

## Broward County Public Schools K-12 Comprehensive Evidence-Based Reading Plan 2023-2024

Annually, school districts must submit a K-12 Comprehensive Evidence-Based Reading Plan (CERP) by June 15 for the purpose of supporting increased student achievement in literacy and closing achievement gaps. In order to assist districts, the Department has developed the attached format for district reading plans. Districts may utilize the Department's format or an alternative developed by the district school board. The comprehensive reading plan must be approved by the applicable school board, charter school governing board, or lab school board of trustees, for the specific use of the evidence-based reading instruction allocation. By July 1 of each year, the Department will release to each school district its allocation of appropriated funds pending plan submission.

The District K-12 CERP depicts and details the role of administration (both district and school level), professional development, assessment, curriculum, and instruction in the improvement of student learning of the B.E.S.T. English Language Arts Standards as provided in [Rule 6A-1.09401, Student Performance Standards, Florida Administrative Code \(F.A.C.\)](#). This information is reflected for all schools and grade levels and shared with all stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff, and parents.

### 1) Contact Information

The Main District Reading Contact will be the Florida Department of Education's contact for the District K-12 CERP and is responsible for the plan and its implementation. Other contacts are those who work primarily with an area covered within the plan. **Indicate the contacts for your district.**

Point of Contact	Name	Email	Phone
Main Reading Contact	Melissa Miller	melissa.miller5@browardschools.com	754-321-1898
Elementary ELA/Literacy	Melissa Holtz	melissa.holtz@browardschools.com	754-321-1852
Secondary ELA/Literacy	Guy Barmoha	guy.barmoha@browardschools.com	754-321-2124
Reading Endorsement	Veronica Sclafani	veronica.sclafani@browardschools.com	743-321-1863
Professional Development	Diane Raude	diane.raude@browardschools.com	754-321-1897
Assessment	Richard Baum	richard.baum@browardschools.com	754-321-2510
Data Element	Tina Skipper	tina.skipper@browardschools.com	754-321-0329
Third Grade Promotion	Melissa Holtz	melissa.holtz@browardschools.com	754-321-1852
Summer Reading Camp	Melissa Holtz	melissa.holtz@browardschools.com	754-321-1852
Multi-Tiered System of Supports	Adrienne Dixon-Paul	adrienne.dixon@browardschools.com	754-321-1850

## 2) District Budget for Evidence-Based Reading Allocation ([Rule 6A-6.053\(2\), F.A.C.](#))

### Reading Allocation Budget Items

The evidence-based reading instruction allocation is created to provide comprehensive reading instruction to students in prekindergarten (PreK) through grade 12. Districts will include salaries and benefits, professional development, assessment, programs/materials, tutoring, and incentives required to effectively implement the district's plan. Budget must prioritize K-3 students with substantial deficiencies in reading.

Reading Allocation Budget Item	Amount	FTE (where applicable)
Amount of District Evidence-Based Reading Instruction Allocation	\$14,817,990.	
Estimated proportional share distributed to district charters <i>*Charter schools must utilize their proportionate share of the evidence-based reading allocation in accordance with <a href="#">Section (s.) 1002.33(7)(a)2.a.</a> and <a href="#">s. 1008.25(3)(a), Florida Statutes (F.S.)</a>. 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.</i>	\$2,699,916.	
<b>Elementary Expenses</b>		
Literacy coaches	\$8,968,723.	107.0
Intervention teachers	0	
Scientifically researched and evidence-based supplemental instructional materials	\$981,630.	
Summer reading camps for grade 3 students	\$1,582,306.	
<b>Secondary Expenses</b>		
Literacy coaches	0	
Intervention teachers	0	
Scientifically researched and evidence-based supplemental instructional materials	0	
<b>K-12/PreK Expenses</b>		
Professional development to help K-12 instructional personnel and certified PreK teachers align practices to scientifically researched and evidence-based reading instruction	\$585,415.	
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Reading Endorsement or Certification	0	
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Emergent, Elementary, or Secondary Literacy Micro-Credential	0	
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)	0	

Reading Allocation Budget Item	Amount	FTE (where applicable)
Tutoring programs to accelerate literacy learning	0	
Family engagement activities	0	
<b>Sum of Expenditures</b>	<b>\$14,817,990.</b>	

### 3) Literacy Leadership – District and School

#### A. Measurable Student Achievement Goals ([Rule 6A-6.053\(1\)\(d\), F.A.C.](#))

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

Florida Assessment of Student Thinking (FAST): Star Renaissance				
Grade	Previous School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	Urgent Intervention <10th percentile	At & Above Benchmark 40th percentile & above	Urgent Intervention <10th percentile	At & Above Benchmark 40th percentile & above
Pre-K	6	77	3	80
K (Early Literacy)	16	62	13	65
1 (Reading)	17	64	14	67
2 (Reading)	18	60	15	63
Florida Assessment of Student Thinking (FAST): Cambium				
Grade	Previous School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	Level 1	Levels 3-5	Level 1	Levels 3-5
3	25	54	22	57
4	21	61	18	64
5	22	56	19	59
6	28	50	25	53
7	30	49	27	52
8	32	49	29	52
9	31	48	28	51
10	30	49	27	52

**B. School Literacy Leadership Teams ([Rule 6A-6.053\(3\), F.A.C.](#))**

Schools are required to establish a School Literacy Leadership Team.

- 1. Describe the process the principal will use to form and maintain a School Literacy Leadership Team, consisting of a school administrator, literacy coach, media specialist, lead teachers, and other relevant team members, as applicable.**

School leaders establish their Literacy Leadership Team membership during preplanning week. These teams must include an administrator, literacy coach, media specialist, team leaders, as well as a representation from professionals that support ESE (Exceptional Student Education) students and/or ELL English Language Learners.

The roster for each school-level Literacy Leadership Team is uploaded annually by school leaders and is accessible to Directors and Supervisors through the School Improvement Plan (SIP) Hub. The expectation is that during an early meeting of the LLT, this K-12 CERP will be reviewed to ensure the changes to the current year's plan are understood.

- 2. Describe how the School Literacy Leadership Team requirement is communicated to principals, including how School Literacy Leadership Teams use data to establish literacy goals and take strategic action to improve literacy achievement for all students.**

The requirements for LLTs are communicated to schools through principal orientation meetings, memos, principals' and literacy coaches' meetings/webinars, and school improvement planning sessions for school SIP liaisons. SIP liaisons/School Principals are asked to complete a school Literacy Leadership Teams Contact Information Form indicating all the members of their School Literacy Leadership Team that will include the Principal, Assistant Principal, Literacy Coach, ESE (Exceptional Student Education) Specialist or ESE Teacher/Support Facilitator, ESOL (English for Speakers of Other Languages) Contact, Media Specialist, Lead Teachers (grade level chairs or department heads), Collaborative Problem-Solving Team Liaison, and other members that will support students' reading needs in alignment with the current K-12 Comprehensive Reading Plan.

Currently, the district is working to develop a bank of school-level Literacy Leadership Team resources for schools to support Principals in getting the most out of their Literacy Leadership Teams. This will include professional development support to establish LLTs, build relationships among the LLT, set a literacy vision for the school, disaggregate school-wide data by grade level and teacher, and set clear expectations for literacy that are in alignment with BCPS's vision and the Science of Reading.

**C. Plan Implementation and Monitoring ([Rule 6A-6.053\(7\), \(8\), F.A.C.](#))**

Districts must monitor the implementation of the District K-12 CERP at the district and school level.

**1. Provide an explanation of the following:**

<b>Grades K-5</b>	<b>District Level</b>	<b>School Level</b>
Data that will be collected and frequency of review	<ul style="list-style-type: none"> <li>School-by-school usage data of high-quality, core Tier 1 curriculum using Benchmark Advance.</li> <li>School, grade, region and sub-group progress monitoring data of Tier 1 curriculum using Benchmark Advance &amp; F.A.S.T.</li> </ul>	<ul style="list-style-type: none"> <li>Grade and classroom usage data of high-quality, core Tier 1 curriculum using Benchmark Advance.</li> <li>Grade and classroom progress monitoring data of Tier 1 curriculum using Benchmark Advance &amp; F.A.S.T.</li> </ul>
Actions for continuous support and improvement	<ul style="list-style-type: none"> <li>District LLT members will lead CWTs during literacy block for implementation of effective instruction in K-2 and 3-5.</li> </ul>	<ul style="list-style-type: none"> <li>Literacy Leadership Team conduct CWTs during literacy block for effective implementation of instruction in K-2 and 3-5.</li> </ul>

<b>Grades 6-8</b>	<b>District Level</b>	<b>School Level</b>
Data that will be collected and frequency of review	<p>Student assessment data (FAST, Reading Inventory, Phonics Inventory PM 1, PM 2, PM 3 and monthly formative assessments)</p> <p>Implementation Data (program usage data- ongoing)</p> <p>Coaching Data (Coach Logs, Coaching Cycle Data-monthly)</p> <p>District level walk-through data-ongoing</p>	<p>Student assessment data (FAST, Reading Inventory, Phonics Inventory PM 1, PM 2, PM 3 and monthly formative assessments)</p> <p>Implementation Data (program usage data- ongoing)</p> <p>Coaching Data (Coach Logs, Coaching Cycle Data-monthly)</p> <p>School-level walk-through data-ongoing</p>
Actions for continuous support and improvement	Use student assessment data, implementation data, coaching and walk through data to target and modify ongoing school support.	Use student assessment data to support differentiated instruction and organize extended learning opportunities.

	Use coaching logs to prioritize support to literacy coaches.	Use implementation data, coaching data, and walk-through data to target support and professional learning for teachers.
<b>Grades 9-12</b>	<b>District Level</b>	<b>School Level</b>
Data that will be collected and frequency of review	<p>Student assessment data (FAST, Reading Inventory, Phonics Inventory PM 1, PM 2, PM 3 and monthly formative assessments)</p> <p>Implementation Data (program usage data- ongoing)</p> <p>Coaching Data (Coach Logs, Coaching Cycle Data-monthly)</p> <p>District level walk-through data-ongoing</p>	<p>Student assessment data (FAST, Reading Inventory, Phonics Inventory PM 1, PM 2, PM 3 and monthly formative assessments)</p> <p>Implementation Data (program usage data- ongoing)</p> <p>Coaching Data (Coach Logs, Coaching Cycle Data-monthly)</p> <p>School-level walk-through data-ongoing</p>
Actions for continuous support and improvement	<p>Use student assessment data, implementation data, coaching and walk through data to target and modify ongoing school support.</p> <p>Use coaching logs to prioritize support to literacy coaches.</p>	<p>Use student assessment data to support differentiated instruction and organize extended learning opportunities.</p> <p>Use implementation data, coaching data, and walk-through data to target support and professional learning for teachers.</p>

**2. How are concerns communicated if it is determined that the District K-12 CERP is not being implemented with fidelity?**

BCPS Regional Superintendents and Regional Teaching & Learning Directors monitor Tier 1 progress monitoring data and provide direct oversight to schools. They are responsible for supporting and monitoring implementation of the K-12 CERP by engaging in CWTs and conversations with school-level principals when quantitative or qualitative data indicate an issue.

3. **Describe what has been revised to improve literacy outcomes for students in the district’s K-12 CERP based upon the District K-12 CERP Reflection Tool and a root-cause analysis of student performance data.**

As a result of our K-12 CERP Root Cause Analysis & Reflection Committee work, our K-12 CERP for 23-24 will be focused on the programs and practices that the science of reading indicates will make significant impacts on improving student outcomes in reading. This includes intentionally focus on decoding, building background knowledge, and vocabulary development. In alignment with these areas of focus, interventions will address the most likely causes of substantial deficiencies in word recognition (or at the minimum, rule them out before determining an area of focus in language comprehension). As a district, BCPS will work on creating the condition for comprehension to occur for all of our students. The BCPS Science of Reading Symposium & Initiative will set us up for success. Our goal is to ensure our students have the necessary skills needed to read on grade level. We will accomplish this by focusing on our “why”, which is our students. This is our “TRUE”. The Office of Academics is working to ensure that all BCPS educators understand the key take-aways from the science of reading. This body of evidence must serve as our “NORTH”. We must assess each of our decisions and “STAY” in alignment with our “why” and our new North, the science of reading. Here at BCPS, we will be well on our way to reaching our goal if we keep to the plan and “Stay True North!”

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

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

BCPS Regional Superintendents and Regional Teaching & Learning Directors monitor Tier 1 progress monitoring data and provide direct oversight of schools. Along with Elementary/Secondary Learning ELA Curriculum Supervisors, they are responsible for supporting and monitoring implementation of the K-12 CERP. Our K-12 CERP is monitored for implementation via regular data disaggregation of F.A.S.T. data, comprehensive core curriculum data, and by conducting regular CWTs and feedback conversations.

5. **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 meets quarterly to review progress monitoring from both the F.A.S.T. and the Tier 1 curriculum (K-5: Benchmark Advance; 6-12: HMH). Findings

are shared with BCPS Regional Superintendents and Regional Teaching & Learning Directors and additional school support is provided by the Office of Academics based on the data.

Starting in 23-24, representatives from Benchmark Advance will meet quarterly with the ELA/Literacy Team in Elementary Learning Department to gauge the usage of our high-quality, core curriculum for Tier 1 instruction. This will help us to better ensure that schools are in compliance with the K-12 CERP for 23-24. In addition, we are utilizing a new process for determining a reading area of focus for students struggling with reading. Finally, we will be closely monitoring the use of our approved evidence-based interventions to ensure that all of our K-5 students have the skills needed to decode with fluency and ease.

The Secondary Learning Department meets with HMH regularly to monitor program fidelity and student achievement, which allows us to ensure that the K-12 CERP is being followed and track student progress. Our goal at the secondary level is to “graduate” students out of Tier 2 and 3 interventions as they show mastery of progress monitoring data and ensuring they are successful in Tier 1 instruction.

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

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

Literacy coaches should be assigned to schools determined to have the greatest need based on student performance data in reading. Districts can use the Just Read, Florida! literacy coach model or explain the evidence-based coaching model used in the district and how the district will monitor the implementation and effectiveness of the coaching model.

**Describe how schools with the greatest need based on student performance data in reading are selected for coach services and supports.**

BCPS’s Department of Student Assessment and Research conducts an annual analysis of students performing below grade level on the 2022 FSA (Grades 3-5) and District’s Primary Reading Assessment (Grades 1-2). They rank all elementary schools with those two criteria to determine which elementary schools had the greatest need in reading per 6A.-6.053 F.A.C. Based on the data analysis, 107 elementary schools were identified with the greatest coaching need based on student performance data in reading. These schools are provided with coaching services and supports from their school literacy leadership team including a literacy coach who is reading endorsed or certified, district support, and/or State Regional Literacy Directors.

##### B. The Just Read, Florida! Literacy Coach Model ([Rule 6A-6.053\(6\)\(c\), F.A.C.](#))

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



- Provide professional development on the following:
  - The major reading components, as needed, based on an analysis of student performance data;
  - Administration and analysis of instructional assessments; and
  - Providing differentiated instruction and intensive interventions.
- Model effective instructional strategies for teachers in whole and small group instruction;
- Collect and use data on instructional practices to inform and implement professional learning activities;
- Train teachers to administer assessments, analyze data, and use data to differentiate instruction;
- Coach and mentor teachers daily;
- Work with teachers to ensure that evidence-based reading strategies and programs grounded in the science of reading are implemented with fidelity;
- Participate in literacy leadership teams;
- Continue to grow professionally to increase knowledge of and ability to apply effective pedagogy and andragogy;
- Prioritize time to teachers, activities, and roles that will have the greatest impact on student achievement in reading; and
- Work with school principals to plan and implement a consistent program of improving reading achievement using evidence-based strategies that demonstrate a statistically significant effect on improving student outcomes.

Literacy coaches must possess the following:

- A minimum of a bachelor's degree and reading endorsement or K-12 certification in reading;
- Effective or highly effective rating from the most recently available evaluation that contains student performance data;
- Specialized knowledge of evidence-based reading instruction grounded in the science of reading, infusing evidence-based reading strategies into content area instruction;
- Special expertise in quality reading instruction and infusing reading strategies into content area instruction;
- Data management skills;
- Strong knowledge base in working with adult learners;
- Excellent communication skills; and
- Outstanding presentation, interpersonal, and time-management skills.

Note: Coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and must limit the time spent on administering or coordinating assessments.

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

**Yes/No**

Yes

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

--

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

The requirements of Just Read, Florida! Coaching Model per 6A-6.053(6)(c) F.A.C., are communicated through a series of meetings and memos. Prior to the start of each school year principals participate in a meeting outlining policy 6A-6.053(6)(c) F.A.C., requirements. Throughout the school year, principals and school-based literacy coaches participate in monthly Literacy Coach Forums to review/discuss coaching expectations, evidence-based instructional practices, coaching requirements, data analysis, and strategies for school improvement. This includes the importance of protecting coaching time to ensure improvement in teacher practice over time.

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

Broward has a comprehensive plan to ensure we provide support to our valued Literacy Coaches. As a hallmark of this, we have a monthly Literacy Coach Forum. Every session concludes with an open Q & A where the Literacy Supervisors stay until every coach's question is answered. When new expectations, programs or practices are communicated to schools, the district holds open "Technical Assistance" sessions where coaches can come to get direct support in all initiatives from the district. For 23-24, this will include monthly open Office Hours and the facilitation of regional Science of Reading PLCs. In addition, ELA Team members go to schools to support the implementation of all aspects of the Reading Block.

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

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

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

There is at least one Literacy Coach at every elementary school and secondary school throughout Broward. Professional development activities for Literacy Coaches for 23-24 will primarily focus on aligning all literacy practices to the Science of Reading. Professional development is routinely provided on the analysis of school-wide student achievement data, the use of ongoing assessment to monitor instruction & intervention, how to determine an area of focus for struggling readers, and the use of differentiated instructional strategies.

At BCPS we emphasize rigor, relevance, and reading in and throughout the content areas. This is to the enhancement of subject content expertise, integrated use of classroom technology that enhances teaching and learning, classroom management, and parent communication.

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

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

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

## 5) K-12 Assessment, Curriculum, and Instruction

### A. **Florida's Formula for Success ([Rule 6A-6.053\(9\)\(a\), F.A.C.](#))**

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

- **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 C.F.R. 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; and
  - **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; and occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial reading deficiency. All intensive reading interventions must be delivered by instructional personnel who possess a literacy micro-credential as provided in [s. 1003.485, F.S.](#), or are certified or endorsed in reading.

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

The district has created three guiding documents that summarize our K-12 CERP for 23-24. These are titled "Applying the Science of Reading at BCPS". **Applying the Science of Reading at BCPS: Part 1, Overview of K-12 CERP for 23-24** is an overview of the skills necessary to create a skilled, on grade-level reader. **Applying the Science of Reading at BCPS: Part 2, K-12 CERP Decision Tree for 23-24** ensures that schools assess students on the most common areas of deficiency to diagnose a skill gap following a district-wide screening assessment. Finally, **Applying the Science of Reading at BCPS: Part 3, K-12 CERP Approved Programs and Practices for 23-24** will ensure that every struggling student receive an appropriate, evidence-based intervention that is in alignment with their identified area of need.

This plan addressed all six areas of reading, all four types of assessment, explicit core instruction and proven, evidence-based interventions, when indicated. The Office of Academics, including ESE and ESOL Departments, and the Principal Supervisors provide support to all school level principals and literacy coaches on the implementation of the MTSS framework which includes monitoring students' reading assessment results and using reading decision charts/trees guidance to ensure that all students' needs are being met.

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

The Early Learning Department is part of our BCPS Science of Reading Initiative to ensure cohesion of all instructional practices to the Science of Reading. Florida's Formula for Success is in alignment with this intentional effort. The district monitors the implementation of their curriculum to ensure that Florida's Early Learning and Developmental Standards are being taught with fidelity as well as identify students that may be in need of further supports via ESE or ELL concerns. This is monitored via the STAR Early Literacy at the conclusion of VPK.

**B. Assessment/Curriculum Decision Trees ([Rule 6A-6.053\(9\)\(d\), 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 screening, progress monitoring, diagnostic, local assessment, statewide assessment, or teacher observations used within the district. For students in the Voluntary Prekindergarten Education Program through grade 10, the coordinated screening and progress monitoring system must be administered pursuant to [s. 1008.25\(8\)\(b\), F.S.](#), and included as a component of the Assessment/Curriculum Decision Trees.
- Targeted audience (grade level);
- Performance criteria used for decision-making for each instrument at each grade level;
- Assessment/curriculum connection, including evidence-based curriculum materials and practices used in instruction and interventions that address the six components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
- Specific criteria for when a student is identified to receive intensive reading interventions, what intensive reading interventions will be used, how the intensive reading interventions are provided, and assurance that intensive reading interventions are delivered by a teacher who is certified or endorsed in reading or instructional personnel who possess a literacy micro-credential; and
- Identification of the multisensory interventions provided to students in grades K-3 who have a substantial reading deficiency, 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 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 PreK-5

#### 1. Grades PreK-5 Assessments

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

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

Name of the Assessment	Target Audience (Grades PreK-5)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
	<input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other
Letter Names, Letter Sounds, and Concepts of Print	<input type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input checked="" type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Cool Tools: PA Inventory & Phonics Survey	<input type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other
Diagnostic Assessment of Reading (DAR)	<input type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other
B.E.S.T. Standards for ELA: Appendix E- Measures of Fluency	<input type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary	<input type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually

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



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

## 2. Identification of K-5 Students with a Substantial Reading Deficiency ([Rule 6A-6.053\(10\), F.A.C.](#))

In accordance with [s. 1008.25\(4\)\(c\), F.S.](#), students identified with a substantial reading deficiency must be covered by a federally required student plan, such as an individual education plan (IEP) or an individualized progress monitoring plan, or both, as necessary. A kindergarten through grade 3 student is identified as having a substantial reading deficiency if the following criteria are met:

- For kindergarten, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning, middle, or end of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(8\), F.S.](#), and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension;
- For grades 1 and 2, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(8\), F.S.](#), and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or
- For grade 3, the student scores:
  - Below the twentieth (20th) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(8\), F.S.](#), and the student has demonstrated, through progress monitoring, formative assessments, or

teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or

- Level 1 on the end of the year statewide, standardized English Language Arts assessment pursuant to [s. 1008.22\(3\)\(a\), F.S.](#)

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

Starting in 23-24, Broward will have a new process for determining the area of need for intervention for all students in K-5. **Applying the Science of Reading at BCPS: Part 2, K-12 CERP Decision Tree for 23-24** ensures that schools assess students on the most common areas of deficiency in order to diagnose a skill gap following a district-wide screening assessment. Schools will start by assessing a student’s Phonological Awareness skills. If a skill gap is indicated, this will be the area addressed for intervention. If no skill gap is detected, schools will then assess a student’s Phonics skills. If a skill gap is indicated, this will be the area addressed for intervention. If no skill gap is detected, schools will then assess the student on their Fluency skills. If a skill gap is indicated, this will be the area addressed for intervention. If no skill gap is detected, schools will then assess students on their Vocabulary ability. If no skill gap is indicated, then we may intervene in Comprehension because we have ensured that the student has built the condition for comprehension to occur.

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

Starting in 23-24, Broward will have a new process for determining the area of need for intervention for all students in K-5. **Applying the Science of Reading at BCPS: Part 2, K-12 CERP Decision Tree for 23-24** ensures that schools assess students on the most common areas of deficiency in order to diagnose a skill gap following a district-wide screening assessment. Schools will start by assessing a student’s Phonological Awareness skills. If a skill gap is indicated, this will be the area addressed for intervention. If no skill gap is detected, schools will then assess a student’s Phonics skills. If a skill gap is indicated, this will be the area addressed for intervention. If no skill gap is detected, schools will then assess the student on their Fluency skills. If a skill gap is indicated, this will be the area addressed for intervention. If no skill gap is detected, schools will then assess students on their Vocabulary ability. If no skill gap is indicated, then we may intervene in Comprehension because we have ensured that the student has built the condition for comprehension to occur.

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-

<b>based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.</b>
<b>Beginning of year data</b>
<p><b>IF: Student meets the following criteria at the beginning of the school year:</b></p> <p>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 23-24 PM1.</p> <p>Grades 3-5: Scored at or above level 3 during the FAST-Cambium Progress Monitoring from 22-23 FAST PM3 or 23-24 PM1.</p>
<b>THEN TIER 1 Only</b>
<p><b>Core Instruction</b></p> <p>Benchmark Advance Florida 2022 – State-approved</p>
<p><b>List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.</b></p> <p>Below grade level as defined by FAST if meeting the Tier 2 or 3 criteria on the charts below.</p>
<p><b>Explain how the effectiveness of Tier 1 instruction is monitored.</b></p> <p><b>FAST data is reviewed regularly at the end of each assessment period to ensure that 80% of students are performing on grade level.</b></p> <p>Classrooms where less than 80% of students are on grade level (based on Tier 1 criteria) will receive support from Literacy Coach and support staff at the school site. Schools where less than 80% of students are on grade level will receive professional learning and/or support based on needs identified from District departments offering professional learning opportunities for Tier 1 reading instruction.</p>
<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</b></p> <p>Classrooms or schools where specified Tier 1 curriculum and supplemental resources do not seem to be effective, identified teachers receive professional learning and support in implementing whole group and small group differentiated instruction using evidence-based resources and instructional practices to ensure the curriculum is being implemented with fidelity.</p>
<p><b>Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:</b></p> <p>Students are flagged for further testing based on their performance on the FAST. If a student scores below the 25% percentile, then the school will use the process outlined in <b>Applying the Science of Reading at BCPS: Part 2, K-12 CERP Decision Tree for 23-24</b> to determine the priority area for intervention.</p>
<b>Beginning of year data</b>
<p><b>IF: Student meets the following criteria at the beginning of the school year:</b></p>

Kindergarten: Scored in the Intervention level (10-24 PR) on FAST STAR Early Literacy in PM1 for 23-24 AND a foundational skill gap is identified in PA or Phonics using **Applying the Science of Reading at BCPS: Part 2**.

Grade 1: Scored in the Intervention level (10-24 PR) on FAST STAR Early Literacy or Reading in PM1 for 23-24 AND a foundational skill gap is identified in PA or Phonics using **Applying the Science of Reading at BCPS: Part 2**.

Grade 2: Scored in the Intervention level (10-24 PR) on FAST Reading in PM1 for 23-24 AND a foundational skill gap is identified in PA, Phonics, Fluency or Vocabulary using **Applying the Science of Reading at BCPS: Part 2**.

Grades 3-5: Scored below Level 3 on the 22-23 FAST PM3 for 23-24 AND a foundational skill gap is identified in PA, Phonics, Fluency or Vocabulary using **Applying the Science of Reading at BCPS: Part 2**.

**THEN TIER 1 Instruction and TIER 2 Interventions**

**Supplemental Instruction/Interventions**

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

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

**Reading Horizons Discovery K-3** – (Does not yet meet strong, moderate, or promising levels of evidence for grades K-5; however, the following IES Practice Guide Recommendations support the program: 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).

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

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

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

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

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

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

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

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

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

Reading Horizons, SIPPS and SPIRE all include a multi-sensory component.

**Number of times per week interventions are provided:**

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

**Number of minutes per intervention session:**

15-30 minutes per session

**Explain how the effectiveness of Tier 2 interventions are monitored.**

Schools monitor the effectiveness of Tier 2 interventions to ensure that they are being implemented with fidelity and discuss during regular MTSS meetings. The goal is for the skill gap to be addressed, exiting the student from the intervention. IF Tier 1 criteria above (gap has closed), discontinue plan, monitor progress, and provide supplemental support.

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

MTSS provides support to schools' collaborative problem-solving team members to ensure compliance with data entry and progress monitoring of all the MTSS instructional strategies,

interventions, and other resources that are used to help all students achieve reading success and evaluates the effectiveness of tiered interventions at schools. Office of Academics (Elementary, ESLS, and ESOL Departments) ensures that teachers are trained on the use of reading decision charts and evidence-based instructional practices, strategies, and/or programs aligned to core curriculum and instruction.

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

IF Tier 2 criteria above (gap is not closing), return to problem-solving process, utilize ICEL (Instruction, Curriculum, Environment, and Learner)/RIOT (Review, Interview, Observation, and Test) Framework, review fidelity of implementation and exclusionary factors, make instructional adjustments which may include a new goal, intervention and/or a change in intensity.

**Beginning of year data**

**IF: Student meets the following criteria at the beginning of the school year:**

Kindergarten: Scored in the Urgent Intervention level (Below 10 PR) on FAST Star Early Literacy in PM1 for 23-24 AND a foundational skill gap is identified in PA or Phonics using **Applying the Science of Reading at BCPS: Part 2**

Grade 1: Scored in the Urgent Intervention level (Below 10 PR) on FAST Star Early Literacy or Star Reading in PM1 for 23-24 AND a foundational skill gap is identified in PA or Phonics using **Applying the Science of Reading at BCPS: Part 2**.

Grade 2: Scored in the Urgent Intervention level (Below 10 PR) on FAST Star Reading in PM1 for 23-24 AND a foundational skill gap is identified in PA, Phonics, Fluency or Vocabulary using **Applying the Science of Reading at BCPS: Part 2**.

Grades 3-5: Scored below Level 2 on the 22-23 FAST Cambium PM3 or FAST Cambium PM1 for 23-24 AND a foundational skill gap is identified in PA, Phonics, Fluency or Vocabulary using **Applying the Science of Reading at BCPS: Part 2**.

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

**Intensive, Individualized Instruction/Interventions**

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

**Reading Horizons Discovery K-3** – (Does not yet meet strong, moderate, or promising levels of evidence for grades K-5; however, the following IES Practice Guide Recommendations support the program: 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).

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

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

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

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

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



<p><b>Indicate the evidence-based programs and practices</b> implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.</p> <p><b>Specialized Program Individualizing Reading Excellence (SPIRE)</b>– (ESSA Rating- Promising Evidence) S.P.I.R.E. is based on the well-established Orton-Gillingham approach to reading instruction that has shown to be effective for students with disabilities. The program is designed to incorporate the Orton-Gillingham approach, which involves systematic, explicit, sequential, multisensory, phonics-based, and emotionally sound instruction. The IRS Recommendation formerly cited were built into the program. SPIRE begins by addressing phonology, sound/symbol association, syllable types, and morphology that develop student decoding skills and provides students with multisensory practice opportunities that build student fluency. Students develop comprehension skills through the morphology, syntax, and semantics components of the program. The program- embedded graphic organizers, routines, and higher order questions allow students to practice making sense of the text.</p> <p><b>Imagine Language &amp; Literacy- (ESSA Rating – Moderate)</b> This is a personalized learning solution designed for ELLS that accelerates reading and language proficiency for students in grades K to 5. Designed to supplement core literacy instruction, Imagine Language &amp; Literacy provides instruction and practice in all four domains of literacy—reading, writing, listening, and speaking. Through a comprehensive, systematic, and standards-aligned scope and sequence, students develop critical skills in phonological awareness, phonics, fluency, vocabulary, and comprehension.</p>
<p><b>For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided.</b></p> <p>Reading Horizons, SIPPS and SPIRE all include a multi-sensory component.</p>
<p><b>Number of times per week interventions are provided:</b></p> <p>4-5 sessions per week.</p>
<p><b>Number of minutes per intervention session:</b></p> <p>Each Tier 3 intervention session is a minimum of 30 minutes.</p>
<p><b>Explain how the effectiveness of Tier 3 interventions are monitored.</b></p> <p>Schools monitor the effectiveness of Tier 3 interventions to ensure that they are being implemented with fidelity and discuss during regular MTSS meetings. The goal is for the skill gap to be addressed, exiting the student from the intervention. IF Tier 2 criteria above (gap has closed), discontinue plan, monitor progress, and provide supplemental support.</p>
<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?</b></p> <p>MTSS provides support to schools' collaborative problem-solving team members to ensure compliance with data entry and progress monitoring of all the MTSS instructional strategies,</p>

interventions, and other resources that are used to help all students achieve reading success and evaluates the effectiveness of tiered interventions at schools. Office of Academics (Elementary, ESLS, and ESOL Departments) ensures that teachers are trained on the use of reading decision charts and evidence-based instructional practices, strategies, and/or programs aligned to core curriculum and instruction.

**3. Summer Reading Camps ([Rule 6A-6.053\(12\), F.A.C.](#))**

Requirements of Summer Reading Camps pursuant to [s. 1008.25\(7\), 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.

**3a. Describe the district's plan to meet each requirement for Summer Reading Camps required by [s. 1008.25\(7\), F.S.](#) Include a description of the evidence-based instructional materials that will be utilized, as defined in [20 U.S.C. s. 7801\(21\)\(A\)\(i\)](#).**

The Third Grade Summer Reading Camp will be offered to third grade students who are retained and/or score a Level 1 on FAST PM3 for ELA. The Summer Camp opportunity will be scheduled for six weeks, four hours per day, four days per week, with curriculum and instruction being implemented by a highly effective teacher who is either certified or endorsed in reading. An intensive focus on student literacy development will be instituted and will include evidence-based high-quality, explicit, systematic, and multisensory instruction in phonological awareness, phonics, fluency, vocabulary, comprehension, oral language, and writing to meet the differentiated needs of struggling readers and retained learners who have not yet met promotion criteria. Science and social studies content will be integrated into literacy instruction through content-based text reading and writing to support students in maximizing their vocabulary development and knowledge building in the content areas using DBQ.

Following six weeks of engaging, standards-based instruction, students will have the opportunity for promotion to fourth grade if they meet good cause promotion criteria through an alternative assessment (SAT-10), administered during the final week of the Third Grade Summer Reading Camp program. The resources/ instructional materials listed below will be used to support the teaching and learning of students participating in BCPS Third Grade Summer Reading Camp.

Benchmark Advance 2022 and instructional materials will be utilized featuring explicit and systematic standards-based lessons. This will include whole group and small group differentiated reading and writing instruction that addresses skills in the essential components

of reading instruction: phonological awareness, phonics, fluency, vocabulary, comprehension, and oral language. Teaching and learning practices will provide an intensive focus on the inclusion of explicit, systematic, and multisensory phonics instruction along with opportunities to extend responses through writing about reading using critical thinking skills to build vocabulary and content knowledge.

**3b. Districts have the option of providing summer reading camps to students in grades K-2 who demonstrate a reading deficiency and students in grades 4-5 who score Level 1 on the statewide, standardized ELA assessment. Will the district implement this option?**

**Yes/No**

Yes

**3c. If yes, describe the district's instructional plan. Include a description of the evidence-based instructional materials that will be utilized.**

A Summer Camp Experience will be offered to students in grades K-2 who demonstrate a reading deficiency as determined by the FAST PM3 for ELA and grades 4-5 who score Level 1 on the FAST PM3 for ELA. This Summer Camp opportunity will be scheduled for six weeks, four hours per day, four days per week. Instruction and accompanying integration activities will be provided to meet the needs of learners. All instruction will take place in a traditional classroom setting. Over the span of six weeks, students will engage in high-quality STEM and project-based learning experiences that are connected to the United Nations Sustainability Goals. Students will be immersed in standards-based content in Reading, Writing, Mathematics, Science, and Social Studies. Students will receive integration of the Arts, Music, and Debate.

#### Grades 6-8

#### 4. Grades 6-8 Assessments

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

Name of the Assessment	Target Audience (Grades 6-8)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
HMH Phonics Inventory	Grades 6-8 students who scored below a level 3 on FAST	Phonological Awareness  Fluency  Phonics	Progress Monitoring  Diagnostic	3xYear
HMH Reading Inventory	Grades 6-8 students who scores below a level 3 on FAST	Vocabulary  Comprehension	Progress Monitoring  Diagnostic	3xYear
DAR	Grades 6-8 students who have or may need an IEP.	Phonological Awareness  Phonics  Fluency  Vocabulary  Comprehension	Diagnostic	Annually
ACCESS English Language Proficiency Test	Grades 6-8 English language learners	Reading  Writing  Speaking  Listening	Progress Monitoring  Diagnostic	2xYear

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

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

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

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

Students who score low in one or both of the assessments--Reading and Phonics Inventory--need additional reading support. If students can read the words on the page—as indicated by an advancing decoder status on Phonics Inventory but don't know what they mean—as indicated by a low Reading Inventory score that is basic or below basic, 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 phonics inventory score (pre-decoder, beginning decoder, or developing decoder), they are placed in Tier 3 with System 44 focusing on phonological awareness, phonics, and fluency.

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

Grades 6-8 Decision Tree	
<b>Beginning of year data</b>	
<b>IF: Student meets the following criteria at the beginning of the school year:</b>	
A FAST ELA score of level 3 or higher OR a proficient or above score on the Reading and Phonics Inventories	
<b>THEN TIER 1 Only</b>	
<b>Core Instruction</b>	
Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence.	
HMH Into Literature (ESSA Rating-Moderate)	
<b>List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.</b>	
If the student scores below proficiency on the FAST and the student scores below 65% on Common Formative assessments and Into Literature Program-Embedded Assessments, then provide	

additional targeted instruction using the HMH Level-Up Tutorials and CPALMS Student Tutorials within the Language Arts classroom.
<p><b>Explain how the effectiveness of Tier 1 instruction is monitored.</b></p> <p>The data from the above assessments is reviewed monthly and at the end of each assessment period to ensure that 80% of students are proficient.</p>
<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</b></p> <p>Classrooms or schools where specified Tier 1 curriculum and supplemental resources do not seem to be effective, identified teachers receive professional learning and support in implementing differentiated instruction using evidence-based resources and instructional practices to ensure the curriculum is being implemented with fidelity.</p>
<p><b>Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:</b></p> <p>Students who drop below level 3 on the FAST receive additional support through the Into Literature differentiated resources and are targeted for additional support through extended learning opportunities.</p>
<b>Beginning of year data</b>
<p><b>IF: Student meets the following criteria at the beginning of the school year:</b></p> <p>A score of level 1 or 2 on the FAST AND a score in the “basic” or “below basic” range on the HMH Reading Inventory.</p>
<b>THEN TIER 1 Instruction and TIER 2 Interventions</b>
<p><b>Supplemental Instruction/Interventions</b></p> <p>Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.</p> <p>HMH Read 180 (ESSA Rating- Strong)</p>
<p><b>Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.</b></p> <p>Students with a disability and those who are on an IEP who meet the criteria for Tier 2 intervention are also placed into Read 180 (ESSA Rating- Strong).</p> <p>Students who are beginning English language learners who score an A1-B1 on the English language proficiency test are placed into iLit-ELL (ESSA Rating-Promising) through the Developmental</p>

Language Arts/Reading course. If they score B2 and above, but still meet the criteria for Tier 2 intervention, the student is placed into Read 180.
<b>Number of times per week interventions are provided:</b>  3-5
<b>Number of minutes per intervention session:</b>  45-90 minutes
<b>Explain how the effectiveness of Tier 2 interventions are monitored.</b>  Program fidelity and student assessment data are monitored by the Secondary Learning Department. Collaborative Visits 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.
<b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?</b>  Collaborative Visits take place to identify and solve problems to improve effectiveness of Tier 2 intervention including alignment with core curriculum and instruction when progress monitoring data indicates students in specific grade levels and classrooms are not progressing towards grade level proficiency. These will be led by Secondary Learning Department in collaboration with members of the Regional Offices, ESE, and ESOL departments based on identified needs of the school and subgroups.  Secondary Learning Department provides classroom teachers with professional learning and support on analysis of progress monitoring data and additional assessments referenced in the plan to ensure alignment of Tier 1 and Tier 2. Secondary Learning, Exceptional Student Learning Supports (ESE), and ESOL Department in collaboration District Partners, such as ELlevation, provide professional learning and support to schools implementing evidence-based intervention programs/resources/practices/strategies.  School Collaborative Problem-Solving Teams meet to discuss student data. If less than 80% of the class is making progress in the intervention, the team reviews student assessment data, classroom walkthroughs, attendance data, and behavior data to identify the root cause and adjust the intervention as needed.
<b>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</b>

If program embedded assessments in comprehension are 65% or below, then intensify instruction by increasing frequency and reducing group size of small group instruction and using program embedded Resources for Differentiated Instruction (RDI)
<b>Beginning of year data</b>
<p><b>IF: Student meets the following criteria at the beginning of the school year:</b></p> <p>A score of level 1 or 2 on the FAST, a score in the basic or below basic range on the HMH Reading Inventory, AND a pre-decoder, beginning decoder, or developing decoder score on the HMH Phonics Inventory.</p>
<b>THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions</b>
<p><b>Intensive, Individualized Instruction/Interventions</b></p> <p>Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.</p> <p>HMH System 44 (ESSA Rating- Strong)</p>
<p><b>Indicate the evidence-based programs and practices</b> implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.</p> <p>Students with a disability and those who are on an IEP who meet the criteria for Tier 2 intervention are also placed into System 44 (ESSA Rating- Strong).</p> <p>Students who are beginning English language learners who score an A1-B1 on the English language proficiency test are placed into iLit-ELL (ESSA Rating-Promising) through the Developmental Language Arts/Reading course. If they score B2 and above, but still meet the criteria for Tier 2 intervention, the student is placed into System 44.</p>
<p><b>Number of times per week interventions are provided:</b></p> <p>3-5</p>
<p><b>Number of minutes per intervention session:</b></p> <p>45-90</p>
<p><b>Explain how the effectiveness of Tier 3 interventions are monitored.</b></p> <p>Program fidelity and student assessment data are monitored by the Secondary Learning Department. Collaborative Visits by the Regional Office and Secondary Learning provides feedback to the school on the implementation. This data is used to target school support throughout the school year.</p>
<b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?</b>



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

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

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

### Grades 9-12

#### 6. Grades 9-12 Assessments

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

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

HMH Reading Inventory	Grades 9-12 students who scores below a level 3 on FAST OR have not met concordance	Vocabulary  Comprehension	Progress Monitoring  Diagnostic	3xYear
DAR	Grades 9-12 students who have or may need an IEP.	Phonological Awareness  Phonics  Fluency  Vocabulary  Comprehension	Diagnostic	Annually
ACCESS English Language Proficiency Test	Grades 9-12 English language learners	Reading  Writing  Speaking  Listening	Progress Monitoring  Diagnostic	2xYear

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

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

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

Students who score low in one or both of the assessments--Reading and Phonics Inventory-- need additional reading support. If students can read the words on the page—as indicated by an advancing decoder status on Phonics Inventory but don't know what they mean—as indicated by a low Reading Inventory score that is basic or below basic, 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 phonics inventory score (pre-decoder, beginning decoder, or developing decoder), they are placed in Tier 3 with System 44 focusing on phonological awareness, phonics, and fluency.

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

<b>Grades 9-12 Decision Tree</b>	
<b>Beginning of year data</b>	
<b>IF: Student meets the following criteria at the beginning of the school year:</b> A FAST ELA score of level 3 or higher OR a proficient or above score on the Reading and Phonics Inventories	
<b>THEN TIER 1 Only</b>	
<b>Core Instruction</b>	Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence.
	HMH Into Literature (ESSA Rating-Moderate)
<b>List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.</b>	
If the student scores below proficiency on the FAST and the student scores below 65% on Common Formative assessments and Into Literature Program-Embedded Assessments, then provide additional targeted instruction using the HMH Level-Up Tutorials and CPALMS Student Tutorials within the Language Arts classroom.	
<b>Explain how the effectiveness of Tier 1 instruction is monitored.</b>	
The data from the above assessments is reviewed monthly and at the end of each assessment period to ensure that 80% of students are proficient.	
<b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</b>	
Classrooms or schools where specified Tier 1 curriculum and supplemental resources do not seem to be effective, identified teachers receive professional learning and support in implementing	

differentiated instruction using evidence-based resources and instructional practices to ensure the curriculum is being implemented with fidelity.

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

Students who drop below level 3 on the FAST receive additional support through the Into Literature differentiated resources and are targeted for additional support through extended learning opportunities.

**Beginning of year data**

**IF: Student meets the following criteria at the beginning of the school year:**

A score of level 1 or 2 on the FAST AND a score in the “basic” or “below basic” range on the HMH Reading Inventory.

**THEN TIER 1 Instruction and TIER 2 Interventions**

**Supplemental Instruction/Interventions**

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

HMH Read 180 (ESSA Rating- Strong)

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

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

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

**Number of times per week interventions are provided:**

3

**Number of minutes per intervention session:**

90 minutes

**Explain how the effectiveness of Tier 2 interventions are monitored.**

Program fidelity and student assessment data are monitored by the Secondary Learning Department. Collaborative Visits by the Regional Office and Secondary Learning provides feedback

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

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

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

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

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

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

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

**Beginning of year data**

**IF: Student meets the following criteria at the beginning of the school year:**

A score of level 1 or 2 on the FAST, a score in the basic or below basic range on the HMH Reading Inventory, AND a pre-decoder, beginning decoder, or developing decoder score on the HMH Phonics Inventory.

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

**Intensive, Individualized Instruction/Interventions**

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

HMH System 44 (ESSA Rating- Strong)

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

Students with a disability and those who are on an IEP who meet the criteria for Tier 2 intervention are also placed into System 44 (ESSA Rating- Strong).

Students who are beginning English language learners who score an A1-B1 on the English language proficiency test are placed into iLit-ELL (ESSA Rating-Promising) through the Developmental Language Arts/Reading course. If they score B2 and above, but still meet the criteria for Tier 2 intervention, the student is placed into System 44.

**Number of times per week interventions are provided:**

3-5

**Number of minutes per intervention session:**

45-90

**Explain how the effectiveness of Tier 3 interventions are monitored.**

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

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

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

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

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

## **6) Professional Development ([Rule 6A.6.053\(4\), F.A.C.](#))**

### **A. Describe the literacy professional development that will be provided by the district and/or schools, aligned to the requirements below:**

- Provide professional development required by [s. 1012.98\(4\)\(b\)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;
- Differentiate and intensify professional development 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 development.

The Professional Development Standards and Support (PDSS) department communicates with school-level principals the requirements to provide teachers time to meet regularly for professional learning including time for lesson study and PLCs (Professional Learning Communities) at the beginning of each school year. In addition, based on progress monitoring data, opportunities for teachers to register and attend professional learning pathways are available through the PDSS, Learning Across Broward (LAB) professional learning management system. Various district departments providers (Elementary Learning, Secondary Learning, ESE, and ESOL) offer professional learning and training on how to administer and analyze data from screeners, diagnostic, formative, and progress monitoring reading assessments and how to use data results to integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary, oral language, and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies. The Regional Offices coordinate collaborative school visits with school-level principals to evaluate the professional learning needs of teachers based on student data. Teacher Professional Learning and Growth (TPLG) and Coaching and Induction communicate to all school level principals the requirements for identifying mentor teachers via OSPA Central PIVOT Memos. For the 23-24 school year, BCPS is rolling out the “BCPS Science of Reading Symposium & Initiative”. This is designed to focus and align the entire district’s practices to the Science of Reading.

**B. List the pathways that are available in your district for earning the Reading Endorsement.**

Our primary Reading Endorsement pathways for our district are via Broward Virtual University and Flamingo Literacy Matrix. This year, we are adding LETRS as an approved pathway for Broward County Public Schools.

**7) Tutoring Programs to Accelerate Literacy Learning ([Rule 6A-6.053\(2\), F.A.C.](#))**

**Describe any tutoring programs available within your district and include targeted grade levels (e.g., K-3 Reading Tutoring, RAISE High School Tutoring, etc.).**

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

**8) Family Engagement ([Rule 6A-6.053\(11\), F.A.C.](#))**

In accordance with [s. 1008.25\(5\)\(e\), F.S.](#), parents of students identified with a substantial reading deficiency must be provided a read-at-home plan, including multisensory strategies, that the parent can use to help with reading at home.

**Describe the district's plan for providing a read-at-home plan to parents of students identified with a substantial reading deficiency. Include literacy partnerships or programs the district utilizes to increase support for families to engage in literacy activities and reading at home (e.g., New Worlds Reading Initiative).**

A comprehensive District Read-At-Home Plan that includes multi-sensory reading strategies has been created specifically for each grade level, K-5, and is provided to the parents of every student who exhibits a substantial deficiency in reading. This is provided in conjunction with a Progress Monitoring Plan (PMP) for Reading. The District Read-At-Home Plans are also made available to all families through our District Supporting Young Learners website (<http://bit.ly/SupportingYoungLearners>) and are designed to provide school-to-home connections that guide families in supporting their children's proficient development of literacy skills. The District Supporting Young Learners website provides additional cross-curricular resources for families to support all their children's academic needs across the content areas. At the top of the Supporting Young Learners site, the New Worlds Reading Initiative is highlighted as we continue to get books into the hands of as many children as we can who demonstrate a reading deficiency. Reading strategy bookmarks and suggestions for parents are also shared with them. In addition, the District partners with Title I to provide books to students during Family Engagement events. Children Services Council provides over 40,000 books to students for the District's Read for the Record Day where District staff read to students and participate in a variety of activities related to the selected story. The District also partners with the Broward Teachers Union to deliver books to



schools where each student gets to select a book and bring it home to add to their home libraries. In partnership with the Bilingual/ESOL Department, Kindergarten students receive a copy of a selected book on El Dia de los Ninos, where District Staff and Community partners read in English and Spanish to students throughout the district. Each student also gets to take home the same book in their home language.

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