

## Broward County 2020-2021 District K-12 Comprehensive Evidence-Based Reading Plan

### Contact Information

The district contact(s) should be the person(s) ultimately responsible for the plan and its implementation and will be Florida Department of Education's (FDOE) contact for the K-12 Comprehensive Evidence-Based Reading Plan. Please designate the contact(s) for your district.

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Responsibility	Name	Title	Email	Phone
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Reading Curriculum	Mildred Grimaldo	K-12 Literacy Director	<a href="mailto:Mildred.grimaldo@browardschools.com">Mildred.grimaldo@browardschools.com</a>	754-321-1866
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	Guy Barmoha	Secondary Learning Director	<a href="mailto:Guy.Barmoha@browardschools.com">Guy.Barmoha@browardschools.com</a>	754-321-2119
Reading Decision Charts/Intervention Walkthroughs	Mildred Grimaldo	K-12 Literacy Director	<a href="mailto:Mildred.Grimaldo@browardschools.com">Mildred.Grimaldo@browardschools.com</a>	754-321-1866
	Ken King	Office of School Performance and Accountability (OSPA) Director	<a href="mailto:Ken.king@browardschools.com">Ken.king@browardschools.com</a>	754-321-3854
Professional Development	Susan Leon	Professional Development Standards and Support (PDSS) Director	<a href="mailto:Susan.leon@browardschools.com">Susan.leon@browardschools.com</a>	754-321-5009
Assessment	Richard Baum	Student Assessment and Research Director	<a href="mailto:Richard.baum@browardschools.com">Richard.baum@browardschools.com</a>	754-321-2500
Data Element	Jeff Stanley	School Applications Director	<a href="mailto:Jeff.stanley@browardschools.com">Jeff.stanley@browardschools.com</a>	754-321-0329
Summer Reading Camp	Dr. Nicole Mancini	Elementary Learning Director	<a href="mailto:Nicole.mancini@browardschools.com">Nicole.mancini@browardschools.com</a>	754-321-1850
3 <sup>rd</sup> Grade Promotion	Dr. Nicole Mancini	Elementary Learning Director	<a href="mailto:Nicole.mancini@browardschools.com">Nicole.mancini@browardschools.com</a>	754-321-1850

## Plan Information

*How is the district communicating the contents of its Comprehensive Evidence-Based Reading Plan to all stakeholders?*

The 2020-2021 K-12 Comprehensive Evidence-based Reading Plan will be communicated to all School Level administrators, School-based Reading Leadership Teams, Classroom Teachers, Support Staff and District Directors, Supervisors, and district support personnel through School Improvement Plans (SIP), recorded presentations, and face to face trainings. All School Level Principals will have access to the K-12 Comprehensive Reading Plan through the School Improvement Plan Hub where they will be required to download and review all sections of the plan with their school's Reading Leadership Team and faculty as appropriate to their level. Recorded presentations describing all the components and expectations of the plan will also be posted on the Literacy Department Sharepoint to use as a reference or to share with faculty and staff. Additionally, the Literacy Department in collaboration with MTSS, Elementary and Secondary Learning, ESLs, and ESOL will facilitate Microsoft Teams meetings and training for School-based CPS teams, Literacy coaches, and teachers on the problem-solving process using the curriculum and instruction reading decision charts, part of the K-12 Comprehensive Evidence-Based Reading Plan. Parents and families will be provided Read-at-Home Plans in grades K-5 and will be included in the problem-solving process when students are not making adequate progress.

Monitoring of District K-12 Comprehensive Evidence-Based Reading Plan Implementation as required by 6A-6.053(1)(a) F.A.C. District-Level Leadership 6A-6.053(7) F.A.C.

**K-5** The Benchmark Assessment System (BAS), a reading record, is administered to all students in grades K-3 and students in grades 4-5 scoring a Level 1 or Level 2 on the Florida English Language Arts Assessment. Based on data results of the reading record, additional sub-literacy assessments are administered to students to identify targets for reading instruction.

<b>Component of Reading</b>	<b>What data is being collected?</b>	<b>Assessment type</b> (e.g., screener, diagnostic, progress monitoring/formative, summative)	<b>How is the data being collected?</b>	<b>How often is the data being collected?</b>
<i>Oral language</i>	-Reading Record (BAS) Oral Reading and Comprehension Conversation	-Diagnostic and Progress Monitoring	-District's Data Management System (BASIS 3.0) and Power BI BAS Dashboard	-Minimum of three times a year (BAS)
<i>Phonological awareness</i>	-STAR Early Literacy (Kindergarten)	-Screener and Diagnostic	-FDOE Renaissance Place website	-Annually (STAR Early Literacy)
	-Reading Record (BAS): Oral Reading and Phonological Awareness Sub-Literacy Assessments: Initial Sounds, Blending Words, Segmenting Words	-Diagnostic and Progress Monitoring	- District's Data Management System (BASIS 3.0) and POWER BI BAS Dashboard	-Minimum of three times a year (BAS)
<i>Phonics</i>	-STAR Early Literacy (Kindergarten)	-Screener and Diagnostic	-FDOE FLKRS Renaissance Place website	-Annually (STAR Early Literacy)
	-Letter Names and Letter Sounds (Kindergarten)	-Diagnostic and Progress Monitoring	-District's Data Management System (BASIS 3.0)	-Quarterly (Letter Names/Letter Sounds)
	-Reading Record (BAS): Oral Reading Accuracy and Phonics and Word Study Sub-Literacy Assessments: One and Two Syllable Words, Phonograms, Consonant Blends, Vowel Clusters, Suffixes, Prefixes, Syllables in Longer Words, High Frequency Words	-Diagnostic and Progress Monitoring	-District's Data Management System (BASIS 3.0) and POWER BI BAS Dashboard	-Minimum of three times a year (BAS)
<i>Fluency</i>	-Reading Record (BAS): Oral Reading and Fluency: Pausing, stress, intonation, expression, rate, and integration using six-dimensions of reading fluency rubric	-Diagnostic and Progress Monitoring	-District's Data Management System (BASIS 3.0) and POWER BI BAS Dashboard	-Minimum of three times a year (BAS)

<i>Vocabulary</i>	- STAR Early Literacy (Kindergarten)  -Reading Record (BAS): Oral Reading, Comprehension Conversation and Vocabulary Sub-Literacy Assessment: Vocabulary in Context	-Screener and Diagnostic  -Diagnostic and Progress Monitoring	-FDOE Renaissance Place website  -District’s Data Management System (BASIS 3.0) and POWER BI BAS Dashboard	-Annually (STAR Early Literacy)  -Minimum of three times a year (BAS)
<i>Comprehension</i>	-STAR Early Literacy (Kindergarten)  -Reading Record (BAS): Comprehension Conversation and Writing About Reading: Summarizing, Inferring, Predicting, Making Connections, Synthesizing, Analyzing, and Critiquing	-Screener and Diagnostic  -Diagnostic and Progress Monitoring	-FDOE Renaissance Place website  -District’s Data Management System (BASIS 3.0) and POWER BI BAS Dashboard	-Annually (STAR Early Literacy)  -Minimum of three times a year (BAS)

### 6-12 - Only students with remediation

Middle schools choose either FAIR-FS or I-Ready as their progress-monitoring tool. All high schools use FAIR-FS. These assessments are administered to students who scored a level 1 or 2 on the FSA ELA. Additional assessments are given as needed to determine areas of need and level of intensity of the intervention.

<b>Progress Monitoring Tool</b>	<b>What data is being collected?</b>	<b>Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)</b>	<b>How is the data being collected?</b>	<b>How often is the data being collected?</b>
<p><b>-FAIR-FS</b></p> <p>-If students score below the 30% percentile on the Word Recognition Task of FAIR-FS, then the San Diego Word List is administered.</p> <p>-If students score below grade 3 on the San Diego Word List, then the DAR is administered.</p>	<p>-FAIR-FS: Word recognition, vocabulary knowledge, syntactic knowledge, and reading comprehension</p> <p>-San Diego Word List: Word recognition and phonics</p> <p>DAR: Phonemic awareness, concepts of print, phonics, vocabulary, and comprehension</p>	<p>-FAIR-FS: Diagnostic and progress monitoring</p> <p>-San Diego Word List: Diagnostic and progress monitoring</p> <p>DAR: Diagnostic and progress monitoring</p>	<p>- FAIR-FS: District’s Data Management System (BASIS 3.0)</p> <p>-San Diego Word List: District’s Data Management System (BASIS 3.0)</p> <p>DAR: District’s Data Management System (BASIS 3.0)</p>	<p>-FAIR-FS: Three times a year</p> <p>-San Diego Word List: Three times a year</p> <p>DAR: Three times a year</p>

<p><b>-I-Ready</b></p> <p>-If student is two years below grade level on the phonics subsection, then the San Diego Word List is administered.</p> <p>-If students score below grade 3 on the San Diego Word List, then the DAR is administered.</p>	<p>-I-Ready: Phonemic awareness, phonics, vocabulary, and reading comprehension.</p> <p>-San Diego Word List: Word recognition and phonics</p> <p>-DAR: Phonemic awareness, concepts of print, phonics, vocabulary, and comprehension</p>	<p>-I-Ready: Diagnostic and progress monitoring</p> <p>-San Diego Word List: Diagnostic and progress monitoring</p> <p>-DAR: Diagnostic and progress monitoring</p>	<p>-I-Ready: Data reports are program-generated at the teacher and school levels. The district receives custom reports from the iReady consultants.</p> <p>-San Diego Word List: District's Data Management System (BASIS 3.0)</p> <p>-DAR: District's Data Management System (BASIS 3.0)</p>	<p>-I-Ready: District reports are received biweekly. School and teacher reports are run on demand.</p> <p>-San Diego Word List: Three times a year</p> <p>-DAR: Three times a year</p>

**K-12 Data Analysis and Decision-making as required by 6A-6.053(1)(b) F.A.C.**

<b>Data Analysis and Decision-making (District Level or School Level)</b>				
<b>How often is the assessment data being reviewed and by whom?</b>	<b>What problem-solving steps are in place for making decisions based on the data?</b>	<b>What steps is the district taking to see building and classroom level data and to share findings with individual schools?</b>	<b>How</b> are concerns communicated if it is determined that the K-12 Reading Plan is not being implemented in an explicit manner, based on data to meet the needs of students?	<b>Who</b> at the district level is responsible for providing plan implementation oversight, support and follow-up?
<p>- <b>K-5 Reading Record (BAS) Data</b> posted in the BAS POWER BI Dashboard is reviewed at the end of each of the three assessment periods by the Literacy Department.</p> <p>Schools also review their own data and address their needs through Reading data chats.</p> <p>BAS data is available for all stakeholders to view and monitor.</p>	<p>- <b>(District)</b> When data results by school and grade level indicate that more than 25% percent of students scored “off track”, the Literacy Department considers various factors that may be impacting data results (i.e., number of teachers trained, calibrations conducted at school by grade level, number of Tier 2 or Tier 3 students reported through survey 2 and 3) This data is analyzed to determine type of professional learning and level of support needed at the school level, grade level, or teacher level.</p>	<p>- <b>(District)</b> Based on identified factors, the Literacy Department reaches out to individual school principals to initiate a BAS calibration and support for grade level teachers and/or recommend teacher professional learning on the administration, scoring, and analysis of the assessment and use of reading decision charts to ensure schools are identifying proper level of support for students and target for reading instruction.</p>	<p>- <b>(District)</b> The Literacy Department communicates concerns directly to the school’s Reading Leadership Team (including Principal and/or Literacy Coach) and OSPA Cadre Directors who provide oversight for the school if needed.</p> <p>Overall findings are also shared during weekly Support Director meetings with other Department Directors and/or support staff from School Climate and Discipline (MTSS), Elementary Learning, OSPA, PDSS, Exceptional Student Learning and Support (ESLS), English for Speakers of Other Languages (ESOL), Student Assessment and Research, etc. During these meetings, departments working with identified schools provide additional insight that may be impacting assessment data.</p>	<p>- <b>(District)</b> The Literacy Department provides implementation oversight, support, and follow-up with the proper administration and analysis of the reading record (BAS) and sub-literacy assessments as well as the use of reading decision charts to ensure fidelity of implementation.</p> <p>Department Directors and/or support staff from School Climate and Discipline (MTSS), Elementary Learning, OSPA, PDSS, ESLS, and ESOL also support identified schools based on identified needs relating to data.</p>

<p><b>-Kindergarten STAR Early Literacy Data</b> is reviewed, at the beginning of the school year, by the Elementary Learning Department.</p> <p>Schools also review their own data and address their needs through Reading data chats.</p>	<p><b>-(District)</b> The Elementary Learning Department embeds instructional cycle best practices in all English language arts professional learning courses and school support designed for teachers and support staff. Best practices addressing the instructional cycle include the administration and scoring of assessments, data analyses, and using data to plan differentiated instruction that meets the targeted needs of students.</p>	<p><b>-(District)</b> The Elementary Learning Department provides STAR Early Literacy Data Analysis and Instructional Implications webinar to schools for teachers, support staff, and leadership teams. During monthly collaborative literacy coach forums, coaches discuss student STAR performance, particularly for students who scored below 438. Literacy coaches also share best practices in data analysis used to guide differentiated instructional planning.</p>	<p><b>-(District)</b> The Elementary Learning Department communicates concerns to school principals and OSPA Cadre Directors who provide oversight for the school as needed. Overall findings are also shared with Department Directors and/or support staff (Literacy, School Climate and Discipline, MTSS, OSPA, ESLs, ESOL, etc.) during weekly District Support Director Meetings and as needed throughout the school year.</p>	<p><b>(District)</b> The Elementary Learning Department provides implementation oversight, support, and follow-up with the proper administration and analysis of the Star Early Literacy assessment.</p> <p>Department Directors and/or support staff from School Climate and Discipline (MTSS), Literacy, OSPA, PDSS, ESLs, and ESOL also support identified schools based on identified needs relating to data.</p>
<p><b>-Kindergarten Letter Names, Letter Sounds, and Concepts of Print</b> Data posted on the District’s BASIS 3.0 data collection system are reviewed at the end of each quarter, by the Elementary Learning.</p> <p>Schools also review their own data and</p>	<p><b>-(District)</b> The Elementary Learning Department embeds instructional cycle best practices in all English language arts professional learning courses and school support designed for teachers, literacy coaches, and support staff. Best practices addressing the instructional cycle include the administration and</p>	<p><b>-(District)</b> During monthly collaborative literacy coach forums, coaches discuss student performance in Early Literacy Skill Assessments (i.e., Letter Names, Letter Sounds, and Concepts of Print). Literacy coaches also share best practices in data analysis used to guide differentiated instructional planning.</p>	<p><b>-(District)</b> The Elementary Learning Department communicates concerns to school principals and cadre directors who provide oversight for the school, if needed. Overall findings are also shared with other Department Directors and/or support staff (Literacy, MTSS, OSPA, ESLs, ESOL, etc.) during weekly Director Support Meetings and as needed throughout the school year.</p>	<p><b>-(District)</b> The Elementary Learning Department provides implementation oversight, support, and follow-up with the proper administration and analysis of the Letter Names, Letter Sounds, and Concepts of Print assessments.</p> <p>Department Directors and/or support staff from School Climate and Discipline (MTSS), Literacy, OSPA, PDSS, ESLs, and ESOL also support identified schools based on identified needs relating to data.</p>

<p>address their needs through Reading data chats.</p>	<p>scoring of assessments, data analyses, and using data to plan differentiated instruction that meets the targeted needs of students.</p>			
<p><b>-Grades 6-12 FAIR-FS Data and I-Ready Data</b> is reviewed at the end of each assessment period, by the Secondary Learning department, through the District’s BASIS 3.0 data collection system (FAIR-FS) and through customized data reports (I-Ready).</p> <p>Schools also review their own data and address their needs through Reading data chats.</p>	<p>- <b>(District)</b> FAIR-FS and I-Ready data are used to make district-level decisions about training and support for teachers and schools.</p>	<p><b>-(District)</b> During Collaborative Visits, the District Secondary Learning Department meets with school-based Reading Leadership team to ensure that students are placed into the appropriate Tier 2 and Tier 3 intervention course based on FAIR-FS and I-Ready data and other data points and that students are making gains in their literacy development throughout the school year. If students are not making gains, the Secondary Learning Department makes school-specific recommendations.</p>	<p><b>-(District)</b> During Collaborative Visits, ELA and Reading classes are visited by the District Secondary Learning Department, Cadre Directors, and School-based Reading Leadership Teams. Feedback is given to the school team on what they are doing well and how they can improve their implementation of the plan.</p> <p>Overall findings are also shared with other Department Directors and/or support staff (School Climate and Discipline MTSS, Literacy, OSPA, ESLS, ESOL, etc.) during the weekly Director Support Meetings and as needed throughout the school year.</p>	<p><b>-(District)</b> The Secondary Learning Department provides implementation oversight, support, and follow-up with the proper administration and analysis of the FAIR-FS, I-Ready, and additional assessments as well as the use of reading decision charts.</p> <p>Department Directors and/or support staff from School Climate and Discipline (MTSS), Literacy, OSPA, PDSS, ESLS, and ESOL also support identified schools based on identified needs relating to data.</p>



School Level Leadership 6A-6.053(8) F.A.C.

Practice	Who ensures that the practice is informed by a specific purpose?	How is the purpose communicated?	How often is the data being collected?	How is the data being shared and by whom?	How often is the data being reviewed and by whom?
Weekly reading walkthroughs by administrators (Whole group, small group, areas of reading)	The Literacy, Elementary Learning, Secondary Learning, ESLS, and ESOL departments in collaboration with the Office of School Performance and Accountability (OSPA) Cadre Directors ensure that all school level principals use suggested reading “look fors” when conducting informal reading walkthroughs during the 90 Minute-Literacy Block in K-5 or Reading Intervention courses at the secondary level.	All School Level Principals communicate the purpose, time, and frequency of informal reading walkthroughs through faculty meetings, grade level meetings, PLCs, and one on one conferences with teachers.	All School Level Principals collect and review data from walkthroughs, twice a month, to ensure fidelity of reading instruction and interventions.	All School Level Principals and Literacy Coaches discuss the data findings from walkthroughs during their school’s scheduled Reading Leadership Team meetings to determine additional professional learning and support needed for teachers.	All School Level Principals and Literacy Coach share data quarterly and as needed with the OSPA Cadre Director providing oversight to the school and Office of Academics Departments offering support.
Data chats includes reading data listed on the K-12 Reading plan	The Literacy, Elementary Learning, Secondary Learning, ESLS, and ESOL departments in collaboration with the Office of School Performance and Accountability (OSPA) Cadre Directors ensure that all school level principals engage in grade level data chats using the reading assessment data results and reference the K-12 Reading plan, including the reading decision charts, for decision-making.	All School Level Principals communicate to their faculty the importance of monitoring reading data results to determine intervention and support based on the reading needs for students.	All School Level Principals collect and review reading data twice a month, at a minimum, based on the needs of students, particularly those receiving interventions.	All School Level Principals collaborate with members of the Reading Leadership Team and/or Collaborative Problem-Solving Team based on the identified reading needs of the students.	All School Level Principals share reading data quarterly, and as needed, with the OSPA Cadre Director providing oversight to the school and Office of Academic Departments offering support.
Reading Leadership Team	The Literacy, Elementary Learning, Secondary Learning, ESLS, and ESOL departments in	All School Level Principals communicate to their faculty the role and	All School Level Principals collect meeting minutes	All School Level Principals share the successes and	All School Level Principals share Reading Leadership Team

per 6A-6.053(3) F.A.C.	collaboration with the Office of School Performance and Accountability (OSPA) Cadre Directors, ensure that all school level principals identify all the members of their Reading Leadership Team consisting of the following: Principal, Assistant Principal, Literacy Coach, ESE Specialist or ESE Support staff, ESOL Contact, Collaborative Problem-Solving Team Liaison and other members that will support students' reading needs. The list of Reading Leadership Members is submitted to the School Improvement Plan database, K-12 Comprehensive Reading Plan Section.	expectations of all the members that make up the Reading Leadership Team.	and agendas, once a month, from Reading Leadership Team Meetings.	problem-solve the challenges of teachers and students that need support with the Reading Leadership Team.	meeting minutes quarterly and as needed with the Cadre Director providing oversight to the school and with Office of Academics Departments offering support.
Monitoring of plan implementation	The Literacy, Elementary Learning, Secondary Learning, ESLS, and ESOL departments in collaboration with the Office of School Performance and Accountability (OSPA) Cadre Directors, ensure that all school level principals are monitoring the assessments and data results of the K-12 Comprehensive Reading Plan by ensuring the components are in place.	All School level Principals communicate to their faculty the data collection and monitoring based on the K-12 Comprehensive Reading Plan appropriate for the grade level and how the implementation of the data is being monitored at the school level and district level.	All school level assessment data results are collected based on the frequency of each assessment type as well as the needs of students who are receiving interventions.	All school level Principals in collaboration with the Reading Leadership Team and identified members from the Collaborative Problem-Solving Team discuss the data collected to determine teacher and student needs.	All School Level Principals share, as needed, monitoring and implementation plans with the OSPA Cadre Director providing oversight to the school, and Office of Academics Departments offering support.
<b>Implementation and Progress-monitoring</b>					
What problem-solving steps are in place for making decisions based on data?	How are concerns communicated if it is determined that the plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students?			How will district leadership provide plan implementation oversight, support and follow-up?	

<p>All School Level Principals will ensure that the Reading Leadership Teams consistently review teacher data acquired from informal reading walkthroughs and student reading data particularly from those receiving reading interventions to determine support needed for the classroom teacher and/or students. When data collected indicates that teachers need support implementing reading instruction and interventions, school principals will assign Literacy coach to provide in-house support and/or will seek guidance from Academics/OSPA departments on relevant professional learning and support.</p>	<p>All school level principals communicate concerns to OSPA Cadre Director and/or the Directors of Literacy, Elementary Learning, Secondary Learning, ESLS, or ESOL through school collaborative visits and/or through personal outreach when data results indicate that the plan is not being implemented in a systematic and explicit manner.</p>	<p>All School Level Cadre Directors will provide oversight and support to the school and/or will recommend District support from Office of Academics depending on the nature of the concerns. Professional Learning and Support provided at the school, grade, or teacher level will be documented in the OSPA Central-District Support Hub.</p>
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Professional Development per 6A-6.053(4) F.A.C.

<b>Requirement</b>	<b>How is it communicated to principals?</b>	<b>How is it monitored by principals?</b>	<b>How often is it reported to the district and in what format?</b>	<b>To whom is it reported at the district?</b>	<b>Who at the district level is responsible for following up if the professional development requirement isn't happening?</b>
<p>Training in multisensory reading intervention</p>	<p>Professional learning and support opportunities that are available for teachers providing multisensory reading interventions to students receiving targeted (Tier 2) and intensive reading (Tier 3)</p>	<p>All school level principals, OSPA Cadre Directors, and Master Plan Owners monitor the number of teachers trained at their school site and/or trained at the district level through Learning Across Broward (LAB).</p>	<p>Professional Learning completers are generated at the end of each course close-out in the Learning Across Broward (LAB) professional development management system. School Principals, OSPA Cadre Directors, and Master Plan Owners can generate reports</p>	<p>Reports of teachers who completed professional learning are reported to School Level Principals, Cadre Directors, and Professional Development providers.</p>	<p>Professional Development providers track number of participants that attended professional learning and review survey data to determine overall needs of participants and schools.</p>

	levels of support are communicated through Principals' PIVOT Memos and recommended through Learning Across Broward (LAB) Professional Development management system.		of teachers that have completed the courses and determine which teachers need professional learning and/or support.		
Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth	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.	School level principals ensure there is differentiated professional development for teachers based on identified needs through the collaborative visits.	District Departments that provide differentiated professional learning opportunities at school sites document the services provided through the OSPA Hub.	All Direct Support staff members have access to the OSPA Hub to review all the professional learning and support provided to the teachers at identified schools.	The Office of Service Quality monitors the support provided to schools based on identified needs.
Identification of mentor teachers	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	School Level Principals, in collaboration with TPLG, Coaching and Induction, and Professional Development Standards and Support (PDSS) monitor the professional learning requirements for	TPLG, Coaching and Induction, and PDSS collaborate to generate quarterly reports to ensure mentor teachers have satisfied the professional learning requirements.	The reports are shared with the Director of Professional Development programs and with School Level Principals.	The TPLG and Coaching and Induction departments monitors mentor teachers who have met the professional learning requirements.

	Memos.	teachers identified as mentor teachers.			
Establishing of model classrooms within the school	School Level Principals determine who at their school site has what is considered a model classroom.	School Level Principals monitor model classrooms within their school.	School Level Principals invite other teachers in their building as well as District staff to visit model classrooms.	School Level Principals communicate which are the model classrooms at their school sites with OSPA Cadre Directors and other district departments.	School Level Principals communicate quarterly, and as needed, with OSPA Cadre Directors and other District departments supporting the schools.
Providing teachers with time weekly to meet for professional development including lesson study and PLCs	The Professional Development Standards and Support (PDSS) department communicates with school level principals the type of support provided for teachers to meet regularly for professional learning including lesson study and PLCs at the beginning of each school year. Office of Service Quality communicates the expectation for school level principals.	School Level Principals monitor the implementation of professional learning opportunities at their school site.	School PLC calendars and minutes are documented in the School's Improvement Plan Hub and reviewed quarterly.	School PLC schedules and times are reported to the Office of Service Quality and PDSS.	The Office of Service Quality and PDSS departments ensure that schools are implementing PLCs appropriately.

Instruction

K-5 Uninterrupted 90-minute Daily Reading Block per 6A-6.053(9)(a) F.A.C.

Requirement	How is it communicated to principals?	How is it monitored by principals?	How is it reported to the district?	To whom is it reported at the district?	How often is it reported to the district?
<p>Whole group instruction utilizing an evidence-based sequence of reading instruction (Comprehensive core reading program)</p> <p>Small group differentiated instruction in order to meet individual student needs</p>	<p>All Elementary Level principals are communicated the legislative requirements through BCPS Policy 6000.1 and School Improvement Plans in alignment with the requirements of the district’s JustRead, FL approved K-12 Comprehensive Reading Plan that outlines the uninterrupted 90-minute daily reading block requirements to include whole group and small group differentiated instruction. All Elementary Schools’ master schedules reflect the 90-minute daily reading requirement, including whole group and small group differentiated instruction.</p>	<p>Elementary Level Principals in collaboration with the Reading Leadership Team conduct weekly informal reading walkthroughs using the guidance “look fors” document and/or review lesson plans to monitor the implementation of whole group and small group instruction within the 90-minute daily reading block.</p>	<p>Elementary Level Principals communicate identified areas of need from the data collected in the 90-minute reading block with their OSPA Cadre Director and/or District staff offering support as needed during collaborative visits.</p>	<p>Master schedules reflecting the 90-minute reading block and whole group and small group “look fors” findings are reported to the Cadre Director providing oversight to the school during school visits and as needed.</p>	<p>Master schedules are readily available in TERMS and at the request of Cadre Directors and Supporting District Departments needed.</p>

## Budget per 6A-6.053(2) F.A.C.

How is the district prioritizing K-3 students with substantial reading deficiencies in the use of its Research-Based Reading Instruction Allocation funds?

District expenditures are prioritized for Literacy Coaches at elementary schools with most reading substantial K-3 students in the funded areas documented below.

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	\$2,024,031
District expenditures on reading coaches assigned to elementary schools	7,449,186
District expenditures on reading coaches assigned to secondary schools	-
District expenditures on intervention teachers assigned to elementary schools	-
District expenditures on intervention teachers assigned to secondary schools	-
District expenditures on supplemental materials or interventions for elementary schools	267,577
District expenditures on supplemental materials or interventions for secondary schools	-
District expenditures on reading coaches assigned to elementary schools	-
District expenditures on reading coaches assigned to secondary schools	-
District expenditures on professional development	673,175
District expenditures on helping teachers earn the reading endorsement	-
District expenditures on summer reading camps	1,199,092
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	-
Flexible Categorical Spending	-
Sum of Expenditures	11,613,061
Amount of District Research-Based Reading Instruction Allocation	\$11,613,061

## Summer Reading Camp

All Summer Reading Camp teachers are required to be highly effective and reading endorsed/certified. An addendum will be sent out the last week of August 2020 requesting specific information.

What evidence-based instructional materials are being used for Summer Reading Camp?

- Social Studies and science content trade books, with explicit and systematic standards-based instructional lessons, to implement whole group interactive read aloud instruction. [Practices have Moderate Evidence](#) (Recommendation #4)
- HMH Journeys leveled texts, with explicit and systematic standards-based instructional lessons, to implement small group guided reading instruction that includes extended response through writing about reading. [\(Strong Evidence\)](#)
- Explicit, systematic, and multisensory foundational skill standards-based instructional lessons and manipulatives, to implement whole and small group word work instruction, based on progressions developed by the University of Florida Literacy Institute. [Practices have Strong Evidence](#) (Recommendations #2 and #3)
- Newsela reading articles/passages with accompanying standards-based quizzes. [\(Moderate Evidence\)](#)

- Storyline Online trade books, with accompanying standards-based performance tasks that include extended response through writing about reading, to address the content of the texts. [Practices have Moderate Evidence](#) (Recommendation #4)
- i-Ready standards-based lessons for independent practice. ([Promising Evidence](#))
- Imagine Learning language and literacy lessons for A1 English language learners for independent practice. ([Moderate Evidence](#))

Will students in grades other than 3 be served also? Yes  No

If yes, which grade levels? \_\_\_\_\_

## Reading Allocation Literacy Coaches

Minimum Qualifications per 6A-6.053(6)(d) F.A.C.:

Coaches must meet the following criteria:

- reading endorsement or reading certification
- 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
- outstanding presentation, interpersonal, and time-management skills

An addendum will be sent out the last week of August 2020 requesting specific information.

What problem-solving method was used to determine which schools have the greatest need based on student performance data in reading per 6A-6.053 F.A.C.?

Department of Student Assessment and Research conducted an analysis of student performance in grade 3 ELA achievement of the 2018-2019 and percent of students in grades K-3 reported through Survey 3 (February 2020) as substantial reading deficient and rank the schools with those two criteria to determine which elementary schools had the greatest need in reading per 6A.-6.053 F.A.C. 107 elementary schools were identified and as such a reading allocation reading endorsed or reading certified Literacy Coach will be assigned to identified schools for the 2020-2021 school year.

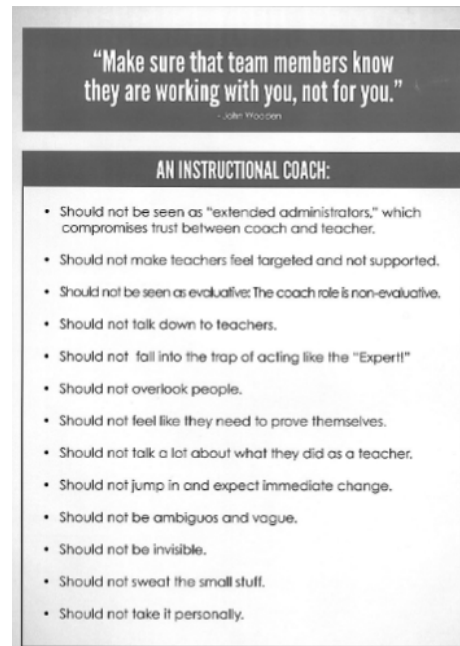
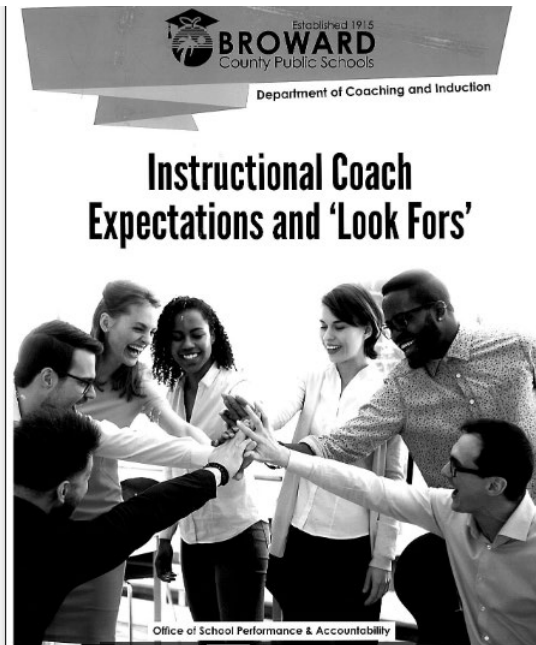
### [Prioritize Elementary Schools K-3](#)

In addition, the Department of Student Assessment and Research conducts a yearly three-year trend data analysis of student performance data in reading for grades 3 -10. Based on the three-year trend data analysis, support is deployed to schools (**Priority School**: Highest level of support, **Focus School**: Strong level of support, Support **School**: Minimum level of Support and, or a **Consulting School**: Requested support only) accordingly.



How have you communicated to principals, coaches, teachers, and district staff that coaches are not asked to perform administrative functions that will confuse their role for teachers; and that they are to spend limited time administering or coordinating assessments?

The Department of Coaching and Induction has communicated to principals, coaches, and district staff that coaches should not be asked to perform ANY administrative roles. The Instructional Coaching Expectation and “Look Fors” document was distributed to principals, coaches and district staff during monthly Cadre Collaboration Meetings. This document outlines the coach’s roles and expectations which clearly states the ‘Do’s and Don’ts’ of an instructional coach by listing in detail what an instructional coach should and should not do. Furthermore, District Level Master Coaches are assigned to provide additional support to school-based coaches to ensure their roles are carried out with fidelity.



Who is monitoring whether that is adhered to? Whom do coaches go to with concerns if these requirements are not followed?

Principals are informed of these expectations each year and are required to follow the guidelines set in place for the literacy coaches. If the principals fail to follow the guidelines set in place, a coach is then asked to contact the Director of Coaching and Induction to address their concerns. The Director of Coaching and Induction will schedule a meeting with the principal and literacy coach to ensure that all requirements are being met.

### Coaching Model per 6A-6.053(6)(b) F.A.C.

Is your district using the Just Read, Florida! coaching model? Yes  No

If you checked no, please complete and submit the Alternative Coaching Model document.

If you checked yes, please fill out the following chart:

**Requirements of the Just Read, Florida! Coaching Model per 6A-6.053(6)(c) F.A.C.**

- 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
  - providing differentiated instruction and intensive intervention
- Model effective instructional strategies for teachers
- Facilitate study groups
- Train teachers in data analysis and using data to differentiate instruction
- Coach and mentor colleagues
- 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
- Help lead and support reading leadership teams at their school(s)
- Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies
- Work frequently with students in whole and small group instruction to model and coach in other teachers' classrooms

How are these requirements being communicated to principals?	How are coaches recording their time and tasks?	Who at the district level is monitoring this?	How often is the data being reviewed?	What problem-solving steps are in place for making decisions based on the data?
<p>The literacy instructional school-based coaches' requirements of the Just Read, Florida! Coaching Model per 6A-6.053(6)(c) F.A.C., are communicated through a series of meetings. Prior to the start of each school year, principals will participate in a virtual meeting outlining policy 6A-6.053(6)(c) F.A.C., requirements. Throughout the school year principals and school-based literacy coaches participate in monthly Cadre meetings to review/discuss coaching expectations, coaching requirements, data analysis and strategies</p>	<p>Literacy school-based instructional coaches use the Collaborative Coaching Pathway to capture the cyclical coaching process. Coaches create a systematic plan based on strengths and areas of focus to prioritize and formulate action steps captured on the coaching logs that are shared with the school's administrator.</p>	<p>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)</p>	<p>Data is reviewed during the weekly Support Director meetings. OSPA Directors, Directors from the Office of Academics, and Student Support Initiatives and Recovery develop plans for targeted support based on the data analysis.</p>	<p>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 and, or a Consulting School: Requested support only. There are several problem-solving steps that must be considered when providing the levels of support:</p> <ol style="list-style-type: none"> <li>1. Use data to identify areas of need and the level of support for each school.</li> <li>2. Pre-populate the Support Plan outlining data points to be</li> </ol>

for school improvement.		F.A.C. Master Coaches are assigned to OSPA 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.		address. 3. Collaborate with all district support departments to ensure alignment of support based on needs of school. 4. 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.
<p><b>Children’s Literacy Initiative (CLI) Initiative</b> partners with Broward County Public Schools to provide teachers of grades K to 3 and Literacy Coaches, at select participating elementary schools, with extensive professional development and support in early literacy instruction. CLI has <a href="#">strong evidence</a> according to ESSA rubric.</p>				

## Other Considerations

### Reading Intervention Data Element per 6A-6.053(7)(e)

Reporting of data elements is required by the K-12 Comprehensive Evidence-Based Reading Plan within the Automated Student and Staff Data Base System. These data elements include:

- Student Enrollment in Reading Intervention;
- Reading Endorsement competency status for teachers; (Coming out Monday)
- Reading Certification progress status for teachers.

### Charter schools per 6A-6.053(5)

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

### Instructional Continuity Plan

Given that it is important to plan ahead for any contingency, please attach your Instructional Continuity Plan for 2020-2021 if you wish to have it reviewed by Just Read, Florida! We will offer feedback and suggest resources.

## **Curriculum/Instruction/Assessment Decision Trees per 6A-6.053(9)(c)**

Use the following decision tree template to address ALL district students. What follows is one tree that can be copied as needed. The template can be used for grade bands or for individual grades.

The Decision Trees must contain the following information:

- The grade level(s) of students the decision tree is addressing
- Name and performance benchmark on screening, diagnostic, progress monitoring, local assessment, statewide assessment or teacher observations used to identify students with substantial deficiencies in reading and subsequent interventions provided
- A description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3 (tier 3)
- Information on how the Florida Kindergarten Readiness Screener will be used to identify students for intervention
- Core curriculum (ELA/RD (Tier 1) and K-12 intervention materials 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

## Curriculum, Instruction, and Assessment Decision Tree

### Grade Level(s): K-5

The Benchmark Assessment System (BAS), a reading record, is administered to all students in grades K-3 and students in grades 4-5 scoring a Level 1 or Level 2 on the Florida English Language Arts Assessment. Based on the analysis of data results using the reading decision charts, additional sub-literacy assessments are administered to students to determine levels of support and identify targets for reading instruction. **Link to access:** [Elementary Level Reading Decision Charts](#)

**IF:**

Student meets the following criteria at beginning of school year:

- **Kindergarten:** Students scoring 497-529 on STAR Early Literacy Assessment, scoring at or above proficient levels on the Quarterly PMP criteria for Letter Names, Letter Sounds, and Concepts of Print, and scoring on or above grade level benchmarks based on the BAS grade level expectations month to month calendar.
- **Grades 1-5:** Students scoring on or above grade level benchmarks based on the BAS grade level expectations month to month calendar and/or scoring a level 3 or above on the FSA English Language Arts in grades 4 and 5.

**\*All K-5 students receive Tier 1 instruction during the 90-minute Reading Block (51004XXR)**

**THEN:**

**TIER 1 Only**

**TIER 1**

*Initial instruction:*

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

**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.***

BCPS uses a Balanced Literacy approach to Tier 1 Core Literacy Instruction that includes whole group and small group differentiated reading instruction in all areas of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension in alignment to B.E.S.T. standards in a dedicated, daily, uninterrupted block of time for a minimum of ninety (90) minutes. The instructional routines implemented during the 90-minute reading block include Interactive Read Aloud, Shared Reading, Guided Reading, Independent Reading, and Word Work (including explicit and systematic phonics instruction) following the Gradual Release Model which has [Strong Evidence](#) in improving reading comprehension (Recommendations 1, 2, and 5) and [Strong Evidence and Moderate Evidence](#) on Foundational Skills to Support Reading for Understanding (Recommendations 2, 3, and 4).

**Evidence-Based Comprehensive Core Program for English Language Arts/Reading:**

- HMH Journeys and Supplemental Resources- [Strong Evidence](#)

**Evidence-Based Supplemental to Core Literacy Resources:**

- K-5: Scholastic Bookroom/Digital Short Reads-[Practices have Strong Evidence](#) (Recommendations #1, #2, and #5)
- K-5: HMH Science/Social Studies resources- [Practices have Moderate Evidence](#) (Recommendation #4)
- K-3: F & P Phonics, Spelling, and Word Study- [Practices have Strong Evidence](#) (Recommendations #2 and #3)

- K-5: iReady- [Promising Evidence](#)
- K-2: Heggerty Phonemic Awareness – [Practices have Strong Evidence](#) (Recommendation #2)
- K-3: Foundations- [Strong Evidence](#)

**Evidence-Based Supplemental Literacy Resources for English Language Learners (ELLs)**

- K-5 Imagine Learning (for ELLs)- [Moderate Evidence](#)
- K-5 ELlevation for (ELLs) – [Practices have Strong Evidence](#) (Recommendations #1, #2, and #5)

**Progress Monitoring**

<b>Assessment &amp; Frequency</b>	<b>Performance Criteria that indicates Tier 1 is sufficient</b>	<b>Performance Criteria to that would prompt addition of Tier 2 interventions</b>
-Benchmark Assessment System (BAS), reading record administered at least three times a year.	<b>On track</b> as defined by the BAS month to month grade level expectations calendar	<b>Borderline or off track</b> as defined by the BAS month to month grade level expectations calendar

School-based Collaborative Problem-Solving Teams (CPST) in collaboration with classroom teacher use data and decision rules to determine effectiveness of the Universal (Tier 1) program, identify students in need of interventions and evaluate student progress to determine next steps.

**How is the effectiveness of Tier 1 instruction being monitored?**

BAS 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?**

Classrooms where less than 80% of students are On Track will receive support from Literacy Coach and support staff at the school site. Schools where less than 80% of students are On Track 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.

**What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?**

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 modified for 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 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. Literacy, Elementary Learning, ESLS, ESOL and Innovative Learning departments provide teachers professional learning opportunities to learn how to navigate CANVAS and how to use evidence-based resources and practices in a virtual environment.

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

- **To access charts, click on this link: [Elementary Level Reading Decision Charts](#)**
- **Kindergarten - Third Grade:** Students who scored (borderline) one or more benchmarks below grade level expectations as defined by the BAS month to month grade level expectations calendar and were identified as needing Tier 2 level of support through Problem-Solving Process using Decision Charts. **These students are placed in the Functional Basic Skills in Communication Course: 50100300**
- **Grades 4 and 5:** Students who scored a Level 1 or 2 on the English Language Arts - FSA and scored (borderline) one or more benchmarks below grade level expectations as defined by the BAS month to month grade level expectations calendar and were identified as needing Tier 2 level of support through the Problem-Solving Process using Decision Charts. **These students are placed in the Functional Basic Skills in Reading Course: 50100301**

**THEN: TIER 1 instruction and TIER 2 interventions**

- *Interventions:*
- *are 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 feedback*
- *occurs during time allotted in addition to core instruction*
- *includes accommodations (IEP, ESOL or 504)*

<b>TIER 1 instruction and TIER 2 interventions</b>	<i>TIER 2 Programs/Materials/Strategies &amp; Duration</i>	<i>TIER 2 Progress Monitoring</i>			
		<i>Assessment &amp; Frequency</i>	<i>Performance Criteria to discontinue Tier 2 intervention</i>	<i>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</i>	<i>Performance Criteria that would prompt addition of Tier 3 interventions</i>
	<b>Evidence-Based Comprehensive Intervention Programs *(School-Based Decision)</b>	<b>*Frequency is based on program design</b>	If the student meets desired level of performance as defined by the BAS month-to-month calendar (gap has closed), discontinue plan, monitor progress and provide supplemental supports.	If the student is close to the desired level of performance as defined by the BAS month-to-month calendar (gap is closing), make instructional adjustments and continue to monitor progress.	If the student continues to be off track as defined by the BAS month-to-month calendar (gap is not closing), return to problem-solving process, utilize ICEL X RIOT, review fidelity of implementation and
	<a href="#">Leveled Literacy Intervention (LLI)</a> Duration 12 to 18 weeks in primary grades; 18-24 weeks in intermediate grades and/or based on progress monitoring data.	- Warm reading record based on program design			
<a href="#">Foundations® Wilson System</a> Duration is a yearlong program and/or based on progress monitoring data.	Program Embedded Assessment				

	<b>Evidence-Based Instructional Materials/Practices/Strategies (School-Based Decision)</b> *For students in need of additional support, portions of lessons could be used in a small group and serve as a “second dose” of skills already taught in Tier 1. Duration will be based on progress monitoring data.	<b>*Frequency is based on program design</b>			exclusionary factors, make instructional adjustments which may include a new goal, intervention and/or a change in intensity.
	* <a href="#">Heggerty Phonemic Awareness</a> (At skill level)	-Program Embedded Assessments			
	* <a href="#">F&amp;P Phonics, Spelling, and Word Study</a> (At skill level) <i>Select Schools</i>	-Sub-Literacy Assessments (PWS or BAS)			
	<a href="#">University of Florida Literacy Initiative</a> (UFLI) - <i>Participating Schools</i>	-Sub-Literacy Assessments (BAS)			
	* <a href="#">Florida Center for Reading Research</a> (FCRR) (at skill level)	-Easy CBM			
	* <a href="#">National Center for Reading Intervention</a> (at skill level)	-Assessing Reading Multiple Measures			
	* <a href="#">ELlevation for ELLs</a>				
	* <a href="#">REWARDS</a>	-Program Embedded Assessments			
	* <a href="#">Just Words Wilson System</a>				
<b><i>Number of times a week intervention provided</i></b>	2-3 times a week	<b><i>Number of minutes per intervention session</i></b>	30 minutes		
<b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</i></b> <ul style="list-style-type: none"> <li>Intervention walks take place to identify and solve problems to improve effectiveness of Tier 2 intervention including alignment with core curriculum and instruction when reading record (BAS) data indicates students in specific grade levels and classrooms are not progressing towards grade level proficiency. These will be led by Literacy Department in collaboration with members of the Elementary Learning, OSPA, MTSS, ESLS, and ESOL departments based on identified needs of the school and subgroups.</li> <li>Literacy Department provides classroom teachers with professional learning and support on analysis of reading records and sub-literacy assessments referenced in the K-12 Reading plan to ensure alignment of Tier 1 and Tier 2.</li> <li>Elementary Learning, Exceptional Student Learning Supports (ESLS), and ESOL Department in collaboration with Literacy Department and District Partners (CLI, UFLI, ELlevation) provide professional learning and support to schools implementing evidence-based intervention programs/resources/practices/strategies.</li> </ul>					



	<ul style="list-style-type: none"> <li>• School Climate and Discipline (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.</li> <li>• 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.</li> </ul>
	<p><b><i>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</i></b></p> <p><b><u>Evidence-based Comprehensive Intervention Programs:</u></b></p> <ul style="list-style-type: none"> <li>• K-5: Leveled Literacy Intervention - <a href="#">Strong Evidence</a></li> <li>• K-3: Foundations- <a href="#">Promising Evidence</a></li> </ul> <p><b><u>Intervention Resources using Evidence-based Instructional Materials/Practices/Strategies:</u></b></p> <ul style="list-style-type: none"> <li>• K-2: Heggerty Phonemic Awareness – <a href="#">Practices have Strong Evidence</a> (Recommendation #2)</li> <li>• K-3: F &amp; P Phonics, Spelling, and Word Study- <a href="#">Practices have Strong Evidence</a> (Recommendations #2 and #3)</li> <li>• K-5: UFLI- <a href="#">Practices have Strong Evidence</a> (Recommendations #2 and #3)</li> <li>• K-5: FCRR- <a href="#">Practices have Strong Evidence</a> (Recommendations #2 and #3)</li> <li>• K-5 National Center for Reading Intervention- <a href="#">Practices have Strong Evidence</a> (Recommendations #1-4)</li> <li>• 4-5: Just Words- <a href="#">Moderate Evidence</a></li> <li>• 4-5: REWARDS- <a href="#">Strong Evidence</a></li> </ul> <p><b><u>Evidence-Based Supplemental Literacy Resources for English Language Learners (ELLs) – Moderate Support</u></b></p> <ul style="list-style-type: none"> <li>• K-5 Imagine Learning (for ELLs)- <a href="#">Moderate Evidence</a></li> <li>• K-5 ELlevation for (ELLs) – <a href="#">Practices have Strong Evidence</a> (Recommendations #1, #2, and #5)</li> </ul>
	<p><b><i>How are Tier 2 interventions modified for students who receive interventions through distance learning?</i></b></p> <p>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, Elementary 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.</p>

<b>IF:</b>	<p>Student meets the following criteria at beginning of school year:</p> <ul style="list-style-type: none"> <li>• <b>To access charts, click on this link: <a href="#">Elementary Level Reading Decision Charts</a></b></li> <li>• <b>Kindergarten - Third Grade:</b> Students who scored (off track) two or more benchmarks below grade level expectations as defined by the BAS month to month grade level expectations calendar and were identified as needing Tier 3 level of support through Problem-Solving Process using Decision Charts. <b>These students are placed in the Functional Basic Skills in Reading course: 50100200</b></li> <li>• <b>Grades 4 and 5</b> students who scored a Level 1 or 2 on the English Language Arts - FSA and scored (off track) two or more benchmarks below grade level expectations as defined by the BAS month to month grade level expectations calendar and were identified as needing Tier 3 level of support through the Problem-Solving Process using Decision Charts. <b>These students are placed in the Functional Basic Skills in Reading course: 50100201</b></li> </ul>
<b>THEN:</b>	<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b>
<b>TIER 1</b>	<p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> <li>• extended time</li> </ul>

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

TIER 3 Programs/Materials/Strategies & Duration	TIER 3 Progress Monitoring		
	Assessment & Frequency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt changes to Tier 3 interventions
<b>Intervention Comprehensive Programs (School-based Decision)</b>	<b>*Frequency is based on program design</b>	If the student is close to the desired level of performance as defined by the BAS month-to-month calendar (gap is closing), make instructional adjustments and continue to monitor progress.	If the student continues to be off track as defined by the BAS month-to-month calendar (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.
<a href="#">Leveled Literacy Intervention (LLI)</a> Duration 12 to 18 weeks in primary grades; 18-24 weeks in intermediate grades and/or based on progress monitoring data.	-LLI Warm read Reading Record		
<a href="#">Foundations</a> (at program level) Duration will be based on progress monitoring data.	-Program Embedded Assessment		
<a href="#">Wilson Reading System</a> (at program level) Duration: It may take 2-3 years (or more) to complete all 12 Steps.	-Program Embedded Assessment		
<b>Evidence-Based Intervention Materials/Instructional Practices/Strategies (School-based Decision)</b> *For students in need of additional support, portions of lessons could be used in a small group and serve as a “triple dose” of skills already taught in Tier 1 and Tier 2. Duration will depend on progress monitoring data.	<b>Assessment and Frequency</b>  <b>*Frequency is Based on Program Design</b>		
* <a href="#">Heggerty Phonemic Awareness</a> (At skill level)	-Program Embedded Assessments		
* <a href="#">F&amp;P Phonics, Spelling, and Word Study</a> (At skill level) <i>Select Schools</i>	-Sub-Literacy Assessments (PWS or BAS)		
<a href="#">University of Florida Literacy Initiative</a> (UFLI) - <i>Participating Schools</i>	-Sub-Literacy Assessments (BAS)		
* <a href="#">Florida Center for Reading Research</a> (FCRR) (at skill level)	-Easy CBM		

<a href="#">*National Center for Reading Intervention</a> (at skill level)	-Assessing Multiple Measures in Reading		
<a href="#">*ELlevation for ELLs</a>	-Program Embedded Assessments		
<a href="#">REWARDS</a>			
<a href="#">Just Words Wilson System</a>			
<b>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</b>			
<b>Number of times a week intervention provided</b>	<b>5</b>	<b>Number of minutes per intervention session</b>	<b>30</b>
<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</b></p> <ul style="list-style-type: none"> <li>• Intervention walks take place to identify and solve problems to improve effectiveness of Tier 3 intervention including alignment with core curriculum and instruction when reading record (BAS) data indicates students in specific grade levels and classrooms are not progressing towards grade level proficiency. These will be led by Literacy Department in collaboration with members of the Elementary Learning, OSPA, MTSS, ESLS, and ESOL departments based on identified needs of the school and subgroups.</li> <li>• Literacy Department provides classroom teachers with professional learning and support on analysis of reading records and sub-literacy assessments referenced in the K-12 Reading plan to ensure alignment of Tier 1, Tier 2, and Tier 3.</li> <li>• Elementary Learning, Exceptional Student Learning Supports (ESLS), And ESOL Department in collaboration with Literacy Department and District Partners (CLI, UFLI, ELlevation) provide professional learning and support to schools implementing evidence-based intervention programs/resources/strategies.</li> <li>• School Climate and Diversity (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.</li> <li>• School Principals ensure that teachers providing the intensive reading intervention (Tier 3) are reading endorsed or reading certified and are provided opportunities for professional learning in multisensory reading intervention programs implemented at the schools.</li> </ul>			
<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p>			
<p><b>Comprehensive Evidence-Based Intervention Programs:</b></p> <ul style="list-style-type: none"> <li>• K-5: Leveled Literacy Intervention -<a href="#">Strong Evidence</a></li> <li>• K-3: Foundations- <a href="#">Promising Evidence</a></li> <li>• 2-5: Wilson Reading System- <a href="#">Strong Evidence</a></li> </ul>			
<p><b>Evidenced-based Instructional Resources/Practices/Strategies:</b></p> <ul style="list-style-type: none"> <li>• K-2: Heggerty Phonemic Awareness – <a href="#">Practices have Strong Evidence</a> (Recommendation #2)</li> <li>• K-3: F &amp; P Phonics, Spelling, and Word Study- <a href="#">Practices have Strong Evidence</a> (Recommendations #2 and #3)</li> <li>• K-5: UFLI- <a href="#">Practices have Strong Evidence</a> (Recommendations #2 and #3)</li> <li>• K-5: FCRR- <a href="#">Practices have Strong Evidence</a> (Recommendations #2 and #3)</li> <li>• K-5: National Center for Reading Intervention- <a href="#">Practices have Strong Evidence</a> (Recommendations #1-4)</li> <li>• 4-5: Just Words- <a href="#">Moderate Evidence</a></li> <li>• 4-5: REWARDS- <a href="#">Strong Evidence</a></li> </ul>			
<p><b>Evidence-Based Supplemental Literacy Resources for English Language Learners (ELLs) High Level of Support</b></p> <ul style="list-style-type: none"> <li>• K-5: Imagine Learning (for ELLs)- <a href="#">Moderate Evidence</a></li> </ul>			

	<ul style="list-style-type: none"> <li>K-5 ELlevation for (ELLs) – <a href="#">Practices have Strong Evidence</a> (Recommendations #1, #2, and #5)</li> </ul>
	<p><b>How are Tier 3 interventions modified for students who receive interventions through distance learning?</b></p> <p>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. Literacy, Elementary 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.</p>

<b>Curriculum, Instruction, and Assessment Decision Tree</b>		
<b>Grade Level(s): 6-8</b>		
<b>IF:</b>	Student meets the following criteria at beginning of school year: <ul style="list-style-type: none"> <li>Scored Level 3 or above on FSA English Language arts <b>OR</b> a level 1 or 2 on the FSA ELA with NO areas of need identified via diagnostic testing. <a href="#">See 6-8 Reading Decision Chart</a></li> </ul>	
<b>THEN:</b>	<b>TIER 1 Only</b>	
<b>TIER 1</b>	<i>Initial instruction:</i> <ul style="list-style-type: none"> <li>is standards-aligned</li> <li>builds background and content knowledge, motivation</li> <li>provides print rich, systematic, scaffolded, and differentiated instruction</li> <li>incorporates writing in response to reading</li> <li>includes accommodations (IEP, ESOL or 504)</li> <li>incorporates the principles of Universal Design for Learning</li> <li>includes specially designed instruction for students with disabilities</li> </ul>	
	<i>Core Curriculum</i>	
	<i>Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.</i>	
	<b>English Language Arts Core Curriculum:</b> <ul style="list-style-type: none"> <li>HMH Collections- <a href="#">Promising Evidence</a></li> </ul>	
	<b>Supplemental Resources to Differentiate Instruction:</b> <ul style="list-style-type: none"> <li>Achieve 3000- <a href="#">Strong Evidence</a></li> <li>Newsela- <a href="#">Moderate Evidence</a></li> <li>Vocabulary.com- <a href="#">Promising Evidence</a></li> </ul>	
	<b>Additional Supplemental Literacy Resources for ELLs:</b> <ul style="list-style-type: none"> <li>Reading Horizons (for ELLs)- <a href="#">Promising Evidence</a></li> </ul>	
	<i>Progress Monitoring</i>	
<i>Assessment &amp; Frequency</i>	<i>Performance Criteria that indicates Tier 1 is sufficient</i>	<i>Performance Criteria that would prompt addition of Tier 2 interventions</i>

	Common Formative Assessments-monthly	If the student continues to score 65% or higher on Common Formative assessments and Collections Program-Embedded Assessments, then continue instruction as designed.	If the student scores below 65% on Common Formative assessments and Collections Program-Embedded Assessments, then provide additional targeted instruction using the HMH Level-Up Tutorials and CPALMS Student Tutorials within the Language Arts classroom.
	Collections Program-Embedded Assessments-quarterly		
	<b><i>How is the effectiveness of Tier 1 instruction being monitored?</i></b>	<b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</i></b>	
	The data from above assessments is reviewed monthly and at the end of each assessment period to ensure that 80% of students are proficient.	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.	
	<b><i>How is the effectiveness of Tier 1 curriculum being monitored?</i></b>	<b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</i></b>	
Effectiveness of curriculum is monitored through informal walkthroughs through the English/Language Arts course by school administration and district offices.	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.		
<b><i>How is instruction modified for students who receive instruction through distance learning?</i></b>			
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. Literacy, Secondary Learning, ESLS, ESOL and Innovative Learning departments provide teachers professional learning opportunities to learn how to navigate CANVAS and use of evidenced-based resources and practices in a virtual environment.			

<b>IF:</b>	<p>Student meets the following criteria at beginning of school year:</p> <ul style="list-style-type: none"> <li>Scored a Level 1 or Level 2 on FSA English Language Arts, <b>below 30<sup>th</sup> percentile</b> on FAIR-FS subtests and meets Tier 2 criteria as evidenced by the Grades 6-8 Decision Tree. <a href="#">See 6-8 Reading Decision Chart</a></li> </ul>
<b>THEN:</b>	<b>TIER 1 instruction and TIER 2 interventions</b>
<b>TIER 1 instruction and</b>	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> <li><i>are standards-aligned</i></li> <li><i>address gaps and reduce barriers to students' ability to meet Tier 1 expectations</i></li> <li><i>provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</i></li> <li><i>are matched to the needs of the students</i></li> </ul>

- provide multiple opportunities to practice the targeted skill(s) and receive feedback
- occurs during time allotted in addition to core instruction
- includes accommodations (IEP, ESOL or 504)

TIER 2 Programs/Materials/Strategies & Duration	TIER 2 Progress Monitoring			
	Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions
<b>Intervention Comprehensive Program</b>	<b>*Frequency is based on program design</b>	If the student scores above the 30 <sup>th</sup> percentile on all FAIR subtests continue Tier 1 instruction as designed.	If program embedded assessments in comprehension are 65% and above, then continue the instruction as designed.	If program embedded assessments in comprehension are 65% or below, then intensify instruction by increasing frequency and reducing group size.
<a href="#">National Geographic INSIDE</a> Duration: Year Long Program	-Program embedded assessments- Comprehension	If the student scores one grade level below on I-Ready Diagnostic, then continue instruction as designed.		
<b>Supplemental Intervention Program- Comprehension</b>				
<a href="#">Newsela</a> Duration will be based on progress monitoring data.				
<a href="#">Achieve 3000</a> Duration will be based on progress monitoring data.				
<b>Supplemental Intervention Program- Decoding</b>	-Weekly Fluency Probe (students in need of decoding)	If the student scores above the 30 <sup>th</sup> percentile on all FAIR subtests, then continue Tier 1 instruction as designed.	If the weekly fluency probe (students in need of decoding) indicates in increase in words per minute, then continue instruction as designed.	If the weekly fluency probe indicates no increase in words per minute, then intensify instruction by increasing frequency and reducing group size. Use Decision Tree to determine appropriate placement for decoding and fluency.
<a href="#">REWARDS</a> Duration: Year Long Program	-Program embedded assessments	If the student scores one grade level below on I-Ready Diagnostic, then continue instruction as designed.		
<a href="#">Just Words</a> Duration Year Long Program				

<b>Number of times a week intervention provided</b>	3-5 times per week	<b>Number of minutes per intervention session</b>	45 minutes
<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</b></p> <ul style="list-style-type: none"> <li>• 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 OSPA, MTSS, ESLs, and ESOL departments based on identified needs of the school and subgroups.</li> <li>• 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.</li> <li>• Secondary Learning, Exceptional Student Learning Supports (ESLS), and ESOL Department in collaboration with Literacy Department and District Partners, such as ELlevation, provide professional learning and support to schools implementing evidence-based intervention programs/resources/practices/strategies.</li> <li>• School Climate and Discipline (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.</li> <li>• 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.</li> </ul>			
<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <p><b>Intervention Comprehensive Program:</b></p> <ul style="list-style-type: none"> <li>• National Geographic INSIDE- <a href="#">Strong Evidence</a></li> </ul> <p><b>Supplemental Intervention Programs-Comprehension:</b></p> <ul style="list-style-type: none"> <li>• Achieve 3000- <a href="#">Strong Evidence</a></li> <li>• NEWSELA- <a href="#">Moderate Evidence</a></li> </ul> <p><b>Supplemental Intervention Programs-Decoding:</b></p> <ul style="list-style-type: none"> <li>• Just Words- <a href="#">Moderate Evidence</a></li> <li>• REWARDS- <a href="#">Strong Evidence</a></li> </ul>			
<p><b>How are Tier 2 interventions modified for students who receive interventions through distance learning?</b></p> <p>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.</p>			

<b>IF:</b>	Student meets the following criteria at beginning of school year: <ul style="list-style-type: none"> <li>Scored Level 1 on the FSA English Language Arts, below 30<sup>th</sup> percentile on FAIR subtests, <b>below the 3<sup>rd</sup> grade level</b> on the San Diego Word List and meets Tier 3 criteria as evidenced by the Grades 6-8 Decision Tree. <a href="#">See 6-8 Reading Decision Chart</a></li> </ul>			
<b>THEN:</b>	<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b>			
<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions</b>	Immediate, intensive intervention: <ul style="list-style-type: none"> <li>extended time</li> <li>targeted instruction based on student need</li> <li>small group or one-on-one instruction</li> <li>accommodations (IEP, ESOL, or 504)</li> <li>more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions</li> <li><i>additional time allotted is in addition to core instruction and tier 2 interventions</i></li> </ul>			
	<b>TIER 3 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 3 Progress Monitoring</b>		
	<b>Intervention Comprehensive Program</b>	<b>*Frequency is based on program design</b>	<b>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt changes to Tier 3 interventions</b>
	<a href="#">Wilson Reading System</a> (select schools)	-Program Embedded Assessments	If program embedded assessments indicate the student is at the third-grade level or higher according to fluency and word recognition data, then Tier 3 instruction is removed.	If program embedded assessment does not indicate growth in decoding and fluency, meet with school problem-solving team to adjust the tier 3 intervention.
	<a href="#">System 44 initiative</a> (Participating schools)	-Fluency Probes (weekly)  -Word List accuracy (weekly)		
	<b>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</b>			
	<b>Number of times a week intervention provided</b>	<b>5</b>	<b>Number of minutes per intervention session</b>	<b>45-60</b>
	<b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</b> <ul style="list-style-type: none"> <li>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 OSPA, MTSS, ESLS, and ESOL departments based on identified needs of the school and subgroups.</li> <li>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.</li> <li>Secondary Learning, Exceptional Student Learning Supports (ESLS), and ESOL Department in collaboration with Literacy Department and District Partners, such as ELlevation, provide professional learning and support to schools implementing evidence-based intervention programs/resources/practices/strategies.</li> </ul>			



	<ul style="list-style-type: none"> <li>School Climate and Discipline (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.</li> <li>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.</li> </ul>
	<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p>
	<p><b>Intervention Comprehensive Programs:</b></p> <ul style="list-style-type: none"> <li>Wilson Reading System- <a href="#">Strong Evidence</a></li> <li>System 44 initiative- <a href="#">Strong Evidence</a></li> </ul>
	<p><b>How are Tier 3 interventions modified for students who receive interventions through distance learning?</b>  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. 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.</p>

<b>Curriculum, Instruction, and Assessment Decision Tree</b>	
<b>Grade Level(s): 9-12</b>	
<b>IF:</b>	Student meets the following criteria at beginning of school year: <ul style="list-style-type: none"> <li>Scored Level 3 or above on FSA English Language Arts OR scored a Level 1 or 2 on the FSA ELA with NO area of need identified by diagnostic testing. <a href="#">See 9-10 Reading Decision Chart</a></li> <li>For 11th and 12<sup>th</sup> graders- Scored proficient on SAT or ACT. <a href="#">See 11-12 Reading Decision Chart</a></li> </ul>
<b>THEN:</b>	<b>TIER 1 Only</b>
<b>TIER 1</b>	<i>Initial instruction:</i> <ul style="list-style-type: none"> <li><i>is standards-aligned</i></li> <li><i>builds background and content knowledge, motivation</i></li> <li><i>provides print rich, systematic, scaffolded, and differentiated instruction</i></li> <li><i>incorporates writing in response to reading</i></li> <li><i>includes accommodations (IEP, ESOL or 504)</i></li> <li><i>incorporates the principles of Universal Design for Learning</i></li> <li><i>includes specially designed instruction for students with disabilities</i></li> </ul>
	<i>Core Curriculum</i>
	<p><b>English Language Arts Core Curriculum:</b></p> <ul style="list-style-type: none"> <li>HMH Collections- <a href="#">Promising Evidence</a></li> </ul> <p><b>Supplemental Resources to Differentiate Instruction:</b></p>

- Achieve 3000- [Strong Evidence](#)
- Newsela- [Moderate Evidence](#)
- Vocabulary.com- [Promising Evidence](#)

**Additional Supplemental Literacy Resources for ELLs:**

- Reading Horizons (for ELLs)- [Promising Evidence](#)

***Progress Monitoring***

<b><i>Assessment &amp; Frequency</i></b>	<b><i>Performance Criteria that indicates Tier 1 is sufficient</i></b>	<b><i>Performance Criteria to that would prompt addition of Tier 2 interventions</i></b>
Common Formative Assessments-monthly	If the student continues to score 65% or higher on Common assessments and Collections Program-Embedded assessments, then continue instruction as designed.	If the student scores below 65% on Common assessments and Collections Program-Embedded assessments, then provide additional targeted instruction using the HMH Level-Up Tutorials and CPALMS Student Tutorials within the Language Arts classroom.
Collections Program-Embedded Assessments-quarterly		
<p><b><i>How is the effectiveness of Tier 1 instruction being monitored?</i></b></p> <p>Effectiveness of curriculum is monitored through informal walkthroughs through English/Language Arts course by school administration and district offices.</p>	<p><b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</i></b></p> <p>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.</p>	
<p><b><i>How is the effectiveness of Tier 1 curriculum being monitored?</i></b></p> <p>Effectiveness of curriculum is monitored through informal walkthroughs through the English/Language Arts course by school administration and district offices.</p>	<p><b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</i></b></p> <p>Classrooms or schools where specified Tier 1 curriculum and supplemental resources do not seem to be effective, identified teachers receive professional learning and support in implementing differentiated instruction using evidence-based resources and instructional practices to ensure the curriculum is being implemented with fidelity.</p>	
<p><b><i>How is instruction modified for students who receive instruction through distance learning?</i></b></p> <p>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. Literacy, Secondary Learning, ESLS, ESOL and Innovative Learning departments provide teachers professional learning opportunities to learn how to navigate CANVAS and use of evidenced-based resources and practices in a virtual environment.</p>		

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

- Scored below level 3 on FSA (or not proficient on SAT or ACT), **below 30<sup>th</sup> percentile** on FAIR subtests, and meets Tier 2 criteria as evidenced by the Grades 9-10 or 11-12 Decision Tree.  
[See 9-10 Reading Decision Chart](#)    [See 11-12 Reading Decision Chart](#)

**THEN:** **TIER 1 instruction and TIER 2 interventions**

*Interventions:*

- are 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 feedback
- occurs during time allotted in addition to core instruction
- includes accommodations (IEP, ESOL or 504)

TIER 2 Programs/Materials/Strategies & Duration	TIER 2 Progress Monitoring			
	Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions
<b>Intervention Comprehensive Program</b>	<b>*Frequency is based on program design</b>	If the student scores above the 30 <sup>th</sup> percentile on all FAIR subtests continue Tier 1 instruction as designed.	If program embedded assessments in comprehension are 65% and above, then continue the instruction as designed.	If program embedded assessments in comprehension are 65% or below, then intensify instruction by increasing frequency and reducing group size.
<a href="#">National Geographic EDGE:</a> Year Long Program	-Program embedded assessments- Comprehension			
<b>Supplemental Intervention Program- Comprehension</b>				
<a href="#">Newsela</a> Duration will be based on progress monitoring data.				
<a href="#">Achieve 3000</a> Duration will be based on progress monitoring data.				
<b>Supplemental Intervention Program- Decoding</b>	-Weekly Fluency Probe (students in need of decoding)	If the student scores above the 30 <sup>th</sup> percentile on all FAIR subtests, then continue Tier 1 instruction as designed.	If the weekly fluency probe (students in need of decoding) indicates in increase in words per minute, then continue instruction as designed.	If the weekly fluency probe indicates no increase in words per minute, then intensify instruction by increasing frequency and reducing group size. Use
<a href="#">Just Words</a> Duration Year Long Program	-Program embedded assessments			
<a href="#">REWARDS</a> Duration: Year Long Program				

TIER 1 instruction and TIER 2 interventions

				Decision Tree to determine appropriate placement for decoding and fluency.
<b>Number of times a week intervention provided</b>	3-5 times a week	<b>Number of minutes per intervention session</b>	45 minutes	
<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</b></p> <ul style="list-style-type: none"> <li>• 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 OSPA, MTSS, ESLs, and ESOL departments based on identified needs of the school and subgroups.</li> <li>• 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.</li> <li>• Secondary Learning, Exceptional Student Learning Supports (ESLS), and ESOL Department in collaboration with Literacy Department and District Partners provide professional learning and support to schools implementing evidence-based intervention programs/resources/practices/strategies.</li> <li>• School Climate and Discipline (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.</li> <li>• 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.</li> </ul>				
<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <p><b>Intervention Comprehensive Program:</b></p> <ul style="list-style-type: none"> <li>• National Geographic EDGE- <a href="#">Strong Evidence</a></li> </ul> <p><b>Supplemental Intervention Programs-Comprehension:</b></p> <ul style="list-style-type: none"> <li>• Achieve 3000- <a href="#">Strong Evidence</a></li> <li>• NEWSELA- <a href="#">Moderate Evidence</a></li> </ul> <p><b>Supplemental Intervention Programs-Decoding:</b></p> <ul style="list-style-type: none"> <li>• Just Words- <a href="#">Moderate Evidence</a></li> <li>• REWARDS- <a href="#">Strong Evidence</a></li> </ul>				
<p><b>How are Tier 2 interventions modified for students who receive interventions through distance learning?</b></p> <p>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.</p>				

<b>IF:</b>	<p>Student meets the following criteria at beginning of school year:</p> <ul style="list-style-type: none"> <li>Scored level 1 on FSA English Language Arts (or not proficient on SAT or ACT), below 30<sup>th</sup> percentile on FAIR subtests, scored <b>below the 3<sup>rd</sup> grade level</b> on the San Diego Word List, and meets Tier 3 criteria as evidenced by the Grades 9-10 or 11-12 Decision Tree.</li> </ul> <p><a href="#">See 9-10 Reading Decision Chart</a>    <a href="#">See 11-12 Reading Decision Chart</a></p>
<b>THEN:</b>	<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b>

**TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions**

<p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> <li>extended time</li> <li>targeted instruction based on student need</li> <li>small group or one-on-one instruction</li> <li>accommodations (IEP, ESOL, or 504)</li> <li>more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions</li> <li><i>additional time allotted is in addition to core instruction and tier 2 interventions</i></li> </ul>			
<b>TIER 3 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 3 Progress Monitoring</b>		
	<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt changes to Tier 3 interventions</b>
<b>Intervention Comprehensive Program</b>	<b>*Frequency is based on program design</b>		
<a href="#">Wilson Reading System</a>	<ul style="list-style-type: none"> <li>-Program Embedded Assessments</li> <li>-Fluency Probes (weekly)</li> <li>-Word List accuracy (weekly)</li> </ul>	If program embedded assessment indicates the student is at the third-grade level or higher according to fluency and word recognition data, then Tier 3 instruction is removed.	If program embedded assessment does not indicate growth in decoding and fluency, meet with school problem-solving team to adjust the tier 3 intervention.
<b>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</b>			
<b>Number of times a week intervention provided</b>	<b>5</b>	<b>Number of minutes per intervention session</b>	<b>45-60</b>
<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</b></p> <ul style="list-style-type: none"> <li>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 OSPA, MTSS, ESLS, and ESOL departments based on identified needs of the school and subgroups.</li> <li>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.</li> </ul>			

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

***Evidence-based Comprehensive Intervention Program:***

- Wilson Reading System- [Strong Evidence](#)

***How are Tier 3 interventions modified for 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. 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.