



2022-23 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, position title, email address, and phone number for each member of the district reading team. The Main District Reading Contact will be the Florida Department of Education's (FDOE) contact for the District K-12 Comprehensive Evidence-Based Reading Plan and is responsible for the plan and its implementation. Other contacts are those who work primarily with an area covered within the plan.

| Contact | Name, Title, Email, Phone |
|--|--|
| Main District Reading Contact | Mancini, Nicole Chief Academic Officer nicole.mancini@browardschools.com 754-321-2618 |
| Elementary English Language Arts (ELA) | Saldala, Victoria Elementary Learning Director (Task Assigned) victoria.saldala@browardschools.com 754-321-1850 |
| Secondary ELA | Barmoha, Guy Secondary Learning Director guy.barmoha@browardschools.com 754-321-2124 |
| Reading Endorsement | Saldala, Victoria Elementary Learning Director (Task Assigned) victoria.saldala@browardschools.com 754-321-1850 |
| Reading Curriculum | Saldala, Victoria Elementary Learning Director (Task Assigned) victoria.saldala@browardschools.com 7543211850 |
| Reading Curriculum | Barmoha, Guy Secondary Learning Director guy.barmoha@browardschools.com 754-321-2124 |
| Professional Development | Toomer, Ted PDSS Director ted.toomer@browardschools.com 754-321-5006 |
| Assessment | Baum, Richard Student Assessment & Research Director richard.baum@browardschools.com 754-321-2510 |
| Data Element | Stanley, Jeff School Applications Director jeff.stanley@browardschools.com 754-321-0329 |
| Summer Reading Camp | Saldala, Victoria Elementary Learning Director (Task Assigned) victoria.saldala@browardschools.com 7543211850 |
| Third Grade Promotion | Saldala, Victoria Elementary Learning Director (Task Assigned) victoria.saldala@browardschools.com 7543211850 |
| 300 Lowest-Performing Elementary Schools | Saldala, Victoria Elementary Learning Director (Task Assigned) victoria.saldala@browardschools.com 7543211850 |
| Multi-Tiered System of Supports (MTSS) | Dixson, Adrienne MTSS Supervisor - Elementary adrienne.dixson@browardschools.com 754-321-1850 |

| Contact | Name, Title, Email, Phone |
|--|---|
| Multi-Tiered System of Supports (MTSS) | Grimaldo, Mildred MTSS Supervisor - Secondary mildred.grimaldo@browardschools.com 754-321-2124 |

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 2022-2023 K-12 Comprehensive Evidence-based Reading Plan is communicated to all School Level administrators, School-based Reading Leadership Teams, Classroom Teachers, Support Staff, District Directors, Supervisors, and District Support personnel through School Improvement Plans (SIP), webinars, and in-person principals, Literacy Coaches' meeting, and professional learning. All School Level Principals have access to the K-12 Comprehensive Reading Plan through the School Improvement Plan Hub where they are annually required to download and review all sections of the plan with their school's Reading Leadership Team and faculty as appropriate to their level. A link to the K12 Reading plan will be provided to principals via a district-wide memo to include on their websites, as part of their Open House nights, and to be used during Parent/Tacher conferences. A flyer about the FDOE and District resources will accompany the memo to send home to all parents. The flyer will be translated into Spanish, Haitian-Creole, and Portuguese. Documents will also be located on the Supporting Young Learners and Support Secondary Learners parent resource sites.

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 43%

Previous School Year

Kindergarten - % of Students "Ready" on FLKRS 51%

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

Schools use the overall scale scores of Star Early Literacy along with other diagnostic reading data to further determine students who 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 | 27 | 21 | 27 | 19 | 7 | 25 | 20 | 29 | 20 | 8 |
| 4 | 24 | 20 | 24 | 21 | 11 | 23 | 19 | 26 | 22 | 12 |
| 5 | 22 | 23 | 26 | 20 | 10 | 20 | 22 | 28 | 21 | 11 |
| 6 | 26 | 22 | 21 | 22 | 9 | 24 | 21 | 23 | 23 | 10 |
| 7 | 31 | 21 | 21 | 17 | 10 | 29 | 20 | 23 | 18 | 11 |
| 8 | 31 | 20 | 23 | 16 | 10 | 29 | 19 | 25 | 17 | 11 |
| 9 | 27 | 21 | 20 | 21 | 10 | 25 | 20 | 22 | 22 | 11 |
| 10 | 29 | 23 | 20 | 19 | 9 | 27 | 22 | 22 | 20 | 10 |

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%).

For each grade, K-2, increase the percentage of students currently scoring at or above grade level on the Benchmark Advance Interim Assessments by increasing baseline data from Interim 1 to Interim 4 by 10%.

District Budget for Evidence-Based Reading Instruction Allocation

Budget

| | | |
|----------|---|-----------------------|
| 1 | Estimated proportional share distributed to district charter | \$2,619,113.00 |
| | FTE | 2022-23 |
| | | \$2,619,113.00 |
| 2 | Reading coaches assigned to elementary schools | \$8,544,652.00 |
| | FTE | 2022-23 |
| | 107.0 | \$8,544,652.00 |
| 3 | Reading coaches assigned to secondary schools | \$0.00 |
| 4 | Intervention teachers assigned to elementary schools | \$0.00 |
| 5 | Intervention teachers assigned to secondary schools | \$0.00 |
| 6 | Supplemental materials or interventions for elementary schools | \$340,000.00 |
| | FTE | 2022-23 |
| | | \$340,000.00 |
| 7 | Supplemental materials or interventions for secondary schools | \$827,993.00 |
| | FTE | 2022-23 |
| | | \$827,993.00 |

| | | |
|----|---|------------------------|
| 8 | Intensive interventions for elementary students reading below grade level | \$0.00 |
| 9 | Intensive interventions for secondary students reading below grade level | \$0.00 |
| 10 | Professional development | \$647,540.00 |
| | FTE | 2022-23 |
| | | \$647,540.00 |
| 11 | Helping teachers earn the reading endorsement | \$0.00 |
| 12 | Summer reading camps | \$1,762,066.00 |
| | FTE | 2022-23 |
| | | \$1,762,066.00 |
| 13 | Additional hour for 300 lowest-performing elementary schools | \$0.00 |
| 14 | Early literacy instruction/intervention for VPK completers pursuant to s. 1008.25(8)(c), F.S. | \$0.00 |
| | Total: | \$14,741,364.00 |

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.

Reading allocation funds were prioritized to assign a Literacy Coach to elementary schools with the greatest need in grades K-3 reading. The Department of Student Assessment and Research conducted an analysis of students scoring below grade-level performance on the iReady (K-3), FSA (Grade 3), and District’s Primary Reading Assessment (Grades 1-2) and ranked all elementary schools with those three criteria to determine which elementary schools had the greatest need in reading per 6A.-6.053 F.A.C. Based on reading allocation funding for the 2022-2023, 107 elementary schools were identified to be funded with a reading endorsed or reading certified Literacy Coach.

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 teacher leaders is communicated to schools through principal orientation meeting, 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 Teams Contact Information Form indicating all the members of their School Literacy Leadership Team including but not limited to: 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 relation to the requirements of the K-12 Comprehensive Reading Plan.

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

The roster for each School Literacy Leadership Team is accessible to Directors and Supervisors 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?

BCPS Regional Directors and Regional Teaching & Learning Directors providing direct oversight to schools are responsible for supporting and monitoring School Literacy Leadership Teams by engaging in conversations with school-level principals and reviewing minutes of meetings quarterly, and as needed. The BCPS Regional Teaching & Learning Directors and Elementary/Secondary Learning ELA Curriculum Supervisors are responsible for ensuring the school literacy leadership teams have the appropriate composition and are monitoring for compliance.

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 (Professional Learning Communities) 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 providers (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.

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.

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, Directors, and Professional Development providers via Learning Across Broward (LAB) management system.

Charter Schools

Charter schools must utilize their proportionate share of the evidence-based reading allocation in accordance with Sections 1002.33(7)(a)2. a. and 1008.25(3)(a), F.S. All intensive reading interventions specified by the charter must be delivered by a teacher who is certified or endorsed in reading.

Does the district ensure charter schools will utilize their proportionate share of the evidence-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! literacy coach 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 students performing below grade level on the 2021 iReady (K-3), FSA (Grade 3), and District's Primary Reading Assessment (Grades 1-2) and ranked all elementary schools with those three 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 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.

Upload rubric, if applicable

The following documents were submitted as evidence for this section:

No files were uploaded

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 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 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 disaggregated data 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 school-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 conversations 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?

School 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
 Consulting School: Requested support only.

There are several problem-solving steps that must be considered when providing levels of support:

Use data to identify areas and the level of support for each school.

Pre-populate the Support Plan outlining data points to be addressed.

Collaborate with all district support divisions to ensure alignment of support based on the needs of school.

Meet with school leadership team and literacy coach and complete a support plan based on the data.

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. 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? |
|---|---|--|--|---|
| FAST - STAR | Pre-K and Kindergarten Students | Screener, Progress Monitoring, Summative | Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension | 3 x A Year |
| FAST - STAR | Grades 1 and 2 | Screener, Progress Monitoring, Summative | Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension | 3 x A Year |
| FAST - Cambium | Grades 3-10 | Screener, Progress Monitoring, Formative Assessment, Diagnostic, Summative | Vocabulary, Comprehension | 3 x A Year |
| Benchmark Advance Assessments | K-5 | Screener, Progress Monitoring, Formative Assessment, Summative | Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension | Weekly, Monthly, Quarterly |
| Letter Names, Letter Sounds, and Concepts of Print | Grade K | Progress Monitoring | Phonics | Quarterly |
| Running Records | Grades K-5 | Progress Monitoring | Phonics, Fluency, Comprehension | 3 x A Year |
| HMH Reading Inventory for students who are non-proficient based on the FAST | Grades 6-12 | Progress Monitoring, Diagnostic | Vocabulary, Comprehension | 3 x A Year |
| HMH Phonics Inventory for students who with a Reading Inventory score below 600 | | Progress Monitoring, Diagnostic | Phonological Awareness, Phonics, Fluency | 3 x A Year |
| San Diego Word List | Grades 6-12 | Progress Monitoring, Diagnostic | Phonics | Weekly |
| Fluency Probe | Grades 6-12 | Progress Monitoring, Diagnostic | Fluency | Weekly |
| HMH Into Literature Assessments | Grades 6-12 | Formative Assessment | Vocabulary, Comprehension | Monthly |
| Diagnostic Assessment of Reading (DAR) | Grades K-12 | Diagnostic | Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension | Annually |
| HMH Into Literature program-embedded assessments | All students via the Tier 1 English Language Arts class | Formative Assessment | Vocabulary, Comprehension | Monthly |

| 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? |
|--|--|----------------------|--|--|
| HMH Read 180 program-embedded assessments | Students in Tier 2 reading intervention classes. | Formative Assessment | Fluency, Vocabulary, Comprehension | Weekly |
| HMH System 44 program-embedded assessments | Students receiving Tier 3 reading intervention | Formative Assessment | Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension | Weekly |
| Reading Horizons/Elevate | Student in K-3 receiving Tier 3 interventions | Progress Monitoring | Oral Language, Phonological Awareness, Phonics, Fluency | Monthly |
| SPIRE | Student in K-5 receiving Tier 3 interventions | Progress Monitoring | Phonological Awareness, Phonics | Monthly |
| SIPPS | Student in K-5 receiving Tier 3 interventions | Progress Monitoring | Phonological Awareness, Phonics | Monthly |
| Leveled Literacy Intervention (LLI) | Student in K-5 receiving Tier 2/3 interventions | Progress Monitoring | Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension | Monthly |
| Sound Partners | Student in K-3 receiving Tier 3 interventions | Progress Monitoring | Phonological Awareness | Monthly |
| LIPS | Student in K-3 receiving Tier 3 interventions | Progress Monitoring | Phonological Awareness | Monthly |

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 Division of Teaching and Learning provides 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 on the B.E.S.T. Foundational standards to ensure instruction and interventions in foundational reading skills are 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 and literacy coaches monitor ongoing formative reading assessment data results through Professional Learning Communities and data chats and ensure 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?

Training and guidance are provided 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 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 on the form entitled District K-12 CERP Reflection Tool, after conducting a root-cause analysis of student performance data to evaluate the effectiveness of interventions. The evaluation must:

- Analyze elements of the district's plan, including literacy leadership, literacy coaching, standards, curriculum, instruction, intervention, assessment, professional learning and family engagement;
- Include input from teachers, literacy coaches and administrators at the school level;
- Identify elements in need of improvement and evidence-based strategies to increase literacy outcomes for students; and
- Analyze the effectiveness of interventions implemented in the prior year.

Describe how the district's K-12 Reading Plan has been revised to improve literacy outcomes for students based upon the analysis conducted as part of the District K-12 CERP Reflection Tool.

Based on the 2022 District K-12 CERP Reflection district, select school leaders and literacy coaches/ teachers' self-reflection, and group discussions, the 2022-2023 district's K-12 Reading Plan will focus on Section 4: Professional Development. The emphasis will be on providing professional learning to administrators and district support staff in addition to classroom teachers, strategies on the science of reading, evidence-based practices, speaking and listening, formative assessments, and new programs/ materials. The district will collaborate with State Regional Literacy Directors assigned to Broward for strategies to facilitate professional learning and support and to leverage their expertise to be able to reach a greater audience.

School-Level Monitoring of Plan Implementation

School-level Reading Plan 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 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 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 Division of Teaching and Learning ensures 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 reading assessment data quarterly, and as needed, with the Teaching and Learning Director providing oversight to the school and Office of Academics Departments offering support, as needed.

Weekly reading walkthroughs by administrators - Part B

What process is in place to ensure effective implementation?

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.

Who at the district level supports effective implementation?

Teaching and Learning 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 and Literacy Coaches share walkthrough data, as needed, with the Teaching and Learning Director providing oversight to the school and Office of Academics Departments offering support.

Use of data to determine interventions and support needs of students - 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 Teaching and Learning Directors, support all school-level principals with monitoring implementation of approved K-12 Reading Plan screeners, diagnostic, and progress monitoring reading assessment calendars and engage in data chats to ensure that interventions are matched to students' needs within a multi-tiered system of support.

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 Teaching and Learning 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 third grade students who are retained and/or score a Level 1 on the FSA 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. 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 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 the District Third Grade Summer Reading Camp.

Benchmark Advance 2022 and instructional materials will be used, with accompanying explicit and systematic standards-based lessons, to implement both 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.

Explicit, systematic, and multisensory standards-based foundational skill instructional lessons and manipulatives will be used, to implement whole and small group work/word analysis instruction, based on foundational skill learning progressions developed by the Florida Standards for English Language Arts and University of Florida Literacy Institute; #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.

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.

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.)

3,050

Students who demonstrate a reading deficiency in grades K-2

1,984

Students who score Level 1 in grades 4-5

1,427

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.)

64%

Students who demonstrate a reading deficiency in grades K-2

23%

Students who score Level 1 in grades 4-5

17%

Family Engagement through a Read-At-Home Plan

In accordance with Section 1008.25(5)(c), F.S., parents of students identified with a substantial deficiency in reading must be provided a read-at-home plan 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 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.

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 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.

Who at the district is responsible for monitoring this requirement?

All elementary level principals receive the legislative requirements through BCPS Student Progression Plan Policy 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 (including ESE and ESOL), in collaboration with the Cadre Directors, monitor school-level principals with ensuring 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 communicates with secondary level principals via Pivot memo about the availability of the Secondary Read-At-Home Plan. The Office of Academics (including ESE and ESOL), in collaboration with Cadre Directors, 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 level principals receive the legislative requirements through BCPS Student Progression Plan Policy 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. The district supports implementation for whole group instruction through professional learning, in-class and virtual coaching sessions, modeling in classrooms, observing and providing feedback, facilitating webinars and on-demand support, as well as co-teaching lessons in classrooms.

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

The Office of Academics, including the ESOL and ESE Departments, and the Elementary Level 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, including the ESOL and ESE Departments, and the 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 level principals receive the legislative requirements through BCPS Student Progression Plan Policy 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 small group differentiated instruction utilizing

evidence-based sequence of reading instruction to meet the individual student needs. The district supports implementation for small group instruction through professional learning, in-class and virtual coaching sessions, modeling in classrooms, observing and providing feedback during actual small group sessions, facilitating webinars and on-demand support, as well as co-teaching small group lessons in classrooms. In addition, the Elementary and Secondary Learning Departments provide a Scope and Sequence with additional lessons to assist teachers with scaffolding their students' foundational skills or unfinished learning of foundational skills in the older grades.

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

The Office of Academics, including ESOL and ESE Departments, and the Elementary Level Directors, ensure that all elementary school level principals use reading classroom “look fors” to include small group differentiated instruction utilizing an evidenced-based sequence of reading instruction when conducting regularly scheduled informal reading walkthroughs 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, diagnostic, 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, differentiated instruction, and corrective feedback; 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);
- **Supplemental Instruction/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 corrective feedback; and occurs in addition to core instruction; and
- **Intensive, Individualized Instruction/Intervention (Tier 3):** 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 1011.62(8)(d), F.S., intensive reading interventions must be delivered by instructional personnel 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 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 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 Academics Directors and the Cadre Directors collaborate with the MTSS support staff on an ongoing basis to ensure all schools are engaging in the problem-solving process using reading data results and the 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 Records.

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

The Office of Academics, including ESE and ESOL Departments, and the Cadre Directors 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.

Assessment/Curriculum Decision Trees - Part C

Requirements

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 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, progress monitoring, diagnostic, 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, 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. Districts must identify the multisensory intervention provided to students in grades K-3 who have a substantial deficiency in reading and include a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

Tier 1

Core Instruction:

- *is standards-aligned;*
- *builds background and content knowledge;*
- *provides print-rich, systematic, scaffolded, differentiated instruction, and corrective feedback;*
- *incorporates writing in response to reading;*
- *includes accommodations (IEP, ESOL, or 504);*
- *incorporates the principles of Universal Design for Learning; and*
- *includes specially designed instruction for students with disabilities.*

Grade Levels: K-5**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

Student meets the following criteria at beginning of school year:

Kindergarten - Grade 2: Scored On Watch (25-39 PR) or At/Above Benchmark (40 PR) criteria on the FAST STAR Early Literacy or Reading Assessment with NO areas of need on diagnostic testing

Grades 3-5: Scored at or above level 3 on the 2022 FSA or FAST-FSA Equivalent Score on any of the FAST-Cambium Progress Monitoring periods with NO areas of need on diagnostic testing

THEN TIER 1 Only**Core Curriculum**

Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.

Benchmark Advance Florida 2022 - State adopted

Progress Monitoring**Assessment & Frequency**

FAST STAR Early Literacy and STAR READING administered at least three times a year for all students in grades K-3.

FAST Cambium Assessment at least three times a year for all students in grades 3-5.

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students

On or above grade level as defined by the FAST Tier 1 criteria above.

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark

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

How is the effectiveness of Tier 1 instruction being monitored?

FAST data is reviewed regularly and at the end of each assessment period to ensure that 80% of students are On Track.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students?

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.

How is the effectiveness of Tier 1 curriculum being monitored?

Effectiveness of core curriculum and supplemental resources is monitored through weekly informal reading walkthroughs of the uninterrupted 90-minute reading block by school administration and district offices supporting reading.

Grade Levels: K-5

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Provided to distance learning students?

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.

How is instruction provided to students who receive instruction through distance learning?

BCPS uses CANVAS, a web-based learning management system, to support both teachers and students with implementing Tier 1 ELA/Reading instruction using the resources listed above that have digital components. These resources can be used for distance learning with modifications and support appropriate to the needs of all students. Professional learning opportunities are provided to teachers on how to navigate CANVAS, Microsoft TEAMS, and how to use evidence-based intervention resources and practices in a virtual environment.

Grade Levels: 6-8**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

Student meets the following criteria at beginning of school year:

An FSA 2021-2022 score of level 3 or higher or an FSAT-FSA Equivalent Score greater than or equal to level 3 on the FAST-Cambium Assessment with NO areas of need on diagnostic testing

THEN TIER 1 Only**Core Curriculum**

Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.

HMH Into Literature - State Approved

Progress Monitoring**Assessment & Frequency**

FAST Progress Monitoring three times per year
Into Literature Program-Embedded Assessments-Ongoing

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students

If the student scores at proficiency or above on FAST and continues to score 65% or higher on Common Formative assessments and Into Literature Program-Embedded Assessments, then continue instruction as designed.

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark

If the 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.

How is the effectiveness of Tier 1 instruction being monitored?

The data from the above assessments is reviewed monthly and at the end of each assessment period to ensure that 80% of students are proficient.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students?

Classrooms where less than 80% of students are proficient will receive support from Literacy Coach and support staff at the school site. Schools where less than 80% of students are proficient will receive professional learning and/or support based on needs identified from District departments offering professional learning opportunities for Tier 1 reading instruction.

How is the effectiveness of Tier 1 curriculum being monitored?

Effectiveness of curriculum is monitored through informal walkthroughs through the English/Language Arts course by school administration and district offices.

Grade Levels: 6-8

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Provided to distance learning students?

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.

How is instruction provided to students who receive instruction through distance learning?

BCPS uses CANVAS, web-based learning management system, to support both teachers and students implement Tier 1 instruction with the resources listed above that have digital components. These resources can be used for distance learning with modifications and support appropriate to the needs of all students. Multiple district departments provide teachers professional learning opportunities to learn how to navigate CANVAS and use of evidenced-based resources and practices in a virtual environment.

Grade Levels: 9-12

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

(Enter assessment criteria that will be used)

Student meets the following criteria at beginning of school year:

Grades 9-10: An FSA 2021-2022 score of level 3 or higher, an FSAT-FSA Equivalent Score greater than or equal to level 3 on the FAST-Cambium Assessment with NO areas of need on diagnostic testing

Grades 11-12: An FSA-FAST Equivalent Score greater than or equal to level 3 on the FAST-Cambium Assessment OR concordance on approved assessments with NO areas of need on diagnostic testing

THEN TIER 1 Only

Core Curriculum

Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.

HMH Into Literature – State Adopted

Progress Monitoring

Assessment & Frequency

Grades 9 & 10: FAST three times per year

Grades 9-12: Into Literature Embedded Assessments-ongoing

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students

If the student scores at proficiency or higher on the FAST and continues to score 65% or higher on Into Literature assessments and Into Literature Program-Embedded assessments, then continue instruction as designed.

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark

If the student scores below proficiency on the FAST and below 65% on Common assessments and Into Literature Program-Embedded assessments, then provide additional targeted instruction using CPALMS Student Tutorials within the Language Arts classroom.

How is the effectiveness of Tier 1 instruction being monitored?

Effectiveness of curriculum is monitored through informal walkthroughs through English/Language Arts course by school administration and district offices.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students?

Classrooms where less than 80% of students are proficient will receive support from Literacy Coach and support staff at the school site. Schools where less than 80% of students are proficient will receive professional learning and/or support based on needs identified from District departments offering professional learning opportunities for Tier 1 reading instruction.

How is the effectiveness of Tier 1 curriculum being monitored?

Grade Levels: 9-12

Effectiveness of curriculum is monitored through informal walkthroughs through the English/Language Arts course by school administration and district offices.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Provided to distance learning students?

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.

How is instruction provided to students who receive instruction through distance learning?

BCPS uses CANVAS, web-based learning management system, to support both teachers and students implement Tier 1 instruction with the resources listed above that have digital components. These resources can be used for distance learning with modifications and support appropriate to the needs of all students. Multiple district departments provide teachers professional learning opportunities to learn how to navigate CANVAS and use of evidenced-based resources and practices in a virtual environment.

Tier 2***Supplemental Instruction/Intervention:***

- *is standards-aligned;*
- *address gaps and reduce barriers to students' ability to meet Tier 1 expectations;*
- *provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills;*
- *are matched to the needs of the students;*
- *provide multiple opportunities to practice the targeted skill(s) and receive corrective feedback;*
- *occurs during time allotted in addition to core instruction; and*
- *includes accommodations (IEP, ESOL, or 504).*

Grade Levels: K-5**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

Kindergarten: Scored in the Intervention level (10-24 PR) on FAST STAR Early Literacy OR scored below range on additional diagnostic phonics assessments.

Grade 1: Scored in the Intervention level (10-24 PR) on FAST STAR Early Literacy or Reading OR scored below range on additional diagnostic phonics assessments.

Grade 2: Scored in the Intervention level (10-24 PR) on FAST Reading OR scored below range on additional diagnostic phonics assessments.

Grades 3-5: Scored below Level 3 on the 2022 FSA or FSA-Equivalent Level 3 on FAST-Cambium OR scored below range on additional diagnostic phonics assessments.

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Benchmark Advance Interventions - State Adopted

Duration is a year-long program based on progress monitoring data.

Reading Horizons Discovery or Reading Horizons Elevate

Duration is a year-long program based on progress monitoring data.

Does not 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).

The district will support and monitor implementation of this program by including look-fors to use during classroom walkthroughs and Collaborative Problem Solving Team meetings as well as providing coaching support to schools, including self-paced, face-to-face, hybrid, or on-demand opportunities for professional learning.

Specialized Program Individualizing Reading Excellence (SPIRE)

Duration is a year-long program based on progress monitoring data.

SPIRE does not 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); Providing Reading Interventions for Students in Grades 4–9, Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words (Strong Evidence), 2: Provide purposeful fluency-building activities to help students read effortlessly (Strong Evidence), and 3: Routinely use a set of comprehension-building practices to help students make sense of the text (Strong Evidence).

Grade Levels: K-5**Progress Monitoring**

The district will support and monitor implementation of this program by analyzing ongoing progress monitoring data, including look-fors to use during classroom walkthroughs and Collaborative Problem Solving Team meetings, and visits with the school's Literacy Leadership Team. Professional learning opportunities such as building the capacity of coaches to engage in coaching cycles with teachers, workshops to build teacher and ESE Facilitator knowledge and skill in the development of decoding, fluency, and comprehension development will be provided, coaching support for teachers, and self-paced, face-to-face, hybrid, or on-demand opportunities for professional learning.

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

Duration is a year-long program based on progress monitoring data.

Sound Partners - (ESSA Rating - Strong)

Focuses on phonics, phonemic awareness, sight words, and oral reading practice using decodable texts.

Duration is 18-20 weeks based on progress monitoring data.

Lindamood Phoneme Sequencing (LiPS) - (ESSA Rating - Strong)

Strong emphasis on phonological awareness, decoding practice, and reading of books with phonetically controlled vocabulary.

Students receive 20-minute 1-1 sessions four times a week for two years or more, combining certified teachers and aides as tutors.

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

Leveled Literacy Intervention (ESSA Rating - Strong)

Duration 12 to 18 weeks in primary grades; 18-24 weeks in intermediate grades based on progress monitoring data.

Assessment & Frequency

Benchmark Advance Intervention Assessments - Diagnostic and progress monitoring

FAST STAR Early Literacy or Reading- 3x/year

Curriculum-Based Measures (CBMs) from STAR Early Literacy and Reading - As needed

Performance Criteria to discontinue Tier 2 interventions

IF Tier 1 criteria above (gap has closed), discontinue plan, monitor progress, and provide supplemental support.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

IF Tier 2 criteria above (gap is closing), make instructional adjustments and continue to monitor progress.

Performance Criteria that prompts the addition of Tier 3 interventions

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.

Number of times per week intervention provided

3-5

Number of minutes per intervention session

Grade Levels: K-5

20 - 30

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

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.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

Benchmark Advance Interventions are part of the state adopted instructional materials list.

Reading Horizons Discovery (K-3) - IES Practices #2 and #3

Addresses all reading standards related to the lower strands of Scarborough's Reading Rope; phonemic awareness, phonics, and sight word reading and includes decodable text to help students increase their fluency and automaticity.

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).

Reading Horizons Elevate (4-5) – IES Practices #1 and #2

Aligns best practices of reading science, Structured Literacy, and the Orton-Gillingham approach; Gives teachers detailed prompts for modeling and sequencing their instruction to maximize student understanding and success. Instructional practices connect multiple senses at a time, students are able to make new brain connections and experience deeper learning.

IES Practice Guide Recommendations support the program: Providing Reading Interventions for Students in Grades 4–9 - Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words (Strong Evidence); Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly (Strong Evidence).

SIPPS (K-5) – Moderate Evidence

SIPPS is a foundational skills reading curriculum designed to help both new and struggling readers in grades K–12. The program's systematic scope and sequence provides a structured-literacy approach to instruction through explicit routines focused on phonological awareness, spelling-sounds, and sight words. It is based on the premise that beginning literacy is best taught through two distinct strands: one focusing on language comprehension and the other on word recognition

Grade Levels: K-5

SPIRE (K-5) – 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.

Lindamood Phoneme Sequencing (LiPS) - Strong Evidence

Strong emphasis on phonological awareness, decoding practice, and reading of books with phonetically controlled vocabulary.

Sound Partners (K-3) – Strong Evidence

Focuses on phonics, phonemic awareness, sight words, and oral reading practice using decodable texts.

Innovations for Learning High Impact Tutoring - Strong Evidence

Builds a solid phonics foundation, sight word acquisition, fluency, and comprehension

Leveled Literacy Intervention (K-5) -Strong Evidence

Content focuses on oral language, phonics, fluency, vocabulary, and comprehension.

How are Tier 2 interventions provided to students who receive interventions through distance learning?

How are Tier 2 interventions modified for students who receive interventions through distance learning?

BCPS uses CANVAS, web-based learning management system, and Microsoft TEAMS to support both teachers use the resources listed above that can be used for distance learning with modifications and support appropriate to the needs of students in need of targeted and supplemental (Tier 2) level of support. Professional learning opportunities are provided to teachers on how to navigate CANVAS, Microsoft TEAMS, and how to use evidence-based intervention resources and practices in a virtual environment.

Grade Levels: 6-8**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

Scored below proficiency on the FAST and scored in the “basic” or “below basic” range on the HMH Reading Inventory.

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

HMH Read 180

Duration will be based on progress monitoring data. Students graduate from reading when they have achieved proficiency on the Reading Inventory.

Assessment & Frequency

Program embedded assessments

Performance Criteria to discontinue Tier 2 interventions

If the student scores at the proficient or advanced levels on the HMH Reading Inventory, continue Tier 1 instruction as designed.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

If program-embedded assessments in comprehension are 65% and above, then continue the instruction as designed.

Performance Criteria that prompts the addition of Tier 3 interventions

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)

Number of times per week intervention provided

3-5

Number of minutes per intervention session

45-90 minutes

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

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, MTSS, ESLS, 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 K-12 Reading

Grade Levels: 6-8

plan to ensure alignment of Tier 1 and Tier 2.

Secondary Learning, Exceptional Student Learning Supports (ESLS), 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.

MTSS provides support to schools 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.

School Principals ensure that teachers providing the reading intervention (Tier 2) are afforded opportunities for professional learning in multisensory reading intervention programs implemented at the schools.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

Read 180- Strong Evidence

How are Tier 2 interventions provided to students who receive interventions through distance learning?

BCPS uses CANVAS, web-based learning management system, to support both teachers and students with implementing Tier 2 instruction using the resources listed above that have digital components. These resources can be used for distance learning with modifications and support appropriate to the needs of students in need of targeted (Tier 2) level of support. Literacy, Secondary Learning, ESLS, ESOL and Innovative Learning departments provide teachers professional learning opportunities to learn how to navigate CANVAS and how to use evidence-based intervention resources and practices in a virtual environment.

Grade Levels: 9-12**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

Grades 9-10: Scored below proficiency on the FAST and basic or below basic on the HMH Reading Inventory.

Grades 11-12: Scored below proficiency on the FAST and basic or below basic on the HMH Reading Inventory.

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Read 180

Duration will be based on progress monitoring data. When students score proficient on the Reading Inventory they graduate from Tier 2 reading interventions.

Assessment & Frequency

Program embedded assessments

Performance Criteria to discontinue Tier 2 interventions

If the student scores at or above grade level on the Reading Inventory continue Tier 1 instruction as designed.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

If program-embedded assessments in comprehension are 65% and above, then continue the instruction as designed.

Performance Criteria that prompts the addition of Tier 3 interventions

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

Number of times per week intervention provided

2-3

Number of minutes per intervention session

90 minutes

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

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, MTSS, ESE, and ESOL departments based on identified needs of the school and subgroups.

Grade Levels: 9-12

Secondary Learning Department provides classroom teachers with professional learning and support on analysis of progress monitoring data and additional assessments referenced in the K-12 Reading plan to ensure alignment of Tier 1 and Tier 2.

Secondary Learning, Exceptional Student Learning Supports (ESLS), and ESOL Department in collaboration District Partners provide professional learning and support to schools implementing evidence-based intervention programs/resources/practices/strategies.

MTSS provides support to schools 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.

School Principals ensure that teachers providing intervention (Tier 2) are afforded the opportunities for professional learning in multisensory reading intervention programs implemented at the schools.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

Read 180 – Strong Evidence

How are Tier 2 interventions provided to students who receive interventions through distance learning?

BCPS uses CANVAS, web-based learning management system, to support both teachers and students with implementing Tier 2 instruction using the resources listed above that have digital components. These resources can be used for distance learning with modifications and support appropriate to the needs of students in need of targeted (Tier 2) level of support. Secondary Learning, ESE, ESOL and Innovative Learning departments provide teachers professional learning opportunities to learn how to navigate CANVAS and how to use evidence-based intervention resources and practices in a virtual environment.

Tier 3

Intensive, Individualized Instruction/Intervention:

- *is targeted instruction based on student need;*
- *provides small group or one-on-one instruction;*
- *includes accommodations (IEP, ESOL, or 504);*
- *includes more frequent progress monitoring than Tier 1 instruction and Tier 2 interventions; and*
- *ensures additional **time allotted is in addition** to core instruction and Tier 2 interventions.*

All Tier 3 interventions must be provided by a teacher who is certified in reading or has the reading endorsement.

Grade Levels: K-5**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

Kindergarten: Scored at the Urgent Intervention level (Below 10 PR) on FAST STAR Early Literacy and scored below range on additional diagnostic phonological and phonics assessments.

Grade 1: Scored at the Urgent Intervention level (Below 10 PR) on FAST STAR Early Literacy or Reading and scored below range on additional diagnostic phonological and phonics assessments.

Grade 2: Scored at the Urgent Intervention level (Below 10 PR) on FAST Reading and scored below range on additional diagnostic phonological and phonics assessments.

Grades 3-5: Scored below Level 3 on the 2022 FSA or FSA-Equivalent Level 3 on FAST-Cambium OR scored below range on additional diagnostic phonics assessments.

THEN TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Benchmark Advance Interventions - State Adopted

Duration is a year-long program based on progress monitoring data.

Reading Horizons Discovery or Reading Horizons Elevate

Duration is a year-long program based on progress monitoring data.

Does not 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).

The district will support and monitor implementation of this program by including look-fors to use during classroom walkthroughs and Collaborative Problem Solving Team meetings as well as providing coaching support to schools, including self-paced, face-to-face, hybrid, or on-demand opportunities for professional learning.

Specialized Program Individualizing Reading Excellence (SPIRE)

Duration is a year-long program based on progress monitoring data.

SPIRE does not 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); Providing Reading Interventions for Students in Grades 4–9, Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words (Strong Evidence), 2: Provide purposeful fluency-building activities to help students read effortlessly (Strong Evidence), and 3: Routinely use a set of comprehension-building practices to help students make sense of the text (Strong Evidence).

Grade Levels: K-5**Progress Monitoring**

These recommendations 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. These interventions are provided by Reading Certified or Endorsed teachers and ESE Support Facilitators.

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

Duration is a year-long program based on progress monitoring data.

Sound Partners - (ESSA Rating - Strong)

Focuses on phonics, phonemic awareness, sight words, and oral reading practice using decodable texts.

Duration is 18-20 weeks based on progress monitoring data.

Lindamood Phoneme Sequencing (LiPS) - (ESSA Rating - Strong)

Strong emphasis on phonological awareness, decoding practice, and reading of books with phonetically controlled vocabulary.

Students receive 20-minute 1-1 sessions four times a week for two years or more, combining certified teachers and aides as tutors.

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

Leveled Literacy Intervention (ESSA Rating - Strong)

Duration 12 to 18 weeks in primary grades; 18-24 weeks in intermediate grades based on progress monitoring data.

Assessment & Frequency

Reading Horizons Discovery K-3 or Reading Horizons Elevate 4-5

Checklists, Chapter Assessments

Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)

Program Embedded Assessment

Specialized Program Individualizing Reading Excellence (SPIRE)

Program Embedded Assessments

Sound Partners

Program Embedded Assessments

Lindamood Phoneme Sequencing (LiPS)

Program Embedded Assessments

Innovations for Learning High Impact Tutoring

Program Embedded Assessments

Leveled Literacy Intervention

Program Embedded Assessments

Performance Criteria to discontinue Tier 3 interventions

If the student is close to the desired level of performance on the FAST Progress Monitoring assessments criteria in the IF Tier 2 above (gap is closing), make instructional adjustments and continue to monitor progress.

Performance Criteria indicating continuation of Tier 3 interventions

If the student performance data indicates that the learning gap is closing, but still remains within the Tier 2 criteria, then Tier 2 intervention continues as designed.

Grade Levels: K-5**Progress Monitoring****Performance Criteria that prompts intensified Tier 3 interventions**

If the student continues is performing below grade level on the FAST Progress Monitoring assessments. IF Tier 3 criteria above (gap is not closing), return to problem-solving process, utilize ICEL X RIOT, review fidelity of implementation and exclusionary factors, make instructional adjustments which may include a new goal or a new intervention.

Number of times per week intervention provided

4-5

Number of minutes per intervention session

30

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

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 (Literacy, Elementary, ESE, and ESOL Departments) ensures that teachers are trained on the use of reading decision charts and evidence-based instructional practices, strategies, and/or programs aligned to core curriculum and instruction.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

Reading Horizons Discovery (K-3) - IES Practices #2 and #3

Addresses all reading standards related to the lower strands of Scarborough's Reading Rope; phonemic awareness, phonics, and sight word reading and includes decodable text to help students increase their fluency and automaticity.

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).

Reading Horizons Elevate (4-5) – IES Practices #1 and #2

Aligns best practices of reading science, Structured Literacy, and the Orton-Gillingham approach; Gives teachers detailed prompts for modeling and sequencing their instruction to maximize student understanding and success. Instructional practices connect multiple senses at a time, students are able to make new brain connections and experience deeper learning.

IES Practice Guide Recommendations support the program: Providing Reading Interventions for

Grade Levels: K-5

Students in Grades 4–9 - Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words (Strong Evidence); Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly (Strong Evidence).

SIPPS (K-5) – Moderate Evidence

SIPPS is a foundational skills reading curriculum designed to help both new and struggling readers in grades K–12. The program's systematic scope and sequence provides a structured-literacy approach to instruction through explicit routines focused on phonological awareness, spelling-sounds, and sight words. It is based on the premise that beginning literacy is best taught through two distinct strands: one focusing on language comprehension and the other on word recognition

SPIRE (K-5) – Promising Evidence

The program is designed to incorporate the Orton-Gillingham approach, which involves systematic, explicit,

sequential, multisensory, phonics-based, and emotionally sound instruction.

SPIRE does not 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); Providing Reading Interventions for Students in Grades 4–9, Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words (Strong Evidence), 2: Provide purposeful fluency-building activities to help students read effortlessly (Strong Evidence), and 3: Routinely use a set of comprehension-building practices to help students make sense of the text (Strong Evidence).

These recommendations 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. These interventions are provided by Reading Certified or Endorsed teachers and ESE Support Facilitators.

Lindamood Phoneme Sequencing (LiPS) - Strong Evidence

Strong emphasis on phonological awareness, decoding practice, and reading of books with phonetically controlled vocabulary.

Sound Partners (K-3) – Strong Evidence

Focuses on phonics, phonemic awareness, sight words, and oral reading practice using decodable texts.

Innovations for Learning High Impact Tutoring - Strong Evidence

Builds a solid phonics foundation, sight word acquisition, fluency, and comprehension

Leveled Literacy Intervention (K-5) -Strong Evidence

Content focuses on oral language, phonics, fluency, vocabulary, and comprehension.

Grade Levels: K-5

How are Tier 3 interventions provided to students who receive interventions through distance learning?

BCPS uses CANVAS, web-based learning management system, and Microsoft TEAMS to support both teachers use the resources listed above that can be used for distance learning with modifications and support appropriate to the needs of students in need of intensive (Tier 3) level of support. Professional learning opportunities are provided to teachers on how to navigate CANVAS, Microsoft TEAMS, and how to use evidence-based intervention resources and practices in a virtual environment.

Grade Levels: 6-8**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

Scored below proficiency criteria on the F.A.S.T., in the basic or below basic range on the HMH Reading Inventory, and a pre-decoder, beginning decoder, or developing decoder on the HMH Phonics Inventory.

THEN TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

HMH System 44

Duration will be based on progress monitoring data. When students achieve "Advancing Decoder" on the Phonics Inventory, students graduate from Tier 3 reading intervention.

Assessment & Frequency

Program Embedded Assessments

Performance Criteria to discontinue Tier 3 interventions

If program embedded assessments indicate the student is in the "Advancing Decoder" range or higher, then Tier 3 instruction is removed.

Performance Criteria indicating continuation of Tier 3 interventions

If program embedded assessments show a "skill-by-skill", "one cycle", or "two cycle" data pattern, the instruction continues as designed.

Performance Criteria that prompts intensified Tier 3 interventions

If program embedded assessment does not indicate growth showing a "provisional" data pattern in the System 44 application in decoding and fluency, meet with school problem-solving team to adjust the tier 3 intervention by using the program embedded RDI supports.

Number of times per week intervention provided

3-5

Number of minutes per intervention session

45-90

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

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

The Secondary Learning Department provides classroom teachers with professional learning and support on the analysis of progress monitoring data and additional assessments referenced in the K-12

Grade Levels: 6-8

Reading plan to ensure alignment of Tier 1 and Tier 2.

Secondary Learning, Exceptional Student Learning Supports (ESLS), and ESOL Department in collaboration with District Partners, such as ELLevation, provide professional learning and support to schools implementing evidence-based intervention programs/resources/practices/strategies.

MTSS provides support to schools 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.

School Principals ensure that teachers providing the intensive reading intervention (Tier 3) are reading endorsed or reading certified and are afforded opportunities for professional learning in multisensory reading intervention programs implemented at the schools.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

System 44 does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendations support the program: Providing Reading Interventions for Students in Grades 4–9, Recommendation 1. Build students' decoding skills so they can read complex multisyllabic words (Tier 1 Strong Evidence), 2. Provide purposeful fluency-building activities to help students read effortlessly (Tier 1 Strong Evidence), and 3. Routinely use a set of comprehension-building practices to help students make sense of the text (Tier 1 Strong Evidence). Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation 1. Provide explicit vocabulary instruction, 5. Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.

These recommendations were built into the program. The System 44 student application and teacher small group instruction using the Resources for Differentiated Instruction (RDI) resources and manipulatives build decoding skills and provide opportunities to build fluency. Small group teacher-led instruction Real book, which includes a variety of instructional routines and questioning strategies, fosters student comprehension of the text by addressing gaps in background knowledge and vocabulary and modeling how to go about making sense of the text. These interventions are provided by Reading Certified or Endorsed teachers and ESE Support Facilitators.

The district will support and monitor the implementation of this program by analyzing ongoing progress monitoring data, conducting classroom walk-throughs of reading classrooms, and collaborative visits with the school's Literacy Leadership Team, including professional learning opportunities such as building the capacity of coaches to engage in coaching cycles with teachers, workshops to build teacher and ESE Support Facilitator knowledge and skill in the development of decoding, fluency, and comprehension development.

SPIRE does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendations support the program: Providing Reading Interventions for Students in Grades 4–9, Recommendation 1. Build students' decoding skills so they can read complex multisyllabic words (Tier 1 Strong Evidence), 2. Provide purposeful fluency-building activities to help students read effortlessly (Tier 1 Strong Evidence), and 3. Routinely use a set of comprehension-building practices to help students make sense of the text (Tier 1 Strong Evidence). Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation 1. Provide explicit vocabulary instruction, 5. Make available intensive and individualized interventions for

Grade Levels: 6-8

struggling readers that can be provided by trained specialists.

These recommendations 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. These interventions are provided by Reading Certified or Endorsed teachers and ESE Support Facilitators.

The district will support and monitor the implementation of this program by analyzing ongoing progress monitoring data, conducting classroom walk-throughs of reading classrooms, and collaborative visits with the school's Literacy Leadership Team, including professional learning opportunities such as building the capacity of coaches to engage in coaching cycles with teachers, workshops to build teacher and ESE Facilitator knowledge and skill in the development of decoding, fluency, and comprehension development.

How are Tier 3 interventions provided to students who receive interventions through distance learning?

BCPS uses CANVAS, a web-based learning management system, to support both teachers and students with implementing Tier 3 intensive interventions using the resources listed above that have digital components. These resources can be used for distance learning with modifications and support appropriate to the needs of students in need of intensive (Tier 3) level of support. Secondary Learning, ESE, ESOL and Innovative Learning departments provide teachers professional learning opportunities to learn how to navigate CANVAS and how to use evidence-based intervention resources and practices in a virtual environment.

Grade Levels: 9-12**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

Scored below proficiency criteria on the F.A.S.T., in the basic or below basic range on the HMH Reading Inventory, and a pre-decoder, beginning decoder, or developing decoder on the HMH Phonics Inventory.

THEN TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

HMH System 44

Duration will be based on progress monitoring data. When students achieve "Advancing Decoder" on the Phonics Inventory, students graduate from Tier 3 reading intervention.

Assessment & Frequency

Program Embedded Assessments

Performance Criteria to discontinue Tier 3 interventions

If program embedded assessments indicate the student is in the "Advancing Decoder" range or higher, then Tier 3 instruction is removed.

Performance Criteria indicating continuation of Tier 3 interventions

If program embedded assessments show a "skill-by-skill", "one cycle", or "two cycle" data pattern, the instruction continues as designed.

Performance Criteria that prompts intensified Tier 3 interventions

If program embedded assessment does not indicate growth showing a "provisional" data pattern in the System 44 application in decoding and fluency, meet with school problem-solving team to adjust the tier 3 intervention by using the program embedded RDI supports.

Number of times per week intervention provided

2-3

Number of minutes per intervention session

90 minutes

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

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, MTSS, ESLS, 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 K-12 Reading

Grade Levels: 9-12

plan to ensure alignment of Tier 1 and Tier 2.

Secondary Learning, Exceptional Student Learning Supports (ESLS), and ESOL Department in collaboration with District Partners, such as ELLevation, provide professional learning and support to schools implementing evidence-based intervention programs/resources/practices/strategies.

MTSS provides support to schools 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.

School Principals ensure that teachers providing the intensive reading intervention (Tier 3) are reading endorsed or reading certified and are afforded opportunities for professional learning in multisensory reading intervention programs implemented at the schools.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

System 44 does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendations support the program: Providing Reading Interventions for Students in Grades 4–9, Recommendation 1. Build students' decoding skills so they can read complex multisyllabic words (Tier 1 Strong Evidence), 2. Provide purposeful fluency-building activities to help students read effortlessly (Tier 1 Strong Evidence), and 3. Routinely use a set of comprehension-building practices to help students make sense of the text (Tier 1 Strong Evidence). Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation 1. Provide explicit vocabulary instruction, 5. Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.

These recommendations were built into the program. The System 44 student application and teacher small group instruction using the Resources for Differentiated Instruction (RDI) resources and manipulatives build decoding skills and provide opportunities to build fluency. Small group teacher-led instruction Real book, which includes a variety of instructional routines and questioning strategies, fosters student comprehension of the text by addressing gaps in background knowledge and vocabulary and modeling how to go about making sense of the text. These interventions are provided by Reading Certified or Endorsed teachers and ESE Support Facilitators.

The district will support and monitor the implementation of this program by analyzing ongoing progress monitoring data, conducting classroom walk-throughs of reading classrooms and collaborative visits with the school's Literacy Leadership Team, including professional learning opportunities such as building the capacity of coaches to engage in coaching cycles with teachers, workshops to build teacher and ESE Support Facilitator knowledge and skill in the development of decoding, fluency, and comprehension development.

SPIRE does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendations support the program: Providing Reading Interventions for Students in Grades 4–9, Recommendation 1. Build students' decoding skills so they can read complex multisyllabic words (Tier 1 Strong Evidence), 2. Provide purposeful fluency-building activities to help students read effortlessly (Tier 1 Strong Evidence), and 3. Routinely use a set of comprehension-building practices to help students make sense of the text (Tier 1 Strong Evidence). Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation 1. Provide explicit vocabulary instruction, 5. Make available intensive and individualized interventions for

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struggling readers that can be provided by trained specialists.

These recommendations 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. These interventions are provided by Reading Certified or Endorsed teachers and ESE Support Facilitators.

The district will support and monitor the implementation of this program by analyzing ongoing progress monitoring data, conducting classroom walk-throughs of reading classrooms, and collaborative visits with the school's Literacy Leadership Team, including professional learning opportunities such as building the capacity of coaches to engage in coaching cycles with teachers, workshops to build teacher and ESE Facilitator knowledge and skill in the development of decoding, fluency, and comprehension development.

How are Tier 3 interventions provided to students who receive interventions through distance learning?

BCPS uses CANVAS, a web-based learning management system, to support both teachers and students with implementing Tier 3 intensive interventions using the resources listed above that have digital components. These resources can be used for distance learning with modifications and support appropriate to the needs of students in need of intensive (Tier 3) level of support. Secondary Learning, ESE, ESOL and Innovative Learning departments provide teachers professional learning opportunities to learn how to navigate CANVAS and how to use evidence-based intervention resources and practices in a virtual environment.

Identification of Students with a Substantial Reading Deficiency

In accordance with Section 1008.25(4)(c), F.S., students identified with a substantial reading deficiency as determined in Section 1008.25(5)(a), F.S., 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 deficiency in reading if any of the following criteria are met:

- The student scores at the lowest achievement level/benchmark as identified by the publisher during a universal screening period, on an assessment listed in the district's approved District K-12 Comprehensive Evidence-Based Reading Plan; and beginning in 2022-2023 school year, students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F.S.;
- The student scores at the lowest achievement level/benchmark as identified by the publisher during progress monitoring administration at any time during the school year, on an assessment listed in the district's approved District K-12 Comprehensive Evidence-Based Reading Plan and beginning in 2022-2023 school year, students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F.S.; or
- The student has demonstrated, through consecutive 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; reading fluency; and reading comprehension.

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

Elementary schools engage in the MTSS problem-solving process to identify students in grades K-5 with substantial deficiencies in reading at the beginning of the school year with universal screening (PM1) and from benchmark Advance screening in the areas of phonological awareness, phonics, vocabulary, oral language, reading fluency, and reading comprehension as well as through subsequent progress monitoring administration periods (PM2 and PM3). Any student in grades K-5 who scores below grade-level expectations on the FAST Progress Monitoring assessments (Urgent Intervention; Below 10PR) or already receiving tiered interventions and scores at the lowest achievement benchmark 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 Students with Disabilities and English Language Learners) identified with substantial reading deficiencies (Tier 3) are scheduled into the Functional Reading Skills code and monitored frequently through their IEP and/or Reading Academic Record.

At the middle and high school levels (Grades 6-12), a student is identified as having a substantial reading deficiency if the student scores below proficiency criteria on the FAST Progress Monitoring assessment, scores in the pre-decoder, beginning decoder, or developing decoder range on the HMH Phonics Inventory and is below the 3rd grade level on the San Diego Word List.