9 3. Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words — Strong Level of Evidence. This recommendation supports explicit instruction in decoding multisyllabic words, including syllable patterns, vowel and consonant combinations, word parts, and opportunities to build automaticity in word reading. 4. Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly — Strong Level of Evidence. This recommendation supports repeated and purposeful practice reading words and connected text to develop accurate, automatic, and fluent reading. These recommendations are built into Phonics for Reading through explicit, systematic instruction in phonics and word recognition, cumulative review, decoding practice, analysis of word parts, multisyllabic word reading, spelling/encoding activities, repeated reading, connected-text practice, and corrective feedback. The program's instructional routines provide students with structured opportunities to apply newly taught phonics and word-analysis skills in increasingly complex words and text. The district will support and monitor implementation of Phonics for Reading, Grades 3–5, by providing initial and ongoing professional learning on the program's instructional routines, appropriate student placement, explicit phonics and word-analysis instruction, multisyllabic word decoding, fluency-building practices, and corrective feedback. School-based reading coaches and instructional support personnel will provide modeling, coaching, collaborative planning, and implementation feedback. District and school teams will monitor fidelity through classroom walkthroughs,
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		implementation checks, and review of student participation and progress data. Student progress will be reviewed regularly to determine whether students are responding to the intervention and to inform instructional adjustments and additional supports when needed. Professional learning opportunities will include Phonics for Reading program training, explicit and systematic phonics instruction, multisyllabic word decoding, fluency development, corrective feedback, progress monitoring, and data-based instructional decision making.
Reading Mastery, Grades K–5	Strong	NA
Talkies, PreK–2	Not Yet	Talkies® (K–2) does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide recommendation supports the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade — Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge — Minimal Evidence. This recommendation is built into the program through an explicit, sequential instructional design that develops oral language comprehension and expression by building the connection between imagery and language. Talkies uses incremental instructional steps that move students through receptive language practice, expressive language practice, and imagery practice. Lessons provide structured opportunities for students to develop vocabulary, describe and discuss images and concepts, respond to questions, formulate language, and express increasingly complex ideas. The program uses systematic questioning, modeling, repetition, and guided practice to support students in understanding and using language. District Implementation and Monitoring: The district will support and monitor implementation through school visits, classroom observation, instructional modeling, feedback, and review of implementation practices and student progress data. District staff will collaborate with school-based teams to support appropriate program use, address implementation needs, and provide feedback to strengthen fidelity of implementation. BCPS will provide professional learning opportunities for teachers, interventionists, and instructional coaches, with professional learning focused on the Talkies instructional routines, language and vocabulary development, questioning and modeling techniques, and effective implementation of the program.

Structured Methods in Language Education (SMILE), PreK–5	Not Yet	<u>Structured Methods in Language Education (SMILE), PreK–5</u> does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: <u>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</u>, Recommendation(s) 1. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. (Minimal) 2. Develop awareness of the segments of sounds in speech and how they link to letters. (Strong) 3. Teach students to decode words, analyze word parts, and write and recognize words. (Strong) These recommendations were built into the program by Structured Methods in Language Education (SMILE), PreK–5 is designed to provide explicit, systematic, and structured literacy instruction to support students' early reading development. The program focuses on strengthening foundational reading skills by building students' academic language, vocabulary knowledge, phonological awareness, sound-symbol connections, decoding skills, word analysis, spelling, and word recognition. Through teacher-led instruction, guided practice, multisensory routines, and repeated review, students receive targeted support in understanding how spoken language connects to written language. The program is designed to help students develop the language and foundational reading skills needed to improve word reading, fluency, and overall reading comprehension. The district will monitor implementation of SMILE, PreK–5 through regular classroom walkthroughs, fidelity checks, and review of lesson delivery to ensure teachers are using the program's structured literacy routines consistently. District and school-based staff will use observation tools, implementation checklists, and coaching notes to determine whether instruction includes academic language development, phonological awareness, sound-symbol connections, decoding, word analysis, spelling, and word recognition. Student progress will be monitored through program assessments, progress-monitoring data, and other literacy measures to determine whether students are improving foundational reading skills. Based on the data collected, the district will provide coaching, feedback, collaborative planning, and follow-up
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		professional learning to strengthen implementation and address identified needs.
Visualizing and Verbalizing, Grades 1–8	Not Yet	<u>Visualizing and Verbalizing Grades 1-8</u> does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: <u>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade.</u> Recommendation(s) 1. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. (Minimal) 2. Develop awareness of the segments of sounds in speech and how they link to letters. (Strong) 3. Teach students to decode words, analyze word parts, and write and recognize words. (Strong) These recommendations were built into the program is designed to strengthen students' language comprehension and reading understanding through explicit instruction that connects oral language, mental imagery, vocabulary, and text meaning. The program supports students in developing academic language by helping them describe, discuss, and explain ideas using precise vocabulary, inferential language, and narrative language. Lessons guide students to create mental images from words, sentences, and connected text, then verbalize those images to build deeper understanding. The program also supports foundational reading development by reinforcing sound-symbol connections, word recognition, decoding, and word analysis within meaningful language and comprehension activities. Through structured teacher modeling, guided practice, questioning, and repeated opportunities to visualize and verbalize, students build the language, word-reading, and comprehension skills needed to understand increasingly complex text. The district will support implementation of Visualizing and Verbalizing Grades 1–8 by providing initial professional learning for teachers, interventionists, and instructional support staff on the program's instructional routines, lesson structure, academic language development, vocabulary instruction, questioning techniques, and strategies for helping students visualize and verbalize meaning from words, sentences, and connected text. Ongoing support will include coaching, modeling, collaborative planning, and follow-up professional learning

		focused on strengthening lesson delivery and aligning instruction to student needs. District and school-based leaders will also support implementation by reviewing schedules, ensuring appropriate student placement, providing implementation resources, and using observation and progress-monitoring data to identify areas where additional support or training is needed.
Unique Learning System, K–12	Not Yet	Unique Learning System K–12 does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC)/IES Practice Guide Recommendations support the program: Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades • Recommendation 3: Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening — Strong Evidence. Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade • Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters — Strong Evidence. • Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words — Strong Evidence. These recommendations are built into the program through a structured, differentiated instructional design that provides explicit instruction, systematic skill development, modeling, guided practice, repetition, and opportunities for students to apply skills. Unique Learning System provides differentiated literacy instruction designed to address the individual needs of students with significant learning needs. Its literacy resources include systematic instruction in phonological awareness and phonics, including activities that help students attend to and manipulate sounds, connect phonemes to graphemes, decode words, analyze word parts, and recognize words. The program provides scaffolded instruction and multiple opportunities for students to practice and generalize skills across lessons and contexts. Current ULS materials describe a progression of phonological and phonemic awareness skills and predictable phonics routines

		emphasizing decoding and grapheme-phoneme connections. The program also supports intensive and systematic small-group instruction by providing differentiated instructional materials and learning pathways that can be matched to students' instructional levels and individual needs. Built-in assessments and progress-monitoring features provide teachers with information that can be used to identify skill needs, adjust instruction, and monitor student progress. The district will support and monitor implementation of this program by providing school visits, implementation monitoring, instructional modeling, feedback, and collaboration with school-based special education and literacy teams. District staff will review implementation data and student progress data with schools to support appropriate use of the program and determine whether instructional adjustments are needed. Implementation will be monitored through classroom observations, review of instructional practices and student data, and ongoing communication with school-based teams. Professional learning opportunities will include professional learning for teachers, interventionists, instructional coaches, and school-based administrators focused on the effective use of Unique Learning System, explicit and systematic foundational-skills instruction, differentiation and scaffolding, use of program assessments and progress-monitoring data, and alignment of instruction to students' IEP goals and identified literacy needs. BCPS will provide school visits, modeling, feedback, and ongoing coaching to support consistent and effective implementation.
Foundations, Grades K–3 / Wilson Reading System, Grades 2–12	Not Yet	Foundations®, Grades K–3 / Wilson Reading System®, Grades 2–12 do not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide recommendations support the programs: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades • Recommendation 3: Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening — Strong Evidence. Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade

		• Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters — Strong Evidence. • Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words — Strong Evidence. These recommendations are built into the programs through an explicit, systematic, sequential, and cumulative instructional design. Foundations provide daily instruction in foundational literacy skills, including phonological and phonemic awareness, alphabetic principles, decoding, spelling, word recognition, and vocabulary. Wilson Reading System extends these principles for students in Grades 2–12 through systematic instruction in phonemic awareness, sound-symbol relationships, word study, decoding, encoding, spelling, fluency, vocabulary, and comprehension. The programs provide direct teacher modeling, guided practice, repeated practice, cumulative review, and opportunities for students to apply previously taught skills to increasingly complex words and text. The WWC describes Foundations as using carefully sequenced instruction and targeted interactive activities, while the Wilson Reading System incorporates activities such as hearing sounds, practicing with syllable and word cards, reading aloud, and repeating or restating what has been read. The programs also incorporate multisensory instructional routines that engage visual, auditory, kinesthetic, and tactile modalities. Students hear and articulate sounds, visually identify letters and word patterns, manipulate sounds and word parts, use letter and word cards, and apply sound-symbol relationships through reading and spelling activities. These routines provide repeated opportunities to segment and blend sounds, decode and encode words, analyze word parts, and develop accurate and automatic word recognition. The district will support and monitor implementation of these programs by providing school visits, classroom observations, instructional modeling, feedback, and collaboration with school-based literacy and intervention teams. District staff will monitor implementation fidelity and review student performance and progress-monitoring data to determine whether students are responding adequately to instruction. School teams will use assessment data to identify instructional needs, adjust intervention intensity when appropriate, and ensure that instruction is delivered consistently and with fidelity. Professional learning opportunities will include professional learning for teachers, interventionists, instructional coaches, and school-based administrators focused on the effective
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		implementation of Foundations and the Wilson Reading System. Professional learning will address explicit and systematic foundational-skills instruction, multisensory instructional routines, phonological and phonemic awareness, decoding and encoding, word analysis, cumulative review, progress monitoring, and differentiation based on student need. BCPS will support implementation of school visits, modeling, feedback, and ongoing coaching to promote consistent and effective implementation.
Innovations for Learning High Impact Tutoring K–1	Strong	NA
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Imagine Language & Literacy	Moderate	NA
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. Reading Horizons Discovery, SIPPS, SPIRE, and UFLI provide explicit, systematic foundational skills instruction using multisensory routines that actively engage students through visual, auditory, kinesthetic, and tactile modalities. Instruction includes strategies such as Elkonin/sound boxes, letter tiles and manipulatives, tapping or counting phonemes, finger tracking, sky writing, tracing letters and graphemes, sound mapping, and manipulating letter tiles to segment, blend, encode, and decode words. Students visually see letters, graphemes, and word patterns; hear and articulate individual sounds; use movement and gestures to segment, blend, and manipulate sounds; and use tactile materials to build and manipulate words. These multisensory routines provide students with repeated opportunities to connect speech sounds to letters, segment and blend phonemes, decode and encode words, analyze word parts, and develop accurate and automatic word recognition. The routines are embedded within explicit teacher modeling, guided practice, and opportunities for independent application. UFLI may also be used in K–2 to prevent and address gaps in phonological awareness and phonics.		

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):

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?
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
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
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
Assessing Comprehension and Communication in English State-to-State (ACCESS) English Language Proficiency Test (ELs)	☒ 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)
Diagnostic Assessments of Reading (DAR)	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics	☐ Screening ☒ Progress Monitoring ☒ Diagnostic	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly

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?
(used for students with an IEP and students with a poor/questionable response to Tier 3)	☒ Select Student	☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Summative	☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other (2X year)

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

The Secondary Decision Chart is aligned with the Simple View of Reading as described below, based on the PLACE portion of the Place-Plan-Monitor tool.

The first data point that is considered is FAST. Students with a level 3 and higher have their literacy needs addressed. If a student does not have at least a level 3 on FAST, the NWEA MAP, a proxy for language comprehension, and the Code Placement Test, a measure of word recognition, 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. For grades 6-8, what processes and procedures are in place to identify and solve problems to improve the effectiveness of Tier 1 instruction?

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.

School and district administrators conduct ongoing walk-throughs that provide data on curriculum implementation and instructional fidelity. The resulting data is used to provide school and district level support.

11. For grades 6-8, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 2 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 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 Rtl, the intervention continues as designed. If students have a questionable or poor Rtl, the team uses guiding questions from the ICEL x RIOT chart to identify and address the root causes.

12. For grades 6-8, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

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

Instructional Reviews take place to identify and solve problems to improve 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. At least 80% of students are scoring 75% or higher on within-program formative assessments.	
Core Instruction Indicate the core instructional materials 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
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Students who score below 70% on the curriculum-embedded assessments, unit assessments, and ongoing formative assessment data and 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. Broward County Public Schools uses multiple sources of ongoing assessment data to identify students who are not meeting grade-level expectations and may require Tier 2 intervention. Data sources may include FAST/Progress Monitoring, MAP Growth, district-developed assessments, program-embedded assessments, classroom assessments, work samples, and teacher observations. These data are reviewed throughout the school year to monitor student performance and response to instruction. Students may be considered for Tier 2 intervention when data indicate that they are performing below grade-level benchmarks, demonstrate a decline or lack of adequate progress across multiple assessment points, or are not responding sufficiently to Tier 1 core instruction. For example, students who score below the expected FAST achievement or progress-monitoring benchmark, demonstrate performance below the expected range on MAP Growth or other district assessments, or show persistent skill gaps through classroom and program-embedded assessments may be identified for additional support. When multiple data sources indicate that a student is not making adequate progress toward grade-level expectations, the school problem-solving team reviews the student's instructional needs and determines whether Tier 2 intervention is warranted. Tier 2 support may include targeted small-group instruction, differentiated instructional resources, additional opportunities for practice, and/or extended learning opportunities. Student progress is monitored regularly to determine the effectiveness of the intervention and whether adjustments or increased intensity of support are needed.	

Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: A score of Level 1 or 2 on the FAST AND a score below the 30th percentile on the MAP.		
Number of times per week interventions are provided: 3–5 Number of minutes per intervention session: 45–90 Course(s) where interventions take place: Intensive Reading		
Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
HMH Read 180	Strong	NA
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used</u> 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)
Specialized Program Individualizing Reading Excellence (SPIRE)	Promising	NA
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
iLit/ELL	Promising Not Yet	iLit ELL does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide recommendations support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices: Recommendation 1: Provide explicit vocabulary instruction — Strong Evidence Recommendation 2: Provide direct and explicit comprehension strategy instruction — Strong Evidence Recommendation 3: Provide opportunities for extended discussion of text meaning and interpretation — Moderate Evidence Recommendation 4: Increase student motivation and engagement in literacy learning — Moderate Evidence

		Recommendation 5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists — Strong Evidence. These recommendations are built into iLit ELL through an instructional model designed specifically for adolescent English learners that integrates explicit vocabulary, comprehension, language development, discussion, independent reading, and differentiated intervention. Daily lessons include explicit academic vocabulary instruction connected to anchor texts; teacher modeling of fluent reading and comprehension through the Read Aloud, Think Aloud routine; structured Classroom Conversations with differentiated conversation starters to support academic discourse; and high-interest, self-selected reading from a leveled digital library. The program also provides individualized Work Time, during which students receive needs-based small-group teacher instruction or personalized independent practice in areas such as phonics, word study, fluency, vocabulary, comprehension, grammar, writing, and language production. Diagnostic and formative assessment data are used to identify student needs and adjust instructional levels and supports. The district will support and monitor implementation of this program through initial implementation training, ongoing coaching and collaborative planning, review of program usage and student-performance data, and classroom walkthroughs focused on fidelity to the core instructional routines. Monitoring will include attention to implementation of explicit vocabulary and comprehension instruction; daily opportunities for speaking, listening, reading, and writing; structured academic conversation; appropriate use of differentiated English-language-proficiency scaffolds; data-informed small-group instruction during Work Time; and student engagement with independent reading. District and school-based staff will periodically review reading, language-development, formative-assessment, and program data to identify students requiring additional instructional support and to determine needed adjustments to grouping and instruction. Professional learning opportunities will include iLit ELL program implementation and lesson-model training; training on the Newcomer instructional module; vocabulary and Read Aloud, Think Aloud model lessons; use of assessment and performance data to differentiate instruction; English-language-proficiency scaffolds and SIOP-aligned practices; and ongoing district PLC, coaching, and collaborative-planning opportunities focused on effective literacy and language instruction for multilingual learners. Savvas also provides on-
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		demand iLit ELL implementation resources, including full model lessons, Newcomer-module training, and vocabulary and Read Aloud, Think Aloud model lessons.
Imagine Learning	Promising	NA
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: If program-embedded assessments in comprehension are 65% or below on the key benchmarks indicating below benchmark level progress and ongoing MAP assessment data indicates the student has not met the student's goal, intensify instruction by increasing frequency, reducing the 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: 20 minutes of individual or small group instruction with the teacher within the larger Intensive Reading block. Course(s) where interventions take place: Intensive Reading		
Intensive, Individualized Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
HMH Read 180 The Code (part of Read 180 and formerly System 44)	Strong	NA
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. 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 Not Yet	iLit ELL does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide recommendations support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices:

		Recommendation 1: Provide explicit vocabulary instruction — Strong Evidence Recommendation 2: Provide direct and explicit comprehension strategy instruction — Strong Evidence Recommendation 3: Provide opportunities for extended discussion of text meaning and interpretation — Moderate Evidence Recommendation 4: Increase student motivation and engagement in literacy learning — Moderate Evidence Recommendation 5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists — Strong Evidence. These recommendations are built into iLit ELL through an instructional model designed specifically for adolescent English learners that integrates explicit vocabulary, comprehension, language development, discussion, independent reading, and differentiated intervention. Daily lessons include explicit academic vocabulary instruction connected to anchor texts; teacher modeling of fluent reading and comprehension through the Read Aloud, Think Aloud routine; structured Classroom Conversations with differentiated conversation starters to support academic discourse; and high-interest, self-selected reading from a leveled digital library. The program also provides individualized Work Time, during which students receive needs-based small-group teacher instruction or personalized independent practice in areas such as phonics, word study, fluency, vocabulary, comprehension, grammar, writing, and language production. Diagnostic and formative assessment data are used to identify student needs and adjust instructional levels and supports. The district will support and monitor implementation of this program through initial implementation training, ongoing coaching and collaborative planning, review of program usage and student-performance data, and classroom walkthroughs focused on fidelity to the core instructional routines. Monitoring will include attention to implementation of explicit vocabulary and comprehension instruction; daily opportunities for speaking, listening, reading, and writing; structured academic conversation; appropriate use of differentiated English-language-proficiency scaffolds; data-informed small-group instruction during Work Time; and student engagement with independent reading. District and school-based staff will periodically review reading, language-
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		development, formative-assessment, and program data to identify students requiring additional instructional support and to determine needed adjustments to grouping and instruction. Professional learning opportunities will include iLit ELL program implementation and lesson-model training; training on the Newcomer instructional module; vocabulary and Read Aloud, Think Aloud model lessons; use of assessment and performance data to differentiate instruction; English-language-proficiency scaffolds and SIOP-aligned practices; and ongoing district PLC, coaching, and collaborative-planning opportunities focused on effective literacy and language instruction for multilingual learners. Savvas also provides on-demand iLit ELL implementation resources, including full model lessons, Newcomer-module training, and vocabulary and Read Aloud, Think Aloud model lessons.
Imagine Learning	Promising	NA

Grades 9-12

13. Grades 9-12 Assessments

FAST				
Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST ELA Reading	☒ Grade 9 ☒ Grade 10	☒ 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 9-12 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 9-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
NWEA MAP (Intensive Reading students only)	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 9-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
		☒ Comprehension		
HMH Code Placement (Intensive Reading students scoring below 195 on NWEA MAP)	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ 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
San Diego Quick Assessment with Considerations for ELLs (Intensive Reading students scoring below 195 on NWEA MAP)	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ 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
ACCESS English Language Proficiency Test (ELLs)	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ 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
Diagnostic Assessments of Reading (DAR) (used for students with an IEP and students with a poor/questionable response to Tier 3)	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ 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

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

The Secondary Decision Chart is aligned with the Simple View of Reading as described below, based on the PLACE portion of the Place-Plan-Monitor tool.

The first data point that is considered is FAST or, for 11th and 12th grade students, the FAST Retake Assessment. 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.

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

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.

School and district administrators conduct ongoing walk-throughs that provide data on curriculum implementation and instructional fidelity. The resulting data is used to provide school and district level support.

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

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

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

Instructional Reviews take place to identify and solve problems to improve 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 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 FAST or the FAST Retake Assessment AND a score above the 30th percentile on MAP.
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.
At least 80% of students are scoring 75% or higher on within-program formative assessments.
Core Instruction

Indicate the core instructional materials utilized. Add additional rows as needed.		
Name of Program		Year of Program Adoption
HMH Into Literature (ESSA Rating: Moderate)		2021
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Students who drop below 70% on the curriculum-embedded assessments, unit assessments, and ongoing formative assessment data and 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 FAST or FAST Retake Assessment AND a score below the 30th percentile on MAP.		
Number of times per week interventions are provided: 3–5 Number of minutes per intervention session: 45–90 Course(s) where interventions take place: Intensive Reading		
Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
HMH Read 180	Strong	NA
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
SPIRE	Promising	NA
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
iLit/ELL	Promising	iLit ELL does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide recommendations support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices: Recommendation 1: Provide explicit vocabulary instruction — Strong Evidence

		Recommendation 2: Provide direct and explicit comprehension strategy instruction — Strong Evidence Recommendation 3: Provide opportunities for extended discussion of text meaning and interpretation — Moderate Evidence Recommendation 4: Increase student motivation and engagement in literacy learning — Moderate Evidence Recommendation 5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists — Strong Evidence. These recommendations are built into iLit ELL through an instructional model designed specifically for adolescent English learners that integrates explicit vocabulary, comprehension, language development, discussion, independent reading, and differentiated intervention. Daily lessons include explicit academic vocabulary instruction connected to anchor texts; teacher modeling of fluent reading and comprehension through the Read Aloud, Think Aloud routine; structured Classroom Conversations with differentiated conversation starters to support academic discourse; and high-interest, self-selected reading from a leveled digital library. The program also provides individualized Work Time, during which students receive needs-based small-group teacher instruction or personalized independent practice in areas such as phonics, word study, fluency, vocabulary, comprehension, grammar, writing, and language production. Diagnostic and formative assessment data are used to identify student needs and adjust instructional levels and supports. The district will support and monitor implementation of this program through initial implementation training, ongoing coaching and collaborative planning, review of program usage and student-performance data, and classroom walkthroughs focused on fidelity to the core instructional routines. Monitoring will include attention to implementation of explicit vocabulary and comprehension instruction; daily opportunities for speaking, listening, reading, and writing; structured academic conversation; appropriate use of differentiated English-language-proficiency scaffolds; data-informed small-group instruction during Work Time; and student engagement with independent reading. District and school-based staff will periodically review reading, language-development, formative-assessment, and program data to identify students requiring
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		additional instructional support and to determine needed adjustments to grouping and instruction. Professional learning opportunities will include iLit ELL program implementation and lesson-model training; training on the Newcomer instructional module; vocabulary and Read Aloud, Think Aloud model lessons; use of assessment and performance data to differentiate instruction; English-language-proficiency scaffolds and SIOP-aligned practices; and ongoing district PLC, coaching, and collaborative-planning opportunities focused on effective literacy and language instruction for multilingual learners. Savvas also provides on-demand iLit ELL implementation resources, including full model lessons, Newcomer-module training, and vocabulary and Read Aloud, Think Aloud model lessons.
Imagine Learning	Promising	NA
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: If program-embedded assessments in comprehension are 65% or below on the key benchmarks indicating below benchmark level progress and ongoing MAP assessment data indicated the student has not met the student's goal, intensify instruction to by increasing frequency, reducing the 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 or the FAST Retake Assessment, a score below the 30th percentile on MAP, and a score indicating 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: 20 minutes individual or small-group teacher-led instruction within the Intensive Reading block. Course(s) where interventions take place: Intensive Reading		
Intensive, Individualized Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
HMH Read 180 The Code (part of Read 180 and formerly System 44)	Strong	NA
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. 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	iLit ELL does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide recommendations support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices: Recommendation 1: Provide explicit vocabulary instruction — Strong Evidence Recommendation 2: Provide direct and explicit comprehension strategy instruction — Strong Evidence Recommendation 3: Provide opportunities for extended discussion of text meaning and interpretation — Moderate Evidence Recommendation 4: Increase student motivation and engagement in literacy learning — Moderate Evidence Recommendation 5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists — Strong Evidence. These recommendations are built into iLit ELL through an instructional model designed specifically for adolescent English learners that integrates explicit vocabulary, comprehension, language development, discussion, independent reading, and differentiated intervention. Daily lessons include explicit academic vocabulary instruction connected to anchor texts; teacher modeling of fluent reading and comprehension through the Read Aloud, Think Aloud routine; structured Classroom Conversations with differentiated conversation starters to support academic discourse; and high-interest, self-selected reading from a leveled digital library. The program also provides individualized Work Time, during which students receive needs-based small-group teacher instruction or personalized independent practice in areas such as phonics, word study, fluency, vocabulary, comprehension, grammar, writing, and language production. Diagnostic and formative assessment data are used to identify student needs and adjust instructional levels and supports.

		The district will support and monitor implementation of this program through initial implementation training, ongoing coaching and collaborative planning, review of program usage and student-performance data, and classroom walkthroughs focused on fidelity to the core instructional routines. Monitoring will include attention to implementation of explicit vocabulary and comprehension instruction; daily opportunities for speaking, listening, reading, and writing; structured academic conversation; appropriate use of differentiated English-language-proficiency scaffolds; data-informed small-group instruction during Work Time; and student engagement with independent reading. District and school-based staff will periodically review reading, language-development, formative-assessment, and program data to identify students requiring additional instructional support and to determine needed adjustments to grouping and instruction. Professional learning opportunities will include iLit ELL program implementation and lesson-model training; training on the Newcomer instructional module; vocabulary and Read Aloud, Think Aloud model lessons; use of assessment and performance data to differentiate instruction; English-language-proficiency scaffolds and SIOP-aligned practices; and ongoing district PLC, coaching, and collaborative-planning opportunities focused on effective literacy and language instruction for multilingual learners. Savvas also provides on-demand iLit ELL implementation resources, including full model lessons, Newcomer-module training, and vocabulary and Read Aloud, Think Aloud model lessons.
Imagine Learning	Promising	NA

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

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

- Provide professional learning required by ss. [1012.585\(3\)\(f\)](#) and [1012.98\(5\)\(b\)11., F.S.](#), which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary and text comprehension strategies into an explicit, systematic and sequential approach to reading instruction, including multisensory intervention strategies;
- Provide professional learning in B.E.S.T. ELA Standards and evidence-based reading practices and programs;
- Provide professional learning to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction;

- Differentiate and intensify professional learning for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional learning.

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

Name of Professional Learning	Target Audience	Description
Birth to 3 Language and Literacy	Early Childhood Education Teachers	Infant and toddler environments provide wonderful opportunities for caregivers to support and develop literacy and language skills. Students are expected to communicate in their target language appropriately, accurately, and effectively in a range of different social, cultural, and academic contexts. This course is designed to give teachers the framework for understanding and planning for language and literacy success for students between the ages of zero and three.
Curriculum Fidelity for Preschool Overview	Early Childhood Education Teachers	Curriculum fidelity is a cornerstone in all quality preschool programs. This course will examine the connection between 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 Comprehension Instruction	Grades 6-12 reading teachers and coaches	In this interactive workshop, secondary reading teachers will learn, practice, and apply evidence-based methods to provide differentiated, scaffolded vocabulary and comprehension instruction to small groups and individual students.
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.
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.

Instructional Personnel and Certified PreK Teachers

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

Teachers can earn their reading endorsement through the district's five-module coursework via Broward Virtual or through the University of Florida's Literacy Matrix. Teachers can also earn points towards their educator 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 Professional Learning

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

Schools are tiered based on student achievement outcomes and Instructional Review walkthrough data. All schools have access to the district's 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.p., F.A.C.](#))

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

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).

- BCPS provides information to school principals and literacy coaches to share with families on student eligibility and how to enroll in the program
- 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) Highly Effective Teachers ([Rule 6A-6.053\(9\)\(b\)3.f., F.A.C.](#))

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

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.

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

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

Initials	Assurance
 Designee	a. All reading instruction and PL are 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.
 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.

<i>RGB</i> 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.
<i>RGB</i> Designee	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist, and a lead teacher, as applicable.
<i>RGB</i> Designee	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
<i>RGB</i> 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.
<i>RGB</i> Designee	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
<i>RGB</i> Designee	h. Time is provided for teachers to meet weekly for PL, including lesson study and PLCs.
<i>RGB</i> 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: <i>Fabian H. Cone</i> Designee	Date: 7/9/26