Broward County Public Schools

2021-22 Reading Plan

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Contact Information, Communication Plan, and Student Achievement Goals

Contact Information - Part A

District Contact Information

Reading Contacts
Identify the name, email address, position title, and job duties/responsibilities for each member of the district reading team.

Contact	Name, Title, Email, Phone
Main District Reading Contact	Grimaldo, Mildred Director, Literacy mildred.grimaldo@browardschools.com 754-321-1866
Elementary English Language Arts (ELA)	Mancini, Nicole Director, Elementary Level nicole.mancini@browardschools.com 754-321-1850
Secondary ELA	Barmoha, Guy Director, Secondary Level guy.barmoha@browardschools.com 754-321-2119
Reading Endorsement	Grimaldo, Mildred Director, Literacy mildred.grimaldo@browardschools.com 754-321-1866
Reading Curriculum	Grimaldo, Mildred Director, Literacy mildred.grimaldo@browardschools.com 754-321-1866
Professional Development	Leon-Leigh, Susan Director, Professional Development Standards and Support susan.leon@browardschools.com 754-321-5009
Assessment	Baum, Richard Director, Student Assessment and Research richard.baum@browardschools.com 754-321-2500
Data Element	Stanley, Jeff Director, School Applications jeff.stanley@browardschools.com 754-321-0329
Summer Reading Camp	Mancini, Nicole Director, Elementary Level nicole.mancini@browardschools.com 754-321-1850
Third Grade Promotion	Mancini, Nicole Director, Elementary Level nicole.mancini@browardschools.com 754-321-1850
300 Lowest-Performing Elementary Schools	Mancini, Nicole Director, Elementary Level nicole.mancini@browardschools.com 754-321-1850

Communication of Plan Information

Describe how the district will communicate the contents of its Comprehensive Evidence-Based Reading Plan to all stakeholders, including school administrators, reading leadership teams, literacy coaches, classroom instructors, support staff, and parents.

The Office of Academics, Literacy Department, communicates to all School Level Principals at the beginning of each school year via PIVOT Memos how to access the District's approved K-12

Comprehensive Evidence-Based Reading Plan through the School Improvement Plan Hub. The school principal and/or school improvement liaison review all sections of the plan with their school's Reading Leadership Team including Literacy Coaches, classroom instructors, support staff, and parents as appropriate. The Literacy Department in collaboration with the MTSS, Elementary Learning, Secondary Learning, Exceptional Students Learning and Support (ESLS), and English Speaks of Other Languages (ESOL) department provide training and support to School-based CPS teams, Literacy coaches, and teachers on the components of the reading plan with an emphasis on Section 11: Assessment, Curriculum, and Instruction. Additionally, recorded presentations describing all the components and expectations of the plan are posted on the Literacy Department SharePoint for schools to use as a reference.

Student Achievement Goals - Part B

Measurable Student Achievement Goals

For each grade, K-12, establish clear and measurable student literacy achievement goals based on screening, progress monitoring, and statewide/districtwide summative assessments.

Previous School Year
Kindergarten - % of Students "Ready" on FLKRS 67%

Goal for Plan Year
Kindergarten - % of Students "Ready" on FLKRS 49%

Describe action steps to meet the district's kindergarten readiness goal.

Schools use the FLKRS STAR Early Literacy Assessment student data during the first 30 days of school to identify the development of our kindergartners' early literacy skills. Schools also use STAR Early Literacy overall scale scores along with data from Letter Names, Letter Sounds, and Concepts of Print Assessments and the Benchmark Assessment System (BAS), reading records, to further determine students that may be at risk of meeting their kindergarten readiness goals and development of their grade-level reading proficiency skills. Kindergarten students are included in the assessment, curriculum, and instruction charts found in section 11 of the plan.

Statewide English Language Arts Standardized Assessment:

Grade	Previous School Year % of Students Scoring					Goal for Plan Year % of Students Scoring				
	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5
3	23	24	28	20	6	10	11	36	28	14
4	27	21	25	19	8	19	13	30	24	13
5	22	24	26	19	9	15	17	31	24	14
6	23	23	22	21	10	20	20	24	23	12
7	26	24	22	18	10	21	19	25	21	13
8	26	22	24	18	11	22	18	26	20	13
9	27	23	22	20	9	22	18	25	23	12
10	25	23	21	22	9	20	18	24	25	12

Include additional literacy goals based on screening, progress monitoring, and/or district summative assessments. At a minimum, include specific goals for K-2 students.

Example: For each grade, K-2, increase the percentage of students currently scoring at or above grade level on (the approved district progress monitoring assessment) by 5% this year, from (60%) to (65%).

Percent of students scoring at or above grade level Benchmark Assessment System (BAS) Reading Record:
Grade K: 38% to 40%; Grade 1: 55% to 58%; Grade 2: 50% to 53%

Percent of students scoring at or above grade level on the BCPS Primary End of Year Assessment
Grade 1: 58% to 61%; Grade 2: 56% to 59%

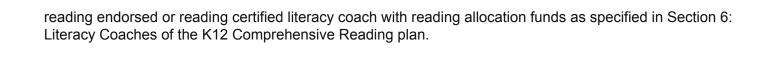## District Budget for Research-Based Reading Instructions Allocation

Budget

1	Research-Based Reading Instruction Allocation	$0.00
2	Estimated proportional share distributed to district charter	$0.00
3	Reading coaches assigned to elementary schools	$0.00
4	Reading coaches assigned to secondary schools	$0.00
5	Intervention teachers assigned to elementary schools	$0.00
6	Intervention teachers assigned to secondary schools	$0.00
7	Supplemental materials or interventions for elementary schools	$0.00
8	Supplemental materials or interventions for secondary schools	$0.00
9	Intensive interventions for elementary students reading below grade level	$0.00
10	Intensive interventions for secondary students reading below grade level	$0.00
11	Professional development	$0.00
12	Helping teachers earn the reading endorsement	$0.00
13	Summer reading camps	$0.00
14	Additional hour for 300 lowest-performing elementary schools	$0.00
	Total:	$0.00

The use of the reading allocation funds must demonstrate a prioritization of K-3 students identified with a substantial deficiency in reading.

Describe how the district has prioritized reading allocation funds to fully support K- students identified with a substantial deficiency in reading.

Broward has prioritized reading allocation funds to fully support K-3 students identified with a substantial reading deficiency at 107 elementary schools for the 2021-2022 school year. The Department of Student Assessment and Research conducted an analysis of student performance in grade 3 ELA achievement of the 2018-2019 and percent of students in grades K-3 reported through Survey 3 (February 2020) as substantial reading deficient and ranked the schools with those two criteria to determine which elementary schools had the greatest need in reading per 6A.-6.053 F.A.C. The list of 107 elementary schools fund a

reading endorsed or reading certified literacy coach with reading allocation funds as specified in Section 6: Literacy Coaches of the K12 Comprehensive Reading plan.

School Literacy Leadership Teams

How is the School Literacy Leadership Team requirement communicated to principals?

The requirement for schools to have a Literacy Leadership Team consisting of a school administrator, reading coach, media specialist (if applicable), and lead leaders is communicated each school year through principal orientation meeting, memos, principals' and literacy coaches' meetings/webinars, and school improvement planning sessions for school SIP liaisons. Schools are asked to complete a School Literacy Literacy Teams Membership indicating all the members of their School Literacy Leadership Team including but not limited to: Principal, Assistant Principal, Literacy Coach, ESE Specialist or ESE Teacher/Support Facilitator, ESOL Contact, Media Specialist, Lead Teachers, Collaborative Problem-Solving Team Liaison and other members that will support students' reading needs in relation to the requirements of the K12 Comprehensive Reading Plan.

To whom at the district level is the roster of School Literacy Leadership Teams communicated?

The roster of School Literacy Leadership Teams is accessible to Directors and Supervisors in the Office of Academics (OoA) and Office of School Performance and Accountability (OSPA) through the School Improvement Plan (SIP) Hub.

Who at the district level is responsible for supporting and monitoring School Literacy Leadership Teams and ensuring compliance?

OSPA Cadre Directors providing oversight to schools are responsible for supporting and monitoring School Literacy Leadership Team by engaging in conversations with school level principals and reviewing minutes of meetings quarterly and as needed.

Professional Development

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

- Provide professional development required by Section 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;

- 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 based 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 (Literacy, Elementary Learning, Secondary Learning, ESLS, 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, and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies. The Office of Service Quality coordinates 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. Service Quality communicates the expectation for school level principals.

Provide a description of how the district will communicate to principals the professional development requirements and how the district will support principals with fulfilling each requirement. Include who at the district is responsible for monitoring professional development requirements and ensuring compliance.

How are professional development requirements communicated to principals?

Professional learning and support opportunities for teachers are communicated to school level principals through various Office of Academics Departments and Microsoft channels including Yammer, Newsletters, flyers to targeted audiences, Principals' PIVOT Memos, and recommended courses through Learning Across Broward (LAB) Professional Development management system.

Who at the district level is responsible for supporting and monitoring the professional development requirements and ensuring compliance?

Professional Development providers are responsible for supporting, monitoring, and tracking the number of participants that attend professional learning. Providers also review survey data to determine overall needs of participants and schools on an ongoing basis as well as during the mid and end of year evaluations of PD offered. Reports of teachers who completed professional learning are accessible to School Level Principals, Cadre Directors, and Professional Development providers via Learning Across Broward (LAB) management system.

Charter Schools

Does the district ensure charter schools will utilize their proportionate share of the research-based reading allocation in accordance with Sections 1002.33(7)(a)2.a. and 1008.25(3)(a), F.S.?

Yes

Literacy Coaches

Literacy Coaches - Part A

If the funding of literacy coaches is part of the reading allocation budget, literacy coaches must be assigned to schools determined to have the greatest need based on student performance data in reading. Districts must use the Just Read, Florida! model or explain the evidence-based coaching model used in their district and how they will monitor the implementation and effectiveness of the coaching model. This must include how communication between the district, school administration, and the reading coach throughout the year will address areas of concern.

Coaches must possess the following:

- bachelor's degree and reading endorsement or reading certification;

- highly effective rating on most recent available evaluation that contains student achievement data;

- experience as successful classroom teachers;

- knowledge of evidence-based reading research;

- special expertise in quality reading instruction and infusing reading strategies into instruction;

- data management skills;

- strong knowledge base in working with adult learners;

- excellent communication skills; and

- outstanding presentation, interpersonal, and time-management skills.

How were schools with the greatest need based on student performance data in reading selected for coach services and supports? Attach corresponding rubric, if applicable.

The Department of Student Assessment and Research conducted an analysis of student performance in grade 3 ELA achievement of the 2018-2019 and percent of students in grades K-3 reported through Survey 3 (February 2020) as substantial reading deficient (Tier 3) and ranked the schools with those two criteria to determine which elementary schools had the greatest need in reading per 6A.-6.053 F.A.C. The top 107 elementary schools will have a reading endorsed or certified Literacy coach to provide services and supports to these schools.

Upload rubric, if applicable

The following documents were submitted as evidence for this section:

Elementary_Ranking_ELA_2019_with_Grade_3_Final_107_Elementary_Schools_2021-2022.pdf
Literacy Coaches Assigned to 107 Elementary Schools with Greatest Need in Reading
[Document Link](#)

Literacy Coaches - Part B

Requirements of the Just Read, Florida! Coaching Model

- 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 intervention.

- Model effective instructional strategies for teachers.

- Facilitate study groups.

- Train teachers to administer assessments, analyze data, and use data to differentiate instruction.

- Coach and mentor teachers daily.

- Provide daily support to classroom teachers.

- Work with teachers to ensure that evidence-based reading programs are implemented with fidelity.

- Help to increase instructional density to meet the needs of all students.

- Participate in reading leadership teams.

- Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies.

- Prioritize time to those teachers, activities, and roles that will have the greatest impact on student achievement in reading, namely coaching and mentoring in classrooms.

- Work frequently with students in whole and small group instruction to model and coach in other teachers' classrooms.

- Work with school principals to plan and implement a consistent program of improving reading achievement using strategies that demonstrate a statistically significant effect on improving student outcomes.

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.

Is the district using the Just Read, Florida! coaching model?

Yes

If no, please attach the evidence-based model the district is using.
The following documents were submitted as evidence for this section:

No files were uploaded

If yes, please complete the next section:

How are these requirements being communicated to principals?

The literacy instructional school-based coaches' requirements of the Just Read, Florida! Coaching Model per 6A-6.053(6)(c) F.A.C., are communicated through a series of meetings. Prior to the start of each school year principals participate in a virtual 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 Cadre meetings to review/discuss coaching expectations, coaching requirements, data analysis and strategies for school improvement.

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?

To complete the Coach Credentialing Program in the district, all Instructional Coaches must complete 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. Master Coaches are assigned to support school-based Instructional Coaches and provide ongoing support based on needs. The focus of this support is centered around helping coaches gather and analyze data and create action steps based on desegregated data in order to adjust instruction. Master Coaches work to ensure that Instructional Coaches participate in targeted professional learning based on their needs and that of the school.

Professional development activities for Instructional Coaches focuses on analysis of school-wide student achievement data, ongoing formal and informal assessments, student achievement, identification and use of enhanced and differentiated instructional strategies that emphasize rigor, relevance, and reading in the content areas, enhancement of subject content expertise, integrated use of classroom technology that enhances teaching and learning, classroom management, and parent communication.

Who at the district level is supporting and monitoring coach time and tasks?

The Department of Coaching and Induction assigns a Master Coach to each cadre of schools to provide support to schools-based literacy instructional coaches. At each school site, Master Coaches provide on-going coaching support and monitor the literacy instructional 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 Cadre Directors (Principal Supervisors). The Cadre Directors have on-going conversation with principals, and Support Directors regarding data analyses, support for literacy coaches and next steps for literacy instructional coach improvement.

How often is coaching time, tasks, and impact data being reported and reviewed by the district?

Data is reviewed during the weekly Support Directors' meetings. OSPA Support Directors, Directors from the Office of Academics, and Student Support Initiatives and Recovery develop plans for targeted support based on the data analysis.

What problem-solving steps are in place for making decisions regarding coaching time and tasks based on the data?

Schools' data is used to determine the level of support schools need. Based on data, schools receive levels of support in the following categories: Priority School: Highest level of support, Focus School: Strong level of support, Support School: Minimum level of Support and, or a Consulting School: Requested support only.

There are several problem-solving steps that must be considered when providing the levels of support:
1. Use data to identify areas and the level of support for each school.
2. Pre-populate the Support Plan outlining data points to be address.

3. Collaborate will all district support division to ensure alignment of support base on need of school.
4. Meet with school leadership team and literacy coach and complete a support plan based on the data.
5. Assign consistent support team members to the school.

District-Level Monitoring of Plan Implementation

District-Level Monitoring - Part A
Districts must monitor the implementation of the District K-12 Comprehensive Evidence-Based Reading Plan at the school and classroom level. Districts must also explain how concerns are communicated if it is determined that the District K-12 Comprehensive Evidence-Based Reading Plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students. The district must:

- Provide an explanation of the data that will be collected, how it will be collected, and the frequency of review must be provided. Districts must also explain how concerns are communicated if it is determined that the District K-12 Comprehensive Evidence-Based Reading Plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students;

- Ensure all instruction in reading is systematic and explicit, based on data, and uses an evidence-based sequence of reading instruction and strategies to meet the needs of students at the school level and determining appropriate instructional adjustments;

- Ensure that data from formative assessments are used to guide differentiation of reading instruction;

- Ensure incorporation of reading and literacy instruction by all content area teachers into subject areas to extend and build discussions of text in order to deepen understanding; and

- Evaluate District K-12 Comprehensive Evidence-Based Reading Plan implementation and impact on student achievement.

Assessments
Indicate the assessment(s) used to screen and progress monitor K-12 students. For each assessment, indicate the following:

- the full name of the assessment;

- the grade level(s) the assessment is administered, and, where applicable, criteria for identifying students who will be assessed; and

- the components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension) or the standards strand (reading, communication) that will be assessed, the type of assessment, and how often the data will be collected and analyzed to support instruction.

Name of the Assessment	To whom is the assessment administered?	Assessment type	What component of the reading/strand of standard is being assessed?	How often is the data being collected?
Running Records	ALL K-2 and Grades 3-5 receiving Tiered Interventions	Screener, Progress Monitoring, Diagnostic	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
STAR Early Literacy	Kindergarten	Screener	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Annually
Scholastic Reading Inventory	Students in grades 6-12 who scored a level 1 or 2 on the FSA ELA.	Progress Monitoring, Diagnostic	Vocabulary, Comprehension	3 x A Year
Scholastic Phonics Inventory	Students in grades 6-12 who scored a level 1 or 2 on the FSA ELA.	Progress Monitoring, Diagnostic	Phonics	3 x A Year
BRIGANCE	Students in grades K-12 who are instructed on Access Points and take the Florida Standards Alternate Assessment	Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Annually
Letter Names, Letter Sounds, Concepts of Print	Kindergarten and students in grades 1-2 who have decoding deficiencies and did not know all their letters and sounds by end of Kindergarten.	Progress Monitoring, Diagnostic	Phonics	Quarterly
District created and/or Core Program Formative Assessments	Students in grades K-12	Formative Assessment	Vocabulary, Comprehension	2 x A Month
FSA	Students in grades 3 - 12	Summative	Vocabulary, Comprehension	Annually

District-Level Monitoring - Part B
Provide the following information to depict how the district will meet each of the requirements.

Who at the district level is responsible for providing plan implementation oversight, support, and follow-up?

The Office of Academics' Directors from Literacy, Elementary and Secondary Learning, ESLS and ESOL departments in collaboration with the Office of Performance and Accountability (OSPA) Cadre Directors provide implementation oversight, support, and follow-up to all K-12 schools.

What process is in place for ensuring all instruction in foundational reading skills is systematic and explicit and all reading instruction is evidence-based?

All teachers are afforded various professional Learning opportunities to be trained on the B.E.S.T. Foundational standards and how to reference the District's reading decision charts/trees to ensure instruction in foundational reading skills is systematic and explicit and all reading instruction is multi-sensory and evidence-based.

What process is in place for ensuring that formative assessment data is used to differentiate reading instruction?

All school level principals including literacy coaches monitor ongoing formative reading assessment data results and that teachers understand how to analyze the data and use it to differentiate instruction based on the identified needs of their students.

What steps are the district taking to incorporate literacy instruction into content areas to build discussions of texts in order to deepen understanding?

The Elementary Learning and Secondary Learning Departments provide training and guidance to teachers in developing curriculum and exemplar lessons that embed the B.E.S.T. Florida English Language Arts standards through the integration of social studies, science, mathematics, and the arts text reading, text discussion, and writing in response to reading.

How are concerns communicated if the plan is not being implemented to meet the needs of students?

Concerns with schools implementing the requirements above are communicated and discussed with the school's Literacy Leadership Team (including Principal and/or Literacy Coach) and OSPA Cadre Director assigned to the schools who provide oversight for the school, if needed.

District-Level Monitoring - Part C
Districts must annually evaluate the implementation of their K-12 Reading plan. The evaluation must:

- Analyze elements of the district's plan, including leadership, assessment, curriculum, instruction, intervention, professional development and family engagement;

- Include input from teachers, literacy coaches and administrators at the school level; and

- Identify elements in need of improvement and strategies to increase literacy outcomes for students.

Describe the district's plan to meet each requirement above. Include a description of how the district will use the evaluation to improve implementation of the district's plan for the following school year to increase student achievement.

The district will use an adapted version of the self-evaluation rubric provided by JustRead, FL to self-reflect on the overall implementation of the K-12 Reading Plan. The District's K-12 Reading Plan Task Force members consisting of Directors and Supervisors from the Office of Academics and Office of Performance and Accountability, School Level Principals, Literacy Coaches, teachers, and support staff will meet at the beginning of the school year to self-reflect on the key components of the K-12 Reading Plan. The data collected from the self-reflection rubric will be used to identify elements in need of improvement and strategies to increase literacy outcomes for students.

Self Reflection Tool
Districts must upload their evaluation of the District K-12 Comprehensive evidence-Based Reading Plan.

The district must use the evlauation to improve implementation of the district's plan for the following school year to increase student achievement.

The following documents were submitted as evidence for this section:

Broward_K-12_CERP_Self-Reflection_Tool_FINAL.pdf
Broward Self-Reflection Rubric Tool
[Document Link](#)

School-Level Monitoring of Plan Implementation

School-level implementation - Part A

Districts must describe the process used by principals to monitor implementation of, and ensure compliance with, the reading plan, including weekly reading walkthroughs conducted by administrators. In addition, districts must describe how principals monitor collection and utilization of assessment data, including progress monitoring data, to determine intervention and support needs of students.

What process is in place to ensure effective implementation?

School level principals ensure effective communication and implementation of the K-12 Reading Plan by conducting reading walkthroughs, participating in reading data chats, and being active members of the collaborative problem-solving team meetings.

Who at the district level supports effective implementation?

The Office of Academics and the Office of School Performance and Accountability Directors and Supervisors ensure that all school level principals are trained on the requirements of K-12 Reading Plan and are effectively implementing the requirements of the plan at each school.

What process is in place to identify areas in need of improvement for effective implementation?

All School Level Principals and Literacy Coaches share the K12 Reading Plan implementation data quarterly and as needed with the OSPA Cadre Director providing oversight to the school and Office of Academics Departments offering support as needed.

Weekly reading walkthroughs - Part B

What process is in place to ensure effective implementation?

The Office of Academics Directors and Supervisors from the Literacy, Elementary Learning, Secondary Learning, ESLS, and ESOL Departments in collaboration with the Office of School Performance and Accountability Cadre Directors ensure that all school level principals use suggested reading "look fors" when conducting informal reading walkthroughs to monitor whole group and small group instruction during the 90 Minute-Literacy Block in K-5 or Reading Intervention courses. "Look fors" are provided and reviewed with school principals and literacy coaches at the beginning of the school year and throughout as needed.

Who at the district level supports effective implementation?

The Office of School Performance and Accountability (OSPA) Cadre Directors in collaboration with Office of Academics Directors provide support to school administrators and literacy coaches with effective implementation of reading walkthroughs as needed.

What process is in place to identify areas in need of improvement for effective implementation?

All School Level Principals including Literacy Coaches share walkthrough data, as needed, with the OSPA Cadre Director providing oversight to the school and Office of Academics Departments offering support.

Use of data to determine interventions - Part C

What process is in place to ensure effective implementation?

All School Level Principals will ensure that the school's Literacy Leadership Team and/or Collaborative Problem-Solving Team consistently collects and reviews overall student reading data results and monitors more frequently progress of students' receiving reading interventions to determine or adjust level of support needed for the students.

Who at the district level supports effective implementation?

Directors and Supervisors from the Office of Academics in collaboration with the Office of School Performance and Accountability Directors support all school level principals with monitoring implementation of approved K12 Reading Plan screeners, diagnostic, and progress monitoring reading assessments calendars and engages in data chats to ensure that interventions are matched to students needs within a multi-tiered system of supports.

What process is in place to identify areas in need of improvement for effective implementation?

When data collected indicates that students are at risk (off track) or not making adequate progress and it is determined that the classroom teacher needs additional support implementing reading instruction and interventions, school principals will assign Literacy coach to provide in-house support and/or will seek guidance from the Office of Academics and School Performance and Accountability departments to provide relevant professional learning and support to schools in need.

Summer Reading Camp

Reading Camp - Part A

For Summer Reading Camps required by Section 1008.25(7), F.S., districts must:

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

- Implement evidence-based explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension; and

- Provide instruction by a highly effective teacher endorsed or certified in reading.

All district Summer Reading Camp teachers are highly effective and reading endorsed/certified.

Yes

Describe the district's plan to meet each requirement for Summer Reading Camps required by Section 1008.25(7), F.S. Include a description of the evidence-based instructional materials that will be utilized.

The Third Grade Summer Reading Camp will be offered to retained third grade students. This Summer Camp opportunity will be scheduled for six weeks, four hours per day, four days per week. High-quality integrated instruction will be provided in Literacy, Science, and Social Studies with a focus on meeting the differentiated needs of retained learners who have not met promotion criteria. Social Emotional Learning activities will be integrated throughout the day. 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 administered during the final week of the program. The resources listed below are used to support summer reading camps.

• Benchmark Advance Florida 2022 leveled texts, with explicit and systematic standards-based instructional lessons, to implement small group guided reading instruction that includes word work and extended response through writing about reading using critical thinking to develop comprehension skills. (State Approved)

• Explicit, systematic, and multisensory foundational skill standards-based instructional lessons and manipulatives, to implement whole and small group word work instruction, based on progressions developed by the Florida Standards for English Language Arts and the University of Florida Literacy Institute. Practices have Strong Evidence (Recommendations #2 and #3) https://ies.ed.gov/ncee/wwc/practiceguide/21 #2 Develop awareness of the segments of sounds in speech and how they link to letters.#3 Teach students to decode words, analyze word parts, and write and recognize words.

• Newsela informational text reading articles/passages with accompanying standards-based quizzes. (Moderate Evidence) https://ies.ed.gov/ncee/wwc/practiceguide/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.

• Storyline Online trade books, with accompanying standards-based performance tasks that include extended response through writing about reading, to address the content of the texts. Practices have Moderate Evidence (Recommendation #3) https://ies.ed.gov/ncee/wwc/practiceguide/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.

• i-Ready standards-based lessons for independent practice. (Promising Evidence)
https://www.sbsd.k12.ca.us/cms/lib/CA01001886/Centricity/Domain/41/iready-research-efficacy-brief-2019.pdf

• Imagine Learning language and literacy lessons for A1 English language learners for independent practice. (Moderate Evidence) https://www.imaginelearning.com/research/imagine-language-and-literacy https://ies.ed.gov/ncee/wwc/practiceguide/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.

Districts have the option of providing summer reading camps to students in grades K-2 who demonstrate a reading deficiency as determined by district and state assessments, and students in grades 4-5 who score Level 1 on the statewide, standardized ELA assessment.

Will the district implement this option?

Yes

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 District and State assessments and grades 4-5 who score Level 1 on the statewide, standardized ELA assessment. 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, Debate, and Social Emotional Learning will be integrated throughout the day.

Attendance - Part B
Complete below depicting the number and percentage of students attending summer reading camps.

Number of Students Attending Summer Reading Camp

Third grade students who score Level 1 and at risk of retention (1008.25(7)(a)2., F.S.)
2,343

Students who demonstrate a reading deficiency in grades K-2
3,364

Students who score Level 1 in grades 4-5
2,604

Percentage of Students Attending Summer Reading Camp

Third grade students who score Level 1 and at risk of retention (1008.25(7)(a)2., F.S.)
57%

Students who demonstrate a reading deficiency in grades K-2
39%

Students who score Level 1 in grades 4-5

30%

Parent Support through a Read-At-Home Plan

Describe the district's plan for providing a read-at-home plan to parents of students identified with a substantial deficiency in reading. Include literacy partnerships or programs the district has to increase support for families to engage in literacy activities and reading at home. In addition, include who at the district is responsible for supporting and monitoring implementation.

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, which 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 of their children's academic needs across the content areas.

A secondary level version of the District Read-At-Home Plan for grades 6-12 is in development with collaboration from Secondary Learning, ESLS, and ESOL). Starting fall 2021, secondary students with identified areas of need in reading will be provided access to the Read-At-Home Plan along with a Progress Monitoring Plan (PMP) for Reading. It will also be made available on the district's Supporting Secondary Learners site for all families to access.

Who at the district is responsible for monitoring this requirement?

All elementary level principals are communicated the legislative requirements through BCPS Policy 6000.1 in alignment with the requirements of the district's Just Read, Florida! approved K-12 Comprehensive Reading Plan. The plan outlines the provision for supporting parents with a Read-At-Home Plan. The Office of Academics (Literacy, Elementary Learning, Secondary Learning, ESLS, and ESOL), in collaboration with the Office of School Performance and Accountability, monitor that all school level principals ensure student families receive the Read-At-Home Plan with their child's Progress Monitoring Plan (PMP) for Reading. Elementary principals also provide communication to families about the District's Supporting Young Learners website, which provides a variety of additional cross-curricular resources.

The Secondary Learning Department will communicate with secondary level principals via Pivot memo about the availability of the Secondary Read-At-Home Plan. The Office of Academics (Literacy, Elementary Learning, Secondary Learning, ESLS, and ESOL), in collaboration with the Office of School Performance and Accountability, will monitor that all school level principals ensure student families receive the Read-At-Home Plan with their child's Progress Monitoring Plan (PMP) for Reading. Secondary principals also provide communication to families about the District's Supporting Secondary Learners website, which provides a variety of additional resources specific to adolescent readers.

Assessment, Curriculum, and Instruction

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

Provide whole group instruction utilizing an evidence-based sequence of reading instruction.

How does the district support and monitor implementation?

All Elementary School Level principals are communicated the legislative requirements through BCPS Policy 6000.1 and through the annual review of the approved K-12 Comprehensive Reading Plan included in the School Improvement Plan Hub. The plan outlines the section of the uninterrupted 90-minute daily reading block requirements to include whole group differentiated instruction utilizing evidence-based sequence of reading instruction for all students. All Elementary Schools' master schedules reflect the 90-minute daily reading requirement in which Benchmark Advance is used as the core for whole group instruction (State Approved). https://www.fldoe.org/core/fileparse.php/5574/urlt/20-21ELAAdoptedMaterials.pdf

Who at the district is responsible for supporting and monitoring this requirement?

The Office of Academics, Elementary Learning Department in collaboration with the Literacy, Elementary Learning, ESOL, and ESLS Departments and the Office of School Performance and Accountability Elementary Level Cadre Directors, ensure that all elementary school level principals use reading classroom "look fors" to include whole group instruction utilizing an evidenced-based sequence of reading instruction when conducting regularly scheduled informal reading walkthroughs during the 90-minute Reading block.

Use texts to increase students' background knowledge and literacy skills in social studies, science, and the arts.

How does the district support and monitor implementation?

Elementary level classrooms implement an interdisciplinary approach to instruction, which includes the use of texts that focus on social studies, science, mathematics, and the arts contexts for text reading experiences that incorporate interactive discussions about the text and write about reading activities that students perform independently and collaboratively with their peers.

Who at the district is responsible for supporting and monitoring this requirement?

The Office of Academics, Elementary Learning Department, in collaboration with Literacy, ESOL, and ESLS departments and the Office of School Performance and Accountability Elementary Level Cadre Directors, ensure that all school level principals use reading classroom "look fors" that include the use of text to increase students' background knowledge of literacy skills in social studies, science, and the arts when conducting regularly scheduled informal reading walkthroughs during the 90-minute Reading block.

Provide small group differentiated instruction in order to meet individual student needs.

How does the district support and monitor implementation?

All Elementary School Level principals are communicated the legislative requirements through BCPS Policy 6000.1 and through the annual review of the approved K-12 Comprehensive Reading Plan included in the School Improvement Plan Hub. The plan outlines the uninterrupted 90-minute daily reading block requirements to include small group differentiated instruction to meet individual student needs. All Elementary Schools' master schedules reflect the 90-minute daily reading requirement.

Who at the district is responsible for supporting and monitoring this requirement?

The Office of Academics, Elementary Learning Department, in collaboration with Literacy, Elementary Learning, ESOL, and ESLS Departments and the Office of School Performance and Accountability Elementary Level Cadre Directors, ensure that all school level principals use reading classroom "look fors" for small group differentiated instruction when conducting regularly scheduled informal reading walkthroughs in during the 90-minute Reading Block.

Florida's Revised Formula For Success - Part B
K-12 reading instruction will align with Florida's Revised 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/formative assessment, diagnosis, and summative assessment;

- **Core instruction (Tier 1):** is standards-aligned; includes accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; provides print-rich explicit and systematic, scaffolded, and differentiated instruction; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning as defined in 34 C.F.R. 200.2(b)(2)(ii);

- **Immediate intervention (Tier 2):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; 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 feedback; and occurs in addition to core instruction; and

- **Immediate intensive intervention (Tier 3):** is provided to students identified as having a substantial deficiency in reading; is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; 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. In accordance with Section 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 IEP or an individualized progress monitoring plan and receive intensive interventions from teachers who are certified or endorsed in reading.

Describe how the district will align K-12 reading instruction with Florida's Revised Formula for Success.

The district implements the Multi-Tiered System of Supports (MTSS) framework that aligns to the Florida's Revised Formula for Success in alignment to K-12 reading instruction. The School Climate and Discipline Department provides training and guidance to all schools on understanding the four steps of the problem-solving process. The steps include collecting and analyzing reading data to inform the three-tiered instruction and intervention framework in order to organize appropriate resources and supports for all students including English Language Learners and Students with Disabilities.

How does the district support and monitor implementation?

The Office of Academic Directors and Office of School Accountability and Performance Cadre Directors collaborate with the Department of School Climate and Discipline, MTSS support staff on an ongoing basis to ensure that all schools are engaging in the problem-solving process using reading data results and district's reading decision trees/charts guidelines to match students' identified needs to intervention. Students identified in need of targeted Tier 2 level of support and intensive Tier 3 level of support are scheduled into intervention courses (intervention class period) and their progress towards reading

proficiency and response to intervention is monitored through the students' IEP or Academic Reading Records.

Who at the district is responsible for supporting and monitoring this requirement?

The Office of Academics, Literacy and Secondary Learning Department in collaboration with Elementary Learning, ESLS, and ESOL and the Office of School Performance and Accountability Cadre Directors, provide support to all level principals and literacy coaches on the implementation of the MTSS framework which includes monitoring students reading assessments results and using reading decision charts/trees to ensure that all students needs are being met.

Assessment/Curriculum Decision Trees - Part 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-2. Use the Assessment/Curriculum Decision Tree template 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, diagnostic, progress monitoring, local assessment, statewide assessment, or teacher observations used within the district. Pursuant to Section 1002.69, F.S., the Florida Kindergarten Readiness Screener (FLKRS) must be used as a component of identification for kindergarten students, and according to section (12) of the plan rule, the assessment tool used to identify students in grades K-3 with a substantial deficiency. Florida Standards Assessment-English Language Arts (FSA-ELA) must be one of the components used for grades 3-12 pursuant to Section 1008.25(4)(a), F.S.;

- Target audience (grade level);

- Performance criteria used for decision-making for each instrument;

- Assessment/curriculum connection, including evidence-based curriculum materials and practices used in instruction and intervention, that address the six (6) components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;

- The methods for providing reading instruction and intervention to students who may continue to receive instruction through distance or blended learning;

- An explanation of how instruction will be modified for students who have been identified as having a substantial deficiency in reading who are in need of intensive intervention; and

- Specific criteria for when a student is identified to receive intensive reading interventions by a teacher who is certified or endorsed in reading, what intensive reading interventions will be used, and how they are provided. Districts must identify the multisensory intervention provided to students in grades K-3 who have a substantial deficiency in reading. A description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

Upload Decision Tree File in PDF format
The following documents were submitted as evidence for this section:

Broward_Elementary_Schools_Decision_Trees_FINAL_082721.pdf
Broward Elementary Schools Reading Decision Trees
[Document Link](#)
Broward_Middle_School_Decision_Trees_FINAL_082721.pdf
Broward Middle Schools Reading Decision Trees
[Document Link](#)
Broward_High_School_Decision_Trees_FINAL_082721.pdf
Broward High Schools Reading Decision Trees
[Document Link](#)

Identification of Students with a Substantial Reading Deficiency

Describe the district's process for identifying students with a substantial deficiency in reading based on the criteria above.

Schools engage in the MTSS problem-solving process to identify students with substantial deficiencies in reading during the universal screening (AP1) and progress monitoring administration periods (AP2 and AP3).

At the elementary level, a student in grades K-2 or students in grades 3-5 who scored a Level 1 on the FSA and/or are receiving tiered interventions who scores at the lowest achievement benchmark based on the District's Benchmark Assessment (reading record) month to month benchmark calendar (based on Tier 3 criteria referenced on reading decision trees through the problem-solving process) is administered additional diagnostic assessments in the areas of phonological awareness, phonics, fluency, vocabulary, and comprehension depending on the evidence collected to confirm or rule out area(s) of need. The school's collaborative problem-solving including the classroom teacher reviews all available reading data results along with other contextual factors to ensure that a student's identified reading needs are matched to evidence-based instructional practices and intervention resources listed on the District's approved K-12 Comprehensive Reading Plan. Students (including SWDs and ELLs) identified with substantial reading deficiencies are scheduled into the Functional Reading Skills and monitored frequently through their IEP and/or Reading Academic Record (RtI).

At the middle school level, a student is identified as having a substantial reading deficiency if the student scores a Level 1 on the FSA English Language Arts, scores in the basic or below basic range on the Scholastic Phonics Inventory, and is below the 3rd grade level on the San Diego Word List. At the high school level, a student is identified as having a substantial reading deficiency if the student scores a Level 1 on FSA English Language Arts, scores in the basic or below basic range on the Scholastic Reading Inventory.

See section 11 of the K12 Reading Plan - Elementary, Middle, and High School's Assessment, Curriculum, and Instruction (Tier 3) Reading Decision Trees for criteria and evidence-based recommended resources.

300 Lowest-Performing Elementary Schools

Does the district have one or more of the 300 lowest-performing elementary schools?
If yes, describe the process the district uses to ensure all of the following requirements are met. If individual schools within the district have a different approach to meet the requirements below, please include their plan.

Yes

Provide an additional hour per day of intensive reading instruction for students in the school. The additional hour may be provided within the school day.
Note: If the additional hour is provided within the school day, 150 minutes of reading instruction must be provided in accordance with Rule 6A-6.053, F.A.C., and Section 1011.62, F.S.

An additional hour of intensive reading instruction is provided to students either at the end of the regular school day or during the school day. If the additional hour is provided during the school day, the 90-minute Reading Block can be extended to 150 minutes, which includes an additional 30 minutes devoted to reading intervention or enrichment instruction (depending on students' needs) and another 30 minutes devoted to Reading/Language Arts instruction that focuses on the differentiated needs of students.

The additional hour per day of intensive reading instruction must be provided by teachers and reading specialists who have demonstrated effectiveness in teaching reading.

The additional hour of instruction is provided by certified K-5 teachers, ESE Support Facilitators, and Literacy Coaches/Specialists. Classroom walkthroughs and formal evaluations from the Broward Instructional Development and Growth Evaluation System (BrIDGES) are used to annually evaluate all instructional staff and their instructional design/delivery. Classroom teachers are required to have at least one formal observation. Literacy Coaches are required to have one of the following: two formal observations; or two meetings to review performance; or one formal observation and one meeting. New teachers receive additional district support through highly qualified Coaching and Induction Coaches. Professional learning and support are provided to teachers who are new or need additional support in a specific area of reading to provide optimal instruction, interventions, and enrichment.

The intensive reading instruction delivered in this additional hour includes research-based reading instruction that has been proven to accelerate progress of students exhibiting a reading deficiency, including:
- differentiated instruction based on screening, diagnostic, progress monitoring, or student assessment data to meet students' specific reading needs;

- explicit and systematic reading strategies to develop phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided practice, error correction, and feedback; and

- integration of social studies, science, and mathematics text reading, text discussion, and writing in response to reading.

Teachers follow guidelines provided in the Elementary Reading Assessment/Curriculum Decision Trees to identify students who struggle, need additional support, have a substantial reading deficiency/ies, or require enrichment. Teachers closely analyze student data obtained from reading records to identify students' reading deficiencies and progress monitor their performance throughout the year. The additional diagnostic assessments associated with the reading records tool provide more in-depth diagnostic information about which essential reading component/s (oral language, phonological awareness, phonics, fluency,

vocabulary, and comprehension) a student is struggling with. Schools also utilize iReady data to plan appropriate standards-based instruction, interventions, and enrichment as well as progress monitor students' mastery of the English language arts standards. During the additional hour, as an extension to the 90-minute Reading Block, teachers provide explicit and systematic whole and small group reading instruction to students based on the identified needs.

Teachers are provided Scope and Sequences for each grade level, K-5, outlining materials, lesson plans, and resources available to integrate into the intensive reading instruction hour. Kindergarten, first, and second grade resources include books from the recommended B.E.S.T. booklist during the 2021-22 school year. Similar B.E.S.T. book resources will be provided in grades three, four, and five as funding becomes available. District-designed lessons for whole and small group reading and writing instruction accompany the Scope and Sequences, serving as exemplary models for planning effective standards-based integrated instruction. These exemplar lessons provide opportunities for students to read, discuss, and respond to a variety of texts in social studies, science, and mathematics through explicit, structured, and systematic intensive instruction that targets students' needs and accelerates their progress.

In addition to whole and small group instruction, students will participate in differentiated standards-based learning centers during the hour of intensive reading instruction. Through the learning centers, students will be provided engaging opportunities to apply the skills they have learned to strategically planned independent and peer collaborative performance tasks. The learning center tasks will focus on the needs of students as they develop literacy skills in all essential reading components (oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension), which includes reading, discussing, and writing about social studies, science, and mathematics texts.