

Broward 2019-20 K-12 Comprehensive Research-Based Reading Plan

Contact Information

The district contact should be the person ultimately responsible for the plan. This person will be FDOE’s contact for the K-12 Comprehensive Research-Based Reading Plan. Please designate one contact for your district.

District Contact: Mildred Grimaldo

Contact Email: Mildred.Grimaldo@browardschools.com

Contact Telephone: 754-321-1866

District-Level Leadership

District-level administrators must look at schools on an individual basis and distribute resources based on students’ and teachers’ levels of need. To describe the district system for monitoring reading instruction that differentiates school-level services, please address the following.

- Districts should match or exceed the State Board goals for increasing FSA-ELA achievement by six percentile points, increasing the percentage of students making learning gains on the FSA-ELA by seven percentile points and reducing the achievement gap for the identified sub groups on the FSA-ELA by at least one-third by 2020. Please fill out the charts below with the actual results from the 2015-2016, 2016-2017 and 2017-2018 FSA-ELA and the interim district goals for 2020 identified in the 2017-2018 Comprehensive Reading Plan.**

Performance Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Overall FSA-ELA	52	*	54	*	56	*	58
District Overall FSA-ELA	53	56	55	57	56	59	60

Growth (Learning Gains) Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Gains FSA-ELA	52	*	54	*	54	*	59
District Gains FSA-ELA	54	55	57	57	57	58	60

State Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
White/African American	29	*	29	*	28	*	21
White/Hispanic	15	*	16	*	14	*	10
Economically Disadvantaged/Non-Economically Disadvantaged	27	*	27	*	26	*	19
Students with Disabilities/Students without Disabilities	37	*	38	*	38	*	25
English Language Learners/ Non-English Language Learners	30	*	32	*	31	*	20
District Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
						24	21
White/African American	31	33	31	27	29		
White/Hispanic	13	12	15	11	13	10	9
Economically Disadvantaged/Non-Economically Disadvantaged	28	27	27	27	27	22	19
Students with Disabilities/Students without Disabilities	36	34	36	31	35	28	24
English Language Learners/ Non-English Language Learners	27	34	28	31	26	28	18

* Values for subsequent years will be entered once results are available in order to track progress toward the 2020 goal.

2. Explain how expenditures from the allocation are expected to impact student achievement in relation to your district goals.

Reading allocation funds support the implementation of the new District’s Strategic Plan that addresses High Quality Instruction within the Student Experience Campaign and related initiatives (Achievement and Equity, Life Readiness, Personalized Pathways, Social-Emotional Learning, Enrollment Study, and Customer Service) with the ultimate goal to decrease the number of level 1 and 2 students scoring below satisfactorily levels on the FSA-ELA, increase students’ FSA-ELA achievement levels, increase percentage of students making learning gains, and reduce the achievement gap for the identified sub groups by 2020. Funds are mostly allocated to support reading/literacy coaches’ positions at select elementary, middle, and high schools based on the greatest reading need of student achievement data. Reading

coaches support teachers in making instructional decisions based on student data to effectively plan and deliver Tier 1 literacy instruction that meets the needs of all students and support teachers providing Tier 2 and Tier 3 reading interventions. Schools also receive a portion of the reading allocation funding to afford teachers the opportunity to attend district-based professional development (as evidenced on District-approved Professional Development Master Plans) to deepen their understanding of evidence-based reading instruction as well as to learn strategies to teach reading in the content areas with emphasis in both literary and informational text. Another portion of the funds is allocated to the district to replenish schools with the necessary progress monitoring tools and related supplementary literacy materials needed to support students in grades K-12, identified as having a reading deficiency or who are reading below level as evidenced on the district's decision tree charts.

3. In regard to district-level monitoring of student achievement progress, please address the following:

A. Who at the district level is responsible for collecting and reviewing student progress monitoring data?

The following District Offices/Departments are responsible for collecting and reviewing student progress monitoring data:

- **Office of School Performance and Accountability (OSPA)**
 - Elementary, Middle, High School Cadre Directors
- **Office of Academics**
 - Literacy Department, Mildred Grimaldo, Director
 - Elementary Learning Department, Nicole Mancini, Director
 - Secondary Learning Department, Guy Barmoha, Director
 - Bilingual/ESOL Department, Victoria Saldala, Director
 - Elementary - Exceptional Student Learning Support Department, Jennifer Bigos, Director
 - Secondary – Exceptional Student Learning Support Department, Sonja Clay, Director

B. What specific school-level progress monitoring data will be collected at the district level to determine that students are progressing toward the district goals stated above? Please specify which grade levels are associated with specific school-level progress monitoring tools discussed in this section.

At the elementary level, the computer adaptive STAR Early Literacy assessment is administered to all kindergarten students to identify early literacy skills. Kindergarten students are also administered Letter Names, Letter Sounds, and Concepts of Print assessments for additional progress monitoring.

In addition, teachers administer the Benchmark Assessment System (BAS) to diagnose and monitor students' progress towards meeting grade level reading proficiency in grades K-3 and for struggling readers (scoring a level 1 or 2 on FSA-ELA) in grades 4-5. The Spanish equivalent of BAS, Sistema de Evaluación de la Lectura (SEL) is administered in all K-5 Dual Language classrooms as a form of Spanish Language acquisition progress monitoring.

At the secondary level, in grades 6-12, students who score a Level 1 or 2 on the FSA-ELA are administered the online Florida Assessments in Reading-Florida Standards (FAIR-FS). FAIR-FS data enable schools to determine strategies that can be incorporated into instruction that address the individual needs of students.

English Language Learners (ELL) participate in the same progress monitoring assessments in grades K-12. Additionally, Idea Proficiency Test (IPT) is administered to ELLs to monitor English Language proficiency.

The majority of SWDs are progress monitored using the tools reference above. Students with significant cognitive disabilities are instructed utilizing the grade-level Florida Standards Access Points and progress is measured through curriculum-based assessments. Quarterly progress monitoring of reading goals is mandatory for all students with disabilities SWDs. The data is updated into the EasyIEP and communicated to parents via the IEP quarterly progress report.

C. How often will student progress monitoring data be collected and reviewed by the district?

The progress-monitoring data indicated in question 3B above are continually updated and current; in the District's Comprehensive online data-collection system (BASIS 3.0) enabling District leadership, school administrators, teachers, and support staff the opportunity to access and review the ongoing progress of all schools and their students. Student performance data are closely monitored to ensure fully informed decision-making. Qualitative data collected are analyzed to inform the professional growth and development needs of staff in order to increase classroom effectiveness through the delivery of high-quality literacy instruction. Further qualitative data analysis can be conducted through student protocols to support the identification of multi-tiered systems of support for all students that include response to intervention (RtI) as determined through the school-based collaborative problem-solving process.

At the elementary level, the computer adaptive STAR Early Literacy assessment is administered to all kindergarten students the first 30 school days and data are automatically uploaded in the Progress Monitoring and Reporting Network (PMRN) and it is used as a baseline to inform early literacy strengths and needs. Kindergarten students are also administered Letter Names, Letter Sounds, and Concepts of Print assessments quarterly for additional progress monitoring.

In addition, teachers in grades K-5 administer the Benchmark Assessment System (BAS) and enter students' independent, instructional, and frustration reading levels into BASIS 3.0 at a minimum three (3) assessment periods per year. However, when data indicates students are reading two or more levels below instructional levels at any point in time, it is recommended to monitor students' progress more frequently.

The Spanish equivalent of BAS, Sistema de Evaluación de la Lectura (SEL) is also administered three assessment periods a year to all K-5 Dual Language classrooms as a form of Spanish Language acquisition progress monitoring and also entered into BASIS 3.0.

At the secondary level, in grades 6-12, students are administered the online Florida Assessments in Reading-Florida Standards (FAIR-FS) three times a year and the data are uploaded from the Progress Monitoring and Reporting Network (PMRN) and transferred into BASIS 3.0.

4. Who at the district level is responsible for ensuring the fidelity of students not progressing towards district goals receiving appropriate interventions?

The following District Offices/Departments are responsible for ensuring the fidelity of students not progressing towards district goals receiving appropriate interventions:

Office of School Performance and Accountability (OSPA)

Elementary, Middle, High School Cadre Directors

Office of Academics

Literacy Department, Mildred Grimaldo, Director

Elementary Learning Department, Nicole Mancini, Director

Secondary Learning Department, Guy Barmoha,

Director Bilingual/ESOL Department, Victoria Saldala,

School Climate and Prevention Department, Adrienne Dixson, RtI Specialist

Elementary Exceptional Student Learning Services, Department, Jennifer Bigos, Director

Secondary Exceptional Students Learning Services, Sonja Clay, Director

5. In regard to district-level monitoring of instructional alignment to grade-level Florida Standards, please address the following:

A. Who at the district-level is responsible for ensuring classroom instruction is aligned to grade-level Florida Standards?

The following District Offices/Departments are responsible for ensuring classroom instruction is aligned to grade-level Florida Standards:

- **Office of School Performance and Accountability (OSPA)**

- 11 Instructional Cadre Directors assigned to a group of schools facilitate school improvement and curricular innovation.

- **Office of Academics**

- Elementary Learning Department, Nicole Mancini, Director

- Secondary Learning Department, Guy Barmoha, Director

- Bilingual/ESOL Department, Victoria Saldala, Director

- Teacher Professional Learning and Growth (TPLG), Dr. Fabian Cone, Director

- Elementary Exceptional Student Learning Supports Department, Jennifer Bigos, Director

- Secondary Exceptional Student Learning Supports Department, Sonja Clay, Director

B. What evidence will be collected to demonstrate that classroom instruction is aligned to grade-level Florida Standards?

Staff from the Office of School Performance and Accountability, in collaboration with staff from the Office of Academics, conduct weekly informal classroom observations to ensure instruction is fully aligned to the Florida Standards. Use of the Instructional Practice Guide (IPG) is often used as an observation tool to determine the level of

alignment of instructional practices towards the standard. Use of the IPG allows for the leadership teams to collect qualitative evidence of teacher and student behaviors as related to standards aligned instruction. The resulting, observational qualitative data are analyzed to inform the professional development needs of staff to support high-quality instruction that will lead to an increase in effective teaching and learning practices. District academic teams also conduct informal classroom walkthroughs at the request of the school principal (and/or Cadre Director) to ensure that instruction is systematic and explicit to meet the needs of students. Recommendations for professional development and additional support are provided to schools based on data and student needs. Follow-up implementation assignments that teachers are required to complete after attending a professional learning course facilitated by Office of Academics are critiqued to ensure that the best instructional practices learned in the courses are being implemented effectively in the classroom. These include, effective use of ESOL instructional practices including both content and language objectives and appropriate specialized instruction and accommodations to support SWD access to the Florida Standards, including access points for students with significant cognitive disabilities, to provide appropriate curriculum and instruction.

C. How often will this evidence be collected at the district level?

District staff from Office of Academics collects weekly informal classroom observational data of identified schools through Collaborative School Visits with cadre directors from Office of School Performance and Accountability at scheduled schools. Additional observational data are collected when principals request informal classroom walkthroughs. District academic teams also conduct informal classroom walkthroughs at the request of the school principal (and/or Cadre Director) to ensure that instruction is systematic and explicit to meet the needs of students.

Evidence that demonstrates that classroom instruction is aligned to both grade level Florida Standards and WIDA (World Class Instructional Design and Assessment) English Language proficiency standards are collected at the end of the identified PD implementation period by the Bilingual/ESOL Department.

Implementation of specialized instruction and accommodations for students with disabilities (SWD) is to be monitored by the school staff to ensure that students receive these supports as indicated on the Individual Education Plan (IEP).

- 6. As a separate attachment, please provide the meeting agenda which demonstrates the district contact for the K-12 Comprehensive Research-Based Reading Plan has developed the plan along with: the district contact for Exceptional Student Education (ESE) to discuss the alignment between the District's Special Programs and Procedures (SP&P) requirements, the district contact for Multi-Tiered Systems of Supports(MTSS), the district Management Information Systems (MIS) contact to ensure accurate data reporting, the district ELL contact, a school based principal and a teacher.**

See Appendix A.

Research-Based Reading Instruction Allocation

As per Section 1011.62(c), F.S., funds allocated under this subsection must be used to provide a system of comprehensive reading instruction to students enrolled in the K-12 programs, which may include the following:

- An additional hour per day of intensive reading instruction to students in the 300 lowest-performing elementary schools by teachers and reading specialists who are effective in teaching reading;
- Kindergarten through grade 5 reading intervention teachers to provide intensive intervention during the school day and in the required extra hour for students identified as having a reading deficiency;
- Highly qualified reading coaches to specifically support teachers in making instructional decisions based on student data and improve teacher delivery of effective reading instruction, intervention and reading in the content areas based on student need;
- Professional development for school district teachers in evidence-based reading instruction, including strategies to teach reading in content areas with an emphasis on technical and informational text;
- Summer reading camps, using only teachers or other district personnel who are certified or endorsed in reading consistent with Section 1008.25(7)(b)(3), F.S., for all students in kindergarten through grade 2 who demonstrate a reading deficiency as determined by district and state assessments, and students in grades 3 through 5 who score at Level 1 on the statewide, standardized English Language Arts (ELA) assessment;
- Supplemental instructional materials that are grounded in evidence-based reading research; and
- Intensive interventions for students in kindergarten through grade 12 who have been identified as having a reading deficiency or who are reading below grade level as determined by the statewide, standardized English Language Arts assessment.

The following sections will require districts to submit their budget for these expenditures and to answer questions regarding the implementation of the plan.

Professional Development

As per Section 1012.98, F.S. each school district shall develop a professional development system which must include a master plan for inservice activities for all district employees, from all fund sources. The *Just Read, Florida!* office will review professional development related to reading instruction listed in this plan during monitoring. Please answer the following questions to assist with this process:

- 1. Who is responsible for ensuring every professional development activity funded through the Research-Based Reading Instruction Allocation is appropriately entered into the Professional Learning Catalog pursuant to 6A-5.071 F.A.C.?**

Mildred Grimaldo, Director Literacy

Susan Leon, Director Professional Development Standards and Support

2. **What is the total amount budgeted from the Research-Based Reading Allocation for these inservice activities?**

\$640,219

3. **Within the district professional development system, Section 1012.98 (4)(b)(11), F.S., states the district must provide training to reading coaches, classroom teachers, and school administrators in effective methods of identifying characteristics of conditions such as dyslexia and other causes of diminished phonological processing skills; incorporating instructional techniques into the general education setting which are proven to improve reading performance for all students; and using predictive and other data to make instructional decisions based on individual student needs. The training must help teachers integrate phonemic awareness; phonics, word study, and spelling; reading fluency; vocabulary, including academic vocabulary; and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies. Each district must provide all elementary grades instructional personnel access to training sufficient to meet the requirements of Section 1012.585(3)(f), F.S..**

Please list the course numbers from your district Professional Learning Catalog which cover this training.

*Wilson 4th Edition for Struggling Readers (3-Day) Course #39125266

PDA: Differentiating Reading Instruction for Student: Making It Explicit-Course#39108702

Reading/Literacy Coaches

The *Just Read, Florida!* office strongly encourages district leadership to allocate reading/literacy coaches for schools determined to have the greatest need based on student performance data, especially achievement gaps. Please answer the following questions regarding reading/literacy coaches:

1. **What are the qualifications for reading/literacy coaches in your district? If there is a posted job description you may submit the link.**

PREFERRED QUALIFICATIONS Education: An earned master's degree from an accredited institution in an educational field and a valid Florida Teacher's Certificate in elementary and/or secondary education, ESE, or reading; must hold or be working towards Reading Endorsement or Reading Certification. Experience: Minimum of three (3) years of related teaching experience in subject area and/or level with the last five (5) years. **OR** **MINIMUM QUALIFICATIONS** Education: An earned bachelor's degree from an accredited institution in an educational field and a valid Florida Teacher's Certificate in elementary and/or secondary education, ESE, or reading; must hold or be working towards Reading Endorsement or Reading Certification. Experience: Minimum five (5) years of related teaching experience in subject area and/or level within the last eight (8) years.

ADDITIONAL QUALIFICATIONS REQUIRED: Literacy Coaches are required to achieve Reading Endorsement within two (2) years of appointment. Additionally, Literacy Coaches must complete the Broward County Public Schools Instructional Coach Development and Credentialing Program within two (2) years of assignment. Progressively more responsible professional educational experience with at least two (2) years of experience in teacher

leadership roles. Strong interpersonal and communication skills as related to instructional practice and working with teachers. Ability to establish and maintain a trustful and confidential relationship with adults. Demonstrate skillful use of coaching language. Demonstrate high standards of honesty, integrity, flexibility and responsiveness. Ability to design, present and facilitate adult learning experiences, professional learning communities and standards-based instruction. Computer skills are required for the positions.
PREFERRED: Bilingual skills

2. Which schools have reading/literacy coaches funded from the Research-Based Reading Instruction Allocation?

Annabel C. Perry PK-8
Atlantic West Elementary School
Attucks Middle School
Banyan Elementary School
Bennett Elementary School
Bethune Mary M. Elementary School
Blanche Ely High School
Boy Anderson High School
Broadview Elementary School
Broward Estates Elementary School
Castle Hill Elementary School
Charles Drew Elementary School
Coconut Creek High School
Colbert Elementary School
Collins Elementary School
Coral Springs High School
Coral Springs PK-8
Cresthaven Elementary School
Croissant Park Elementary School
Crystal Lake Middle School
Cypress Elementary School
Davie Elementary School
Deerfield Beach Elementary School
Deerfield Beach Middle School
Deerfield Beach High School
Deerfield Park Elementary School
Dillard 6-12
Dillard Elementary School
Dr. Martin Luther King Montessori
Driftwood Elementary School
Endeavour Primary Learning Center
Forest Glen Middle School
Gulfstream Academy of Hallandale Beach K-8
Hallandale High School
Hollywood Central Elementary School
Hollywood Hills High School
Hollywood Park Elementary School
J.P. Taravella High School
James S. Hunt Elementary School

James S. Rickards Middle School
Lake Forest Elementary School
Larkdale Elementary School
Lauderdale Lakes Middle School
Lauderhill 6-12
Lauderhill Paul Turner Elementary School
Liberty Elementary School
Lloyd Estates Elementary School
Margate Middle School
McArthur High School
McNicol Middle School
Millenium 6-12 Collegiate Academy
Miramar Elementary School
Miranar High School
Monarch High School
Morrow Elementary School
New Renaissance Middle School
New River Middle School
Norcrest Elementary School
North Lauderdale PK-8
Northeast High School
North Fork Elementary School
North Side Elementary School
Oakland Park Elementary School
Oakridge Elementary School
Olsen Middle School
Orangebrook Elementary School
Oriole Elementary School
Palm Cove Elementary
Palmview Elementary School
Park Lakes Elementary School
Park Ridge Elementary School
Parkway Middle School
Pasadena Lakes Elementary School
Pines Middle School
Piper High School
Plantation Elementary School
Plantation Middle School
Plantation High School
Pompano Beach Elementary School
Pompano Beach Middle School
Ramblewood Elementary School
Ramblewood Middle School
Riverland Elementary School
Robert C. Markham Elementary School
Rock Island Elementary School
Royal Palm Elementary School
Sanders Park Elementary School
Sandpiper Elementary School
Sheridan Hills Elementary

Sheridan Park Elementary School
Silver Lakes Middle School
South Broward High School
South Plantation High School
Stephen Foster Elementary School
Stranahan High School
Sunland Park Academy
Tamarac Elementary School
Tedder Elementary School
Thurgood Marshall Elementary School
Village Elementary School
Walker Elementary School
Watkins Elementary School
West Hollywood Elementary School
Westpine Middle School
Westwood Heights Elementary School
William Dandy Middle School
Wilton Manors Elementary

- 3. Were these schools identified to have the greatest need based on a review of student achievement data? If not, please explain why reading/literacy coaches were placed at these schools.**

Yes.

- 4. How many total positions will be funded at each level using the Research-Based Reading Instruction Allocation:**

- a. Elementary:68**
- b. Middle:19**
- c. High:20**

- 5. How is the effectiveness of reading/literacy coaches measured in your district?**

Literacy Coaches are evaluated and measured on their effectiveness using a variety of research-based models. The primary method of evaluation is conducted annually through the Broward Instructional Development and Growth Evaluation System (BrIDGES) for Non-Classroom Teachers. Literacy Coaches are required to have at least two formal observations (30-minutes or longer in length), two meetings to review performance or one formal observation and one meeting. Every year, every Literacy Coach must receive at least fifteen ratings within this system. Literacy Coaches receive on-going feedback throughout the year within the four Domains of the tool; (1) Planning and Preparing to Provide Support, (2) Supporting Student Achievement, (3) Continuous Improvement of Professional Practice, and (4) Professional Responsibilities.

The BrIDGES Non-Classroom Teacher Model includes seventeen Elements. Every Element has a Protocol which provides a focus statement defining the Element, the Desired Effect of the Element, examples of Evidence when the Element is implemented, and a Performance Scale to assist with selecting a rating. The Performance Scale includes the following ratings; Needed, Emergent, Proficient, Accomplished, and Exemplary. The ratings range from a

“strategy was called but not exhibited” for (Needed) to “providing evidence of helping others” with the strategy based on data (Exemplary).

6. What is the total amount from the Research-Based Reading Instruction Allocation that will be expended on reading/literacy coaches?

\$7,634,563

Supports for Identification and Intervention of Students with Reading Deficiencies

Districts are required to submit identification and Intervention Decision Trees which can be found in Appendix B.

Please answer the following questions regarding the use of the Research-Based Reading Instruction Allocation in support of the identification and intervention of students with reading deficiencies:

1. Which schools will be provided reading intervention teachers to provide intensive interventions funded through the Research-Based Reading Instruction Allocation?

N/A

2. Were these schools identified to have the greatest need based on a review of the students achievement data? If not, please explain why reading intervention teachers were placed at these schools.

N/A

3. How many total positions will be funded at each level through the Research-Based Reading Instruction Allocation:

- a. Elementary:0
- b. Middle:0
- c. High:0

4. What is the total amount expended on these positions funded through the Research-Based Reading Instruction Allocation?

N/A

5. Please list any supplemental instructional materials, or interventions, which will be purchased using funds from the Research-Based Reading Instruction Allocation. These will be reviewed by the *Just Read, Florida!* Office to ensure the materials, or interventions, meet the requirements of Section 1001.215(8), F.S.:

Benchmark Assessment Systems K-5 (Running Records)
Literacy Continuum, A Tool for Assessment, Planning, and Teaching
Leveled Literacy Intervention (LLI)
Fountas and Pinnell Prompting Guides
Fountas and Pinnell Phonics, Spelling, Word Study System

6. What is the total amount expended from the Research-Based Reading Instruction Allocation on supplemental instructional materials, or interventions?

\$340,000

7. If the intensive, explicit, systematic and multisensory interventions required to be provided to students in grades K-3 were not purchased using the Research-Based Reading Instruction Allocation, please list the funding source.

Other funding sources may include Title I, Title III, FDLRS, SAI, etc.

Summer Reading Camps

Please complete the following questions regarding SRC:

1. **SRC Supervisor Name:**Dr. Nicole M. Mancini
2. **Email Address:**nicole.mancini@browardschools.com
3. **Phone Number:**754-321-1850
4. **Please list the schools which will host a SRC:**

Bennett, Cooper City, Everglades, Hollywood Hills , Hollywood Park, Larkdale, Margate, Nob Hill, Park Ridge, Park Springs, Riverland, Royal Palm, Sanders Park, Sheridan Hills, Silver Palms

5. Provide the following information regarding the length of your district SRC:

- a. **Start Date:**June 24, 2019
- b. **Which days of the week is SRC offered:**Monday - Thursday
- c. **Number of instructional hours per day in reading:**4
- d. **End Date:**July 25, 2019
- e. **Total number of instructional hours of reading:**76 hours

6. Per the requirements of Section 1008.25(7)(b)(3), F.S., are all teachers selected to deliver SRC instruction highly effective as determined by their evaluation under Section 1012.34, F.S.?

Yes

7. What is the anticipated teacher/student ratio?

1:15

8. Will students in grades other than grade 3 be served as well? If so, which grade level(s)?

No

9. What evidence will be collected that demonstrates growth in student achievement was a result of the instruction provided during SRC?

SAT-10 will be used during the last week of SRC

300 Lowest-Performing Elementary Schools

Section 1011.62(9)(d)(2), F.S., requires school districts that have one or more of the 300 lowest-performing elementary schools, specifically delineate in the comprehensive reading plan, or in an addendum to the comprehensive reading plan, the implementation design and reading strategies that will be used for the required additional hour of reading instruction.

This may be found in Appendix C.

Budget Review

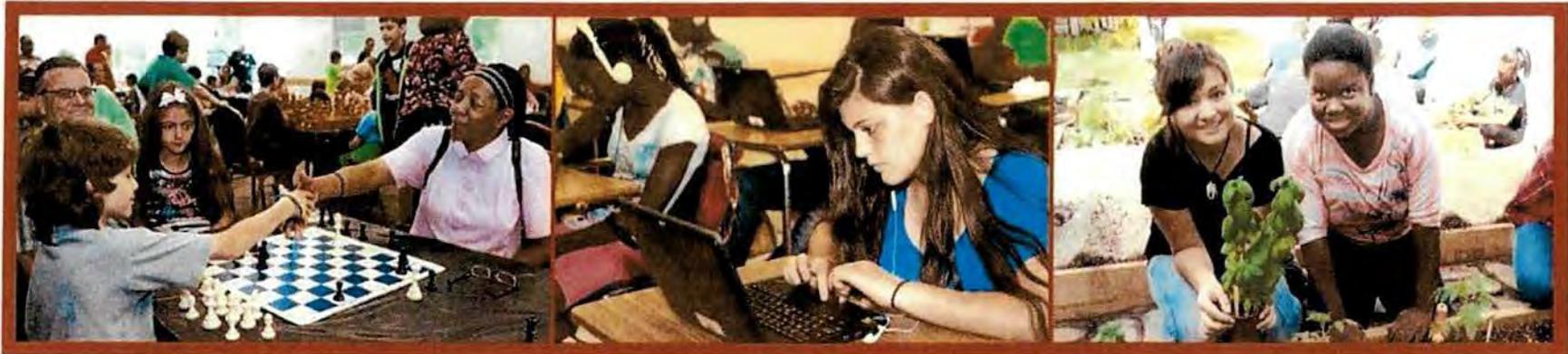
Estimated proportional share distributed to district charter schools	\$1,903,642
District expenditures on reading coaches	\$7,634,563
District expenditures on intervention teachers	\$0
District expenditures on supplemental materials or interventions	\$340,000
District expenditures on professional development	\$640,219
District expenditures on summer reading camps	\$1,178,465
District expenditures on additional hour for schools on the list of 300 lowest performing elementary schools	\$0
Flexible Categorical Spending	\$0
Sum of Expenditures	\$11,696,889
Amount of district research-based reading instruction allocation for 2019-2020	\$11,696,889

APPENDIX A

We are confirming that collaboration took place with input from all stakeholders.

We met throughout February-April with the principals of these schools and their collaborative problem-solving team to discuss components of the K12 Reading Plan and decision charts and processes. Many of the schools included teachers in their discussion.

Name of Staff	Title
Jeff Stanley	Director of School Applications (MIS Contact) District level
Maria Perez	Principal, Ramblewood Elementary
Kathy Good	Principal, Coconut Creek High
Meredith Weiss-Schnur	Principal, Heron Heights
Rhonda Parris	Principal, Park Lakes Elementary
Ricardo Grimaldo	Principal, Stephen Foster Elementary
Lena Leon	First Grade teacher, Stephen Foster Elementary



2019-20 K-12 Comprehensive Research-Based Reading Plan Guidance Meeting

April 5, 2019 & April 16, 2018 if needed

Mildred Grimaldo, Reading Contact

Today's Agenda

9:00 -10:00: Overview of 2019-20 K12 Reading Plan

10:00- 11:30: Breakout sessions-Review 2018-19 Sessions

11:30-12:00: Share Out and Next Steps

Submit revisions to Mildred by April 11th to One-Drive Reading Plan Folder

Next Meeting: Thursday, April 16, 2019 from 1:00 to 4:00
At KCW-6th Floor Conference Room if needed

Plan Due: April 30th





Dyslexia Task Force

The goal of the Dyslexia Task Force is that all schools have the resources, tools and knowledge to support all students with dyslexia.

April 25, 2019
3:30 – 5:00 p.m.
Arthur Ashe – Room 262

Last meeting of 2018-2019: Thursday, 5/23/19, 3:30 – 5:00 p.m.

Agenda

Topic	Presenter
I. Welcome	Jennifer Bigos
II. Review Screener Components and Discuss Purpose of Screening	Jennifer Bigos
III. Legislation and Screeners by State	Nicole Mancini
IV. STAR Early Literacy	Nicole Mancini
V. K-5 Decision Trees	Mildred Grimaldo

Notes:

Early Learning Language Acquisition | Elementary Learning | Bilingual/ESOL | Exceptional Student Learning Support | Diversity
Prevention and Intervention | Literacy | Office of School Performance and Accountability | Secondary Learning |
Student Assessment and Research

APPENDIX B

Identification of Students with Reading Deficiencies and Intervention Supports

In this section districts will describe how they identify students with substantial reading deficiencies and provide them with required interventions. Districts will create three Identification/Intervention Decision Tree charts to demonstrate how data from screening, diagnostic, progress monitoring, local assessments, statewide assessments or teacher observations will be used to determine specific reading instructional needs and interventions for students. It is important to note that a school may not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial deficiency in reading. If a local assessment is being used for identification, districts should internally analyze their data in order to ensure students are identified at similar rates as on statewide assessments. Districts who use a procured diagnostic, progress monitoring or assessment tool should, at a minimum, use the recommended ranges provided by the instrument developer; however, these districts should also ensure that rates of identification correlate to statewide performance.

- DT1 – Elementary (K-5)
- DT2 – Middle (6-8)
- DT3 – High (9-12)

The charts must contain the following information:

- The grade level(s) of the student;
 - 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. FSA-ELA scores must be used for appropriate grade levels;
 - DT1 must clearly state the conditions the district uses to determine whether a student has a substantial reading deficiency and will subsequently notify the student's parent as required in Section 1008.25, F.S. This also includes a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3;
 - DT1 must include information on how the Florida Kindergarten Readiness Screener will be used to identify students for intervention. For each grade level on each chart, districts must include a description of which students will be reported in the Student Information System with an appropriate code for the Reading Intervention Component; and
- An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided;

Support for Identification and Intervention of Students with Reading Deficiencies Guidelines and DT1 Charts

Elementary Schools K-5

2019-2020

Tier 1-High Quality Literacy Instruction

Broward County Public Schools focuses on the differentiated needs of every student, in every classroom, in every school. Literacy development is the foundation of all learning; and, our goal is to successfully implement and sustain a multi-tiered system of student supports to ensure College and Career Readiness for ALL students. BCPS adopted the Benchmark Assessment System (BAS) and related sub-literacy assessments as the K-5 unified diagnostic and progress monitoring tool for teachers to examine students' literacy strengths and needs in order to inform responsive Tier 1 literacy instruction and to ensure students' growth as learners.

SOSA | System of Strategic Actions

Performing a variety of "in the head" actions in order to understand text

The twelve Systems of Strategic Actions described below represent what good readers do as they process fiction and nonfiction text. The Benchmark Assessment System enables teachers to observe these reading behaviors, and infer students' strengths and needs for responsive teaching.

Thinking WITHIN the text

SEARCHING FOR AND USING INFORMATION
Readers attempt to use all sources of information. (Meaning, Structure, Visual)

MONITORING AND SELF-CORRECTING
Readers stop to correct or monitor their reading.

SOLVING WORDS
Readers recognize words automatically and work at others by using word parts.

MAINTAINING FLUENCY
Readers' voices move along at an appropriate pace for the piece being read.

ADJUSTING
Readers read differently for different purposes and in different content disciplines and genres.

SUMMARIZING
Readers can summarize information and the big ideas in a text.

Thinking BEYOND the text

PREDICTING
Readers make predictions of what will happen next in a story or how a problem might be resolved.

MAKING CONNECTIONS
Readers make connections to their own experiences, content knowledge, or their understanding of other texts.

SYNTHESIZING
Readers take on new learning of ideas and information from their reading.

INFERRING
Readers think beyond the text to infer elements such as character's feelings and motives, larger themes and ideas, and causes of problems.

Thinking ABOUT the text

ANALYZING
Readers think critically about a text by looking at characteristics of the text: how the writer has organized and crafted it.

CRITIQUING
Readers form opinions about the text and evaluate the authenticity of text.

Students engage daily in reading varied texts and are given the opportunity to think and talk as they perform these strategic actions with increasingly challenging text.

RLI | Responsive Literacy Instruction

From Authentic Assessment to Responsive Literacy Instruction within a Balanced Literacy Framework

The Balanced Literacy classroom is designed to support teacher use of student assessment data for responsive literacy instruction. The reading and writing instructional contexts shown below incorporate whole group, small group, and individual teaching opportunities to develop strong readers and writers.



INTERACTIVE READ-ALOUD/MODELED WRITING

In an *interactive read aloud*, the teacher models proficient reading to the whole class and engages students in meaningful conversations about a text's genre, author's craft, and academic language. In *modeled/shared writing*, the teacher scribes a shared text while inviting students to contribute ideas.



SHARED READING/INTERACTIVE WRITING

In *shared reading*, the teacher invites students to read together allowing students to process more complex text. In *interactive writing*, the teacher and students create a text for a real purpose and audience.



GUIDED READING/GUIDED WRITING

In *guided reading*, students are grouped together based on identified needs and read leveled text with teacher support. In *guided writing*, students work on their own pieces with teacher support and guidance.



INDEPENDENT READING/INDEPENDENT WRITING

In *independent reading*, students have full control of the reading process and engage in reading text of choice with opportunities to share their thinking. In *independent writing*, students write and share their own pieces.



READING AND WRITING MINI-LESSONS

Teachers engage students in short, powerful, and focused *mini-lessons* to model strategies and skills in whole group or small group for students to apply to any text. This includes an emphasis on direct and explicit instruction in phonics, spelling, word study, and literary analysis.



Desired Levels of Performance – Benchmark Assessment System (BAS)

The BAS is administered, at a minimum three times a year, to all Kindergarten, 1st, 2nd and 3rd grade students and students in 4th and 5th grade that scored a Level 1 or Level 2 on the English Language Arts Florida Standards Assessment. The BAS Calendar indicates monthly desired levels of performance at each grade level and is used to track students' progress towards reading proficiency.

During the *first 30 days of Assessment Period 1*, teachers administer the BAS to all students in grades 1 - 5 who scored two or more levels below their instructional level during Assessment Period 3 of the previous school year. Teachers initiate the problem-solving process for students whose data indicates "**borderline or off track**." The assessment is administered to the rest of students in the classroom to gather baseline data and plan instruction. BAS conference is entered BASIS 3.0.

BAS Instructional Levels by Grade Level Expectations for Reading - 2019-2020										
Grade Levels	Assessment Period 1			Assessment Period 2			Assessment Period 3			
	Aug. 14-Sept. 30	August 14-November 26		December 2-February 28			March 2 – May 22			Last Day of School June 2
	First 30+ Days of School	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May	June
K	A	A	A	B	B	C	C	D	D	D
1	E	E	F	G	G	H	I	J	J	J
2	K	K	K	L	L	L	L	M	M	M
3	N	N	N	O	O	O	O	P	P	P
4	Q	Q	Q	R	R	R	R	S	S	S
5	T	T	T	U	U	U	U	V	V	V

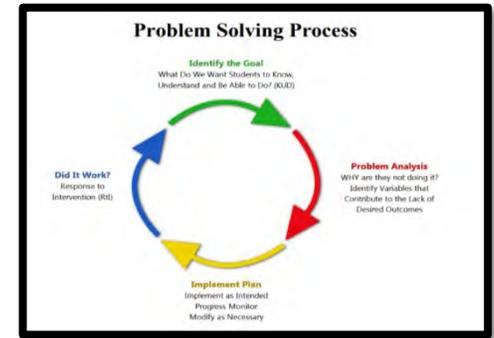
KEY AS CODED IN BASIS 3.0 and BAS Dashboard:

-  **On Track** – Student meets grade level instructional expectations at that point in time.
-  **Borderline** – Student is **one instructional level below** grade level expectations at that point in time.
-  **Off Track** – Student is **two or more instructional levels** below grade level expectations at that point in time.
-  **Progress Monitoring Plan Parent Notice** (1st Quarter-Oct. 17th, 2nd Quarter-Dec. 20st, 3rd Quarter-Mar 19th, 4th Quarter-June 2nd)

Multi-Tiered System of Supports (MTSS) Problem-Solving Process – Tier 1, Tier 2 and Tier 3

Multi-Tiered System of Supports (MTSS) is a framework that uses problem-solving and data to identify student needs and guide decision making. MTSS strives to accelerate the performance of all students. MTSS integrates academic and behavioral instruction, as well as interventions to help provide support for students not meeting desired levels of reading performance. MTSS is not special education, but a way to intervene early so that all students can be successful, providing interventions and support that can be adjusted depending on a student's progress.

The four steps of the problem-solving process are 1) **IDENTIFY** the desired reading performance 2) **ANALYZE** why the desired reading performance is not being attained 3) **DEVELOP** and Implement the instruction/intervention **PLAN** 4) **EVALUATE** the response to the instruction/intervention plan.



When a student scores ***one BAS instructional level below grade level expectations at any point in time**, the classroom teacher must analyze the accuracy and comprehension scores from the instructional level BAS recording form. When the accuracy and comprehension scores are in the lower range of the scale, **Tier 1 differentiated literacy instruction** must be provided to meet the individual needs of the student and continue to monitor student's progress towards reading proficiency. ***These students may be in need of Tier 2, targeted and supplemental reading intervention and supports.**

When a student scores ***two or more BAS instructional levels below grade level expectations at any point in time**, the classroom teacher analyzes the accuracy and comprehension scores from the instructional level BAS recording form. When the accuracy and comprehension scores are in the lower range of the scale, **Tier 1 differentiated literacy instruction** must be provided and the *DT1: K-5 Identification/Intervention Chart* must be referenced to engage in the problem-solving process to determine if student has a substantial reading deficiency. ***These students may need Tier 2 targeted, supplemental and Tier 3 intensive reading interventions.**

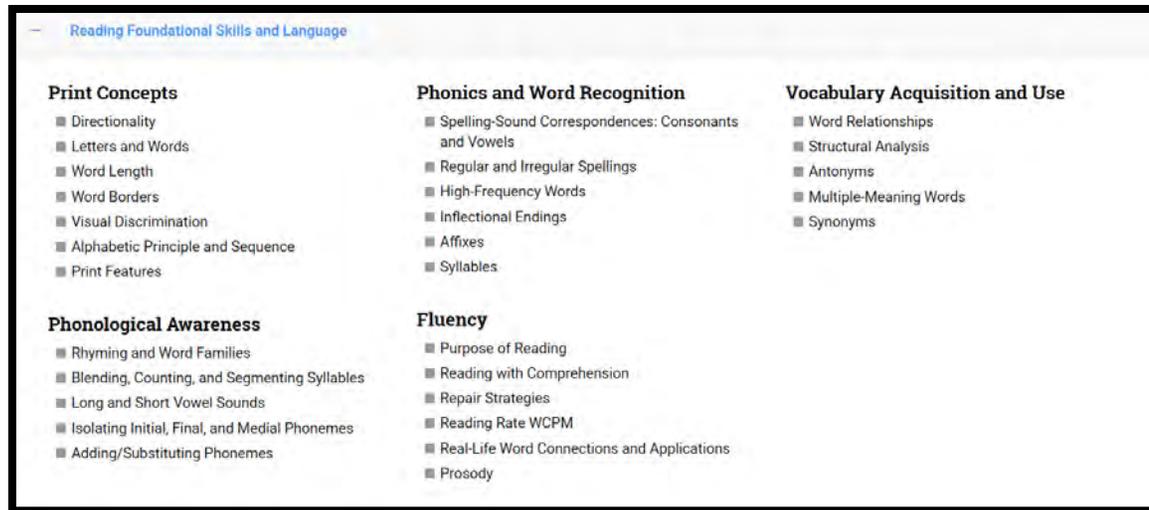
KINDERGARTEN STUDENTS ONLY: See FLKRS-STAR Early Literacy scale scores (page 5), BAS data results (page 9), and BCPS Literacy Assessments (page 10) when determining Tier 2, or Tier 2 and Tier 3 reading interventions.

English Language Learners (ELLs) - Before determining tiered interventions for ELLs, teachers MUST consider students': Date Entered U.S. Schools (DEUSS), educational background, English language proficiency level(s), ACCESS for ELLs scores, stages of second language acquisition, and cross-cultural variables. **Refer to the list of Tier 1 Core Instructional Factors for ELLs.**

Students with Disabilities (SWDs) – Students with disabilities will receive specialized instruction as determined by the student's Individual Education Plan (IEP). Teachers will also use the *DT1: K-5 Identification/Intervention Chart for students with an IEP*

Desired Levels of Performance – Florida Kindergarten Readiness Screener (FLKRS)

The FLKRS assessment is the Star Early Literacy®, which is an online, adaptive instrument that kindergarten students complete independently in approximately 15-20 minutes within the first 30 days of schools. The STAR Early Literacy assesses students' reading foundational skills and language (see sub-skills below) upon entering kindergarten.



The scale score ranges below indicate various levels of performance for kindergarten students. Teachers need to analyze the STAR Early Literacy Student Diagnostic Report to determine primary area(s) of reading deficiencies to plan Tier 1 differentiated literacy instruction. Teachers also initiate the problem-solving process for students whose data indicates they are "**borderline or off track.**" These students may need early intervention supports through either Tier 2 targeted, supplemental and/or Tier 2 targeted, supplemental and intensive Tier 3 intervention.

 **On Track** – Student scoring between **497 and 529** is on track to meet end of kindergarten grade level expectations.

 **Borderline** – Student scoring between **438 and 496** is borderline to meet end of kindergarten grade level expectations.

 **Off Track** – Student scoring **below 438** is off track to meet end of kindergarten grade level expectations.

Tier 1 Core Instructional Factors for ELLs

*Collaborative Problem-Solving Team (CPST) should include personnel familiar with the English Language Learner (ELL).

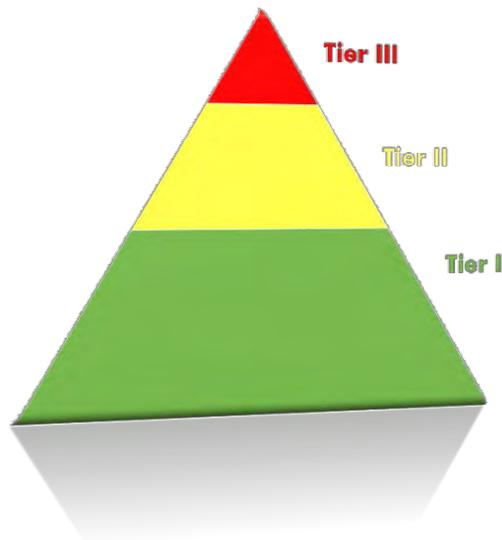
*The core instruction for ELLs should be delivered with teachers knowledgeable about the process of acquiring a second language, and know how to deliver culturally relevant content, literacy, and language instruction. Instruction within these settings will not be viewed as an intervention (Tiers 2 or 3), but rather part of ELLs' core instruction (National Center on Response to Intervention, 2011).

DEUSS (Date Entered U.S. School) <input type="checkbox"/> First time the student enrolled in a United States school (to include transiency)	EDUCATIONAL BACKGROUND <input type="checkbox"/> Transcripts <input type="checkbox"/> Academic Grades <input type="checkbox"/> Programmatic Assessment <input type="checkbox"/> Literacy in Home Language(s) (L1) <input type="checkbox"/> ELL Committee Recommendations <input type="checkbox"/> Weaknesses and Strengths in L1 and/or L2	INTERRUPTED EDUCATION <input type="checkbox"/> Transiency <input type="checkbox"/> Lack of ESOL services <input type="checkbox"/> Students with Limited or Interrupted Formal Education (SLIFE)	ELL RESOURCES <input type="checkbox"/> ELlevation Strategies for Teachers <input type="checkbox"/> InSync (Grades K-12) <input type="checkbox"/> English to Heritage Language Translation Dictionaries <input type="checkbox"/> English to Heritage Language Translation Content Area Glossaries <input type="checkbox"/> English to Heritage Language Translation Picture Dictionaries
ESOL INSTRUCTIONAL RESOURCES <input type="checkbox"/> ESOL Instructional Strategies Matrix <input type="checkbox"/> ESOL Instructional Strategies Addendum	DATA <input type="checkbox"/> FSA (R/W) (when applicable) <input type="checkbox"/> ACCESS for ELLs <input type="checkbox"/> IPT (Grades K-12) <input type="checkbox"/> K-TEA (Grades 3-12) <input type="checkbox"/> WIDA ELP Standards Report <input type="checkbox"/> Formative Assessments <input type="checkbox"/> Universal Design for Learning (UDL)	CROSS-CULTURAL VARIABLES <input type="checkbox"/> Experiential (Varied life and educational experiences, Exposure to unique topics, and Diverse approaches to learning an expression) <input type="checkbox"/> Social and Emotional (Personal interests and needs, Empathy for diverse experiences, and Knowledge of community resources) <input type="checkbox"/> Linguistic (Familiarity of Roman/Non-Roman Alphabet Systems, Knowledge of multiple languages, Varying representations of ideas, and Diverse strategies for language learning) <input type="checkbox"/> Cultural (Different perspectives, Practices, Beliefs, and Social norms) <input type="checkbox"/> Ways of thinking, and Familiarity of Alphanumeric/Non-Alphanumeric Systems	<input type="checkbox"/> Potential Impact of Syntax and Phonology of English Language Learners <input type="checkbox"/> Free Online Resources for Language Acquisition <input type="checkbox"/> ELL Supplemental Resources (Grades K-12) <input type="checkbox"/> Journeys ELL Resources and Leveled Readers in Spanish (Grades K-5) <input type="checkbox"/> Imagine Learning (PreK-8) <input type="checkbox"/> Reading Horizons (Grades 6-12) <input type="checkbox"/> ESL Reading Smart (Grades 6-12)
SECOND LANGUAGE ACQUISITION <input type="checkbox"/> Second Language Acquisition Chart	ENGLISH LANGUAGE PROFICIENCY LEVELS <input type="checkbox"/> English Language Proficiency Levels – Codes <input type="checkbox"/> WIDA Can Do Descriptors		<input type="checkbox"/> Language Enrichment Camp (LEC) <input type="checkbox"/> Istation (Dual Language Schools)

Reporting Reading Intervention Data Element 168521

Per section 1008.25 (4) (a) and (5) (a). F.S., a code indicating whether the course is used to provide reading intervention for the student must be used for students who have been determined to have a reading deficiency. Students must receive intervention, or identified to receive an intervention, in the locally developed district KG-12 Comprehensive Reading Plan must receive the interventions delineated in the approved plan. Any student who has been identified by the Collaborative Problem-Solving team in need of Tier 2 or Tier 2 and Tier 3 intervention, must have an individualized reading intervention plan documented in BASIS 3.0. The IT department will code these students with the appropriate reading intervention data element through Survey 2 and Survey 3 as follows:

1. Students with an **individualized Tier 2 Reading Intervention Plan** in BASIS will be reported with the appropriate reading intervention data element through the *Language Arts course* during Survey 2 (October 7th-11th FTE) and Survey 3 (February 3rd-7th FTE) by the Information and Technology Department.
2. Students with an **individualized Tier 3 Reading Intervention Plan** in BASIS will be reported with the appropriate reading intervention data element through the *Functional Basic Skills in Reading #5010020* during before Survey 2 (October 7th-11th FTE) and Survey 3 (February 3rd-7th FTE) by the Information and Technology Department.



Approximately 5% of students are likely to require intensive reading intervention in addition to high quality core instruction and supplemental instruction.

Approximately 20% of students will require supplemental reading instruction.

It is expected that this instruction will be sufficient to meet the needs of approximately 80% of students.

DT1 – Elementary Level

Early Identification/Intervention Reading Decisions Guidelines

Supports for Identification and Intervention of Students with Reading Deficiencies Charts serve as a tool to support the problem-solving process for identifying students with substantial reading deficiencies and to develop intervention Tier 2 and/or Tier 3 plans.

Reading behaviors to observe and note during BAS Oral Reading	Literacy Assessments to dig deeper (See BAS Charts)
<p><u>Oral Language</u></p> <ul style="list-style-type: none"> • Use knowledge of oral language to solve unknown words • Reread to see if a word “sounds right” in a sentence • Reread to correct using language structures • Check and attempt that makes sense with language • Use language structure to check on reading 	<ul style="list-style-type: none"> <input type="checkbox"/> Reading Interview <input type="checkbox"/> Vocabulary Assessments
<p><u>Phonological Awareness</u></p> <ul style="list-style-type: none"> • Use the sound of the first letter(s) to attempt to solve a word • Use syllables to solve words • Use a variety of flexible ways to take words apart • Use sound analysis (sounding out) 	<ul style="list-style-type: none"> <input type="checkbox"/> Phonological Awareness: Initial Sounds <input type="checkbox"/> Phonological Awareness: Blending Words <input type="checkbox"/> Phonological Awareness: Segmenting Words <input type="checkbox"/> Phonological Awareness: Rhyming <input type="checkbox"/> One-and-Two Syllable Words <input type="checkbox"/> Syllables in Longer Words
<p><u>Phonics</u></p> <ul style="list-style-type: none"> • Use visual information to solve words • Make attempts that are visually similar • Search for more visual information within a word to solve it • Use known words or parts to solve unknown words • Use prefixes and suffixes to take words apart • Use inflectional endings to take words apart • Notice when an attempt does not look right • Check an attempt that makes sense with the letters (visual information) 	<ul style="list-style-type: none"> <input type="checkbox"/> Phonograms <input type="checkbox"/> Consonant Blends <input type="checkbox"/> Vowel Clusters <input type="checkbox"/> Suffixes <input type="checkbox"/> Prefixes <input type="checkbox"/> Word Features Test
<p><u>Fluency</u></p> <ul style="list-style-type: none"> • Recognize a core of high frequency words quickly • Read word groups (phrases) • Read smoothly • Read the punctuation • Read dialogue with intonation on expression • Stress the appropriate words to convey accurate meaning • Read at a good rate-not too fast and not too slow 	<ul style="list-style-type: none"> <input type="checkbox"/> Reading High Frequency Words <input type="checkbox"/> Six Dimensions of Fluency Rubric

BAS INSTRUCTIONAL LEVELS A-D (Kindergarten Levels)			
Problem Analysis	<p>IF student scores <i>*two or more BAS instructional levels below grade level expectations and is reading at Levels A-D</i> at any point in time, THEN further analyze the instructional level recording form, following the steps below, to determine if student has a substantial reading deficiency and to identify the primary area(s) of reading deficiency. *These students may need Tier 2 targeted, supplemental intervention and Tier 3 intensive intervention.</p> <p>Note: For ELLs, teachers MUST consider Date Entered U.S. Schools (DEUSS), educational background, English language proficiency level(s), ACCESS for ELLs scores, stages of second language acquisition, and cross-cultural variables before moving to Steps 1-4.</p>		
Analyze Oral Reading (Accuracy)	<p>Step 1:</p> <p>IF accuracy score ranges from 90-94%,</p>	<p>THEN administer the appropriate diagnostic and progress monitoring literacy assessment(s) listed below, based on patterns of errors identified on the recording form and teacher observations. Select those that apply to the student.</p> <ul style="list-style-type: none"> <input type="checkbox"/> BCPS Early Literacy Concepts Assessment (See Kindergarten chart) <input type="checkbox"/> Reading High Frequency Words: 25 Words <input type="checkbox"/> Phonological Awareness: Initial Sounds, Blending Words, Segmenting Words, Rhyming <input type="checkbox"/> One-and-Two Syllable Words <input type="checkbox"/> Phonograms (List 1) <p>Then, refer to <i>Scoring Chart on page 11</i> to determine if student needs intensive teaching in any of these areas.</p>	
Analyze Oral Reading (Fluency)	<p>Step 2:</p> <p>IF overall Fluency score ranges from 0-1,</p>	<p>THEN have student read a similar leveled book to determine area(s) of need: pausing, phrasing, stress, intonation, rate, or integration.</p> <p>Note: FLUENCY is not assessed until student reaches Level C</p>	<p>THEN refer to BAS Assessment Forms page 175 for Six-Dimensions of Fluency Rubric.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student scoring a 0 in most areas of fluency needs intensive teaching.
Analyze Comprehension Conversation	<p>Step 3:</p> <p>IF student scores a 0 Not Proficient or a 1 Limited Proficiency in Thinking Within the Text or Thinking Beyond & About the Text,</p>	<p>THEN, analyze student's responses in each area to determine which strategic action(s) the student needs intensive teaching in: <i>summarizing, predicting, making connections, synthesizing, inferring, analyzing, critiquing.</i></p>	<p>THEN to confirm and collect concrete evidence of thinking, analyze the Writing About Reading immediately after comprehension conversation.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student scoring a 0 reflects no understanding or a 1 reflects very limited understanding of the text
Intervention Plan Design	<p>Step 4:</p> <p>IF data indicates student needs intensive teaching, THEN refer the student to the Collaborative Problem-Solving Team.</p> <ul style="list-style-type: none"> o The CPST facilitates the development and implementation or continuation of evidence-based interventions and determines the extent to which student responds to them through continuous progress monitoring. o If the student does not respond to the initial intensity (time and group size), the CPS team reconvenes to determine next steps. o A student who exhibits a substantial deficiency in reading must be provided intensive, explicit, systematic, and multisensory reading instruction. o The parents of the student must be notified in writing of the exact nature of the student's difficulty in learning and lack of achievement in reading documented on the individualized Tier 2 and/or Tier 3 reading intervention plan or the student's Individualized Educational Plan (IEP). 		

Kindergarten (BCPS Early Literacy Concepts Assessments)

IF student scores below the criteria listed below, THEN the student does not meet expectations for that sub-test and needs intensive intervention in that area. Continue to monitor growth over time.

BCPS Literacy Assessment	End of 1 st Nine Weeks	End of 2 nd Nine Weeks	End of 3 rd Nine Weeks	End of 4 th Nine Weeks
Letter Names (Total 52) Letter Sounds (Total 26) Concepts of Prints (Total 21)	Letter Names (15/52) Letter Sounds (6/26) Concepts of Print (6/21)	Letter Names (38/52) Letter Sounds (15/26) Concepts of Print (10/21)	Letter Names (46/52) Letter Sounds (18/26) Concepts of Print (10/21)	Letter Names (52/52) Letter Sounds (26/26) Concepts of Print (18/21)

SCORING CHART – BAS INSTRUCTIONAL LEVELS A-D

IF Student scores at or below the criteria listed below, THEN the student does not meet expectations for that sub-test and needs intensive intervention in that area. See Intervention Resources Chart for appropriate interventions. Continue to monitor growth over time.

Literacy Assessment	Grade Level	1 st 30 days	1 st Interval (Nov.-Dec.)	2 nd Interval (Feb.-Mar.)	End of Year (May-June)
Reading High Frequency Words: 25	Kindergarten	< 3	< 3	< 10	< 15
	1 st .5 th grade	< 25	< 25	< 25	< 25
Phonological Awareness: Initial Sounds (Total=8)	Kindergarten	< 2	< 2	< 4	< 7
	1 st grade	< 6	< 8	< 8	< 8
	2 nd .5 th	< 8	< 8	< 8	< 8
Phonological Awareness: Blending Words (Total=10)	Kindergarten	< 3	< 3	< 5	< 8
	1 st grade	< 9	< 10	< 10	< 10
	2 nd .5 th grade	< 10	< 10	< 10	< 10
Phonological Awareness: Segmenting Words (Total=10)	Kindergarten	< 3	< 3	< 6	< 7
	1 st grade	< 8	< 10	< 10	< 10
	2 nd . 5 th grade	< 10	< 10	< 10	< 10
One-and-Two Syllable Words (Total=10)	Kindergarten	< 3	< 4	< 6	< 9
	1 st .5 th grade	< 10	< 10	< 10	< 10
Phonograms- List 1 (Total=20)	Kindergarten	< 1	< 1	< 2	< 5
	1 st grade	< 5	< 10	< 15	< 20
	2 nd .5 th grade	< 20	< 20	< 20	< 20

The directions for these assessments and teacher/student forms can be found in the Assessment Forms Book from the Benchmark Assessment System 1 Appendix C.

BAS INSTRUCTIONAL LEVELS E – J (First Grade Levels)	
Problem Analysis	<p>IF student scores <i>two or more BAS instructional levels below grade level expectations and is reading at Levels E-J</i> at any point in time, THEN further analyze the instructional level recording form, following the steps below, to determine if student has a substantial reading deficiency and to identify the primary area(s) of reading deficiency. *These students may need Tier 2 targeted, supplemental and Tier 3 intensive reading intervention.</p> <p>Note: For ELLs, teachers MUST consider Date Entered U.S. Schools (DEUSS), educational background, English language proficiency level(s), ACCESS for ELLs scores, stages of second language acquisition, and cross-cultural variables before moving to Steps 1-4.</p>
Analyze Oral Reading (Accuracy)	<p>Step 1:</p> <p>IF Accuracy score ranges from 90-94%,</p> <p>THEN administer the appropriate diagnostic and progress monitoring literacy assessment(s) listed below, based on patterns of errors identified on the recording form and teacher observation. Select those that apply to the student.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading High Frequency Words: 100 words <input type="checkbox"/> Phonograms (Lists 1, 2, 3, 4) <input type="checkbox"/> Consonant Blends <p>THEN, refer to <i>Scoring Chart on page 13</i> to determine if student needs intensive teaching in any of these areas.</p>
Analyze Oral Reading (Fluency)	<p>Step 2:</p> <p>IF overall Fluency score ranges from 0-1,</p> <p>THEN have student read a similar leveled book to determine area(s) of need: pausing, phrasing, stress, intonation, rate, or integration.</p> <p>THEN refer to <i>BAS Assessment Forms page 175 for Six-Dimensions of Fluency Rubric.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Student scoring a 0 in most areas of fluency needs intensive teaching.
Analyze Comprehension Conversation	<p>Step 3:</p> <p>IF student scores a 0 Not Proficient or a 1 Limited Proficiency in Thinking Within the Text or Thinking Beyond & About the Text,</p> <p>THEN, analyze student’s responses in each area to determine which strategic action(s) the student needs intensive teaching in: <i>summarizing, predicting, making connections, synthesizing, inferring, analyzing, critiquing.</i></p> <p>THEN to confirm and collect concrete evidence of thinking, analyze the Writing About Reading immediately after comprehension conversation.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student scoring a 0 reflects no understanding or a 1 reflects very limited understanding of the text
Intervention Plan Design	<p>STEP 4:</p> <p>IF data indicates student needs intensive teaching, THEN refer the student to the Collaborative Problem-Solving Team.</p> <ul style="list-style-type: none"> o The CPST facilitates the development and implementation or continuation of evidence-based interventions and determines the extent to which student responds to them through continuous progress monitoring. o If the student does not respond to the initial intensity (time and group size), the CPS team reconvenes to determine next steps. o A student who exhibits a substantial deficiency in reading must be provided intensive, explicit, systematic, and multisensory reading instruction. o The parents of the student must be notified in writing of the exact nature of the student’s difficulty in learning and lack of achievement in reading documented on the individualized Tier 2 and/or Tier 3 reading intervention plan or the student’s Individualized Educational Plan (IEP).

SCORING CHART - BAS INSTRUCTIONAL LEVELS E – J

IF Student scores at or below the criteria listed below, **THEN** the student does not meet expectations for that sub-test and needs intensive intervention in that area. See Intervention Resources Chart for appropriate interventions. Continue to monitor growth over time.

Literacy Assessment	Grade Level	1 st 30 days	1 st Interval (Nov.-Dec.)	2 nd Interval (Feb.-Mar.)	End of Year (May-June)
Reading High Frequency Words: 100	Kindergarten	N/A	N/A	N/A	N/A
	1 st grade	< 15	< 25	< 50	< 75
	2 nd -5 th grade	< 100	< 100	< 100	< 100
Phonograms- List 1 (Total=20)	Kindergarten	N/A	< 1	< 2	< 5
	1 st grade	< 5	< 10	< 15	< 20
	2 nd -5 th grade	< 20	< 20	< 20	< 20
Phonograms- List 2 (Total=20)	Kindergarten	N/A	N/A	N/A	N/A
	1 st grade	N/A	< 3	< 10	< 20
	2 nd -5 th grade	< 20	< 20	< 20	< 20
Phonograms- List 3 (Total=20)	Kindergarten	N/A	N/A	N/A	N/A
	1 st grade	N/A	< 3	< 10	< 15
	2 nd grade	< 15	< 20	< 20	< 20
	3 rd -5 th grade	< 20	< 20	< 20	< 20
Phonograms- List 4 (Total=20)	Kindergarten	N/A	N/A	N/A	N/A
	1 st grade	N/A	< 3	< 10	< 15
	2 nd grade	< 15	< 20	< 20	< 20
	3 rd -5 th grade	< 20	< 20	< 20	< 20
Consonant Blends (Total=14)	Kindergarten	N/A	N/A	N/A	N/A
	1 st grade	N/A	< 3	< 5	< 7
	2 nd grade	< 7	< 9	< 14	< 14
	3 rd - 5 th	< 14	< 14	< 14	< 14

The directions for these assessments and teacher/student forms can be found in the Assessment Forms Book from the Benchmark Assessment System 1.

BAS INSTRUCTIONAL LEVELS K-M (Second Grade Levels)			
Problem Analysis	<p>IF student scores *two or more BAS instructional levels below grade level expectations and is reading at Levels K-M, THEN further analyze the instructional level recording form, following the steps below, to determine if student has a substantial reading deficiency and to identify the primary area(s) of reading deficiency. *These students may need Tier 2 targeted, supplemental and Tier 3 intensive reading intervention.</p> <p>Note: For ELLs, teachers MUST consider Date Entered U.S. Schools (DEUSS), educational background, English language proficiency level(s), ACCESS for ELLs scores, stages of second language acquisition, and cross-cultural variables before moving to Steps 1-4.</p>		
Analyze Oral Reading (Accuracy)	<p>Step 1:</p> <p>IF Accuracy score ranges from 90-94% (Level K) or 95-97% (Levels L-M)</p>	<p>THEN administer the appropriate diagnostic and progress monitoring literacy assessment(s) listed below, based on patterns of errors identified on the recording form and teacher observation. Select those that apply to the student.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading High Frequency Words: 200 Words <input type="checkbox"/> Consonant Blends <input type="checkbox"/> Vowel Clusters <p>Then, refer to <i>Scoring Chart on page 15</i> to determine if student needs intensive teaching in any of these areas.</p>	
Analyze Oral Reading (Fluency)	<p>Step 2:</p> <p>IF overall Fluency score ranges from 0-1,</p>	<p>THEN have student read a similar leveled book to determine area(s) of need: pausing, phrasing, stress, intonation, rate, or integration.</p>	<p>THEN refer to <i>BAS Assessment Forms page 175 (System 1) or page 199 (System 2)</i> for Six-Dimensions of Fluency Rubric.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student scoring a 0 in most areas of fluency needs intensive teaching.
Analyze Comprehension Conversation	<p>Step 3:</p> <p>IF student scores a 0 Not Proficient or a 1 Limited Proficiency in Thinking Within the Text, Thinking Beyond the Text, or Thinking About the Text,</p>	<p>THEN, analyze student's responses in each area to determine which strategic action(s) the student needs intensive teaching in: <i>summarizing, predicting, making connections, synthesizing, inferring, analyzing, critiquing.</i></p>	<p>THEN to confirm and collect concrete evidence of thinking, analyze the Writing About Reading immediately after comprehension conversation.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student scoring a 0 Reflects No Understanding or a 1 reflects very limited understanding of the text
Intervention Plan Design	<p>Step 4:</p> <p>IF data indicates student needs intensive teaching, THEN refer the student to the Collaborative Problem-Solving Team.</p> <ul style="list-style-type: none"> o The CPST facilitates the development and implementation or continuation of evidence-based interventions and determines the extent to which student responds to them through continuous progress monitoring. o If the student does not respond to the initial intensity (time and group size), the CPS team reconvenes to determine next steps. o A student who exhibits a substantial deficiency in reading must be provided intensive, explicit, systematic, and multisensory reading instruction. o The parents of the student must be notified in writing of the exact nature of the student's difficulty in learning and lack of achievement in reading documented on the individualized Tier 2 and/or Tier 3 reading intervention plan or the student's Individualized Educational Plan (IEP). 		

SCORING CHART – BAS INSTRUCTIONAL LEVELS K-M

IF Student scores at or below the criteria listed below, **THEN** the student does not meet expectations for that sub-test and needs intensive intervention in that area. See appendix Intervention Resources Chart for appropriate interventions. Continue to monitor growth over time.

Literacy Assessment	Grade Level	1 st 30 days	1 st Interval (Nov.-Dec.)	2 nd Interval (Feb.-Mar.)	End of Year (May-June)
Reading High Frequency Words: 200	Kindergraten-1 st grade	N/A	N/A	N/A	N/A
	2 nd grade	< 75	< 100	< 125	< 150
	3 rd grade	< 150	< 175	< 200	< 200
	4 th grade	<175	< 200	< 200	< 200
	5 th grade	< 200	< 200	< 200	< 200
Consonant Blends (Total=14)	Kindergraten	N/A	N/A	N/A	N/A
	1 st grade	N/A	< 3	< 5	< 7
	2 nd grade	< 7	< 9	< 14	< 14
	3 rd - 5 th	< 14	< 14	< 14	< 14
Vowel Clusters- List 1 (Total=23)	Kindergraten-1 st grade	N/A	N/A	N/A	N/A
	2 nd grade	< 5	< 9	< 15	< 18
	3 rd grade	< 18	< 18	< 18	< 18
	4 th grade	< 19	< 23	< 23	< 23
	5 th grade	< 23	< 23	< 23	< 23
Vowel Clusters- List 2 (Total=20)	Kindergraten-1 st grade	N/A	N/A	N/A	N/A
	2 nd grade	< 3	< 7	< 12	< 15
	3 rd grade	< 15	< 17	< 20	< 20
	4 th -5 th grade	< 20	< 20	< 20	< 20
Vowel Clusters- List 3 (Total=14)	Kindergraten-1 st grade	N/A	N/A	N/A	N/A
	2 nd grade	< 1	< 3	< 7	< 9
	3 rd grade	< 9	< 11	< 14	<14
	4 th -5 th grade	< 14	< 14	< 14	< 14

The directions for these assessments and teacher/student forms can be found in the Assessment Forms Book from the Benchmark Assessment System 1 or Benchmark Assessment System 2.

Problem Analysis		BAS INSTRUCTIONAL LEVELS N-P (Third Grade Levels)	
<p>IF student scores <i>*two or more BAS instructional levels below grade level expectations and is reading at Levels N-P</i>, THEN further analyze the instructional level recording form, following the steps below, to determine if student has a substantial reading deficiency and to identify the primary area(s) of reading deficiency. *These students may need Tier 2 targeted, supplemental and Tier 3 intensive reading intervention.</p> <p>Note: For ELLs, teachers MUST consider Date Entered U.S. Schools (DEUSS), educational background, English language proficiency level(s), ACCESS for ELLs scores, stages of second language acquisition, and cross-cultural variables before moving to Steps 1-4.</p>			
Analyze Oral Reading (Accuracy)	<p>Step 1:</p> <p>IF Accuracy score ranges from 95-97%,</p>	<p>THEN administer the appropriate diagnostic and progress monitoring literacy assessment(s) listed below, based on patterns of errors identified on the recording form and teacher observation. Select those that apply to the student.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading High Frequency Words: 200 Words <input type="checkbox"/> Phonics: Phonograms II (Lists 1, 2, 3), Vowel Clusters <p>Then, refer to <i>Scoring Chart on page 17</i> to determine if student needs intensive teaching in any of these areas.</p>	
Analyze Oral Reading (Fluency)	<p>Step 2:</p> <p>IF overall Fluency score ranges from 0-1,</p>	<p>THEN have student read a similar instructional leveled book to determine area(s) of need: pausing, phrasing, stress, intonation, rate, or integration.</p>	<p>THEN refer to <i>BAS Assessment Forms page 199</i> for the Six-Dimensions of Fluency Rubric.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student scoring a 0 in most areas of fluency have a substantial deficiency and needs intensive teaching.
Analyze Comprehension Conversation	<p>Step 3:</p> <p>IF student scores a 0 Not Proficient or a 1 Limited Proficiency in Thinking Within the Text, Thinking Beyond the Text, or Thinking About the Text,</p>	<p>THEN, analyze student’s responses in each area to determine which strategic action(s) the student needs intensive teaching in: <i>summarizing, predicting, making connections, synthesizing, inferring, analyzing, critiquing.</i></p>	<p>THEN to confirm and collect concrete evidence of thinking, analyze the Writing About Reading immediately after comprehension conversation.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student scoring a 0 Reflects No Understanding or a 1 reflects very limited understanding of the text
Intervention Plan Design	<p>Step 4:</p> <p>IF data indicates student needs intensive teaching, THEN refer the student to the Collaborative Problem-Solving Team.</p> <ul style="list-style-type: none"> o The CPST facilitates the development and implementation or continuation of evidence-based interventions and determines the extent to which student responds to them through continuous progress monitoring. o If the student does not respond to the initial intensity (time and group size), the CPS team reconvenes to determine next steps. o A student who exhibits a substantial deficiency in reading must be provided intensive, explicit, systematic, and multisensory reading instruction. o The parents of the student must be notified in writing of the exact nature of the student’s difficulty in learning and lack of achievement in reading documented on the individualized Tier 2 and/or Tier 3 reading intervention plan or the student’s Individualized Educational Plan (IEP). 		

SCORING CHART - BAS INSTRUCTIONAL LEVELS N-P

IF Student scores at or below the criteria listed below, **THEN** the student does not meet expectations for that sub-test and needs intensive intervention in that area. See Intervention Resources Chart for appropriate interventions. Continue to monitor growth over time.

Literacy Assessment	Grade Level	1 st 30 days	1 st Interval (Nov.-Dec.)	2 nd Interval (Feb.-Mar.)	End of Year (May-June)
Reading High Frequency Words: 200	Kindergarten-1 st grade	N/A	N/A	N/A	N/A
	2 nd grade	< 75	< 100	< 125	< 150
	3 rd grade	< 150	< 175	< 200	< 200
	4 th grade	<175	< 200	< 200	< 200
	5 th grade	< 200	< 200	< 200	< 200
Phonograms II- List 1 (Total=18)	Kindergarten-2 nd grade	N/A	N/A	N/A	N/A
	3 rd grade	< 3	< 7	< 10	< 15
	4 th grade	< 15	< 18	< 18	< 18
	5 th grade	< 18	< 18	< 18	< 18
Phonograms II- List 2 (Total=18)	Kindergarten-2 nd grade	N/A	N/A	N/A	N/A
	3 rd grade	< 3	< 7	< 11	< 13
	4 th grade	< 13	< 16	< 18	< 18
	5 th grade	< 18	< 18	< 18	< 18
Phonograms II- List 3 (Total=24)	Kindergarten-2 nd grade	N/A	N/A	N/A	N/A
	3 rd grade	< 4	< 9	< 13	< 15
	4 th grade	< 15	< 20	< 24	< 24
	5 th grade	< 24	< 24	< 24	< 24
Vowel Clusters- List 1 (Total=23)	Kindergarten-1 st grade	N/A	N/A	N/A	N/A
	2 nd grade	< 5	< 9	< 15	< 18
	3 rd grade	< 18	< 18	< 18	< 18
	4 th grade	< 19	< 23	< 23	< 23
	5 th grade	< 23	< 23	< 23	< 23
Vowel Clusters- List 2 (Total=20)	Kindergarten-1 st grade	N/A	N/A	N/A	N/A
	2 nd grade	< 3	< 7	< 12	< 15
	3 rd grade	< 15	< 17	< 20	< 20
	4 th -5 th grade	< 20	< 20	< 20	< 20
Vowel Clusters- List 3 (Total=14)	Kindergarten-1 st grade	N/A	N/A	N/A	N/A
	2 nd grade	< 1	< 3	< 7	< 9
	3 rd grade	< 9	< 11	< 14	<14
	4 th -5 th grade	< 14	< 14	< 14	< 14

The directions for these assessments and teacher/student forms can be found in the Assessment Forms Book from the Benchmark Assessment System 2.

BAS INSTRUCTIONAL LEVELS Q-T (Fourth – Fifth Grade Levels)			
Problem Analysis	<p>IF student scores <i>*two or more BAS instructional levels below grade level expectations and is reading at Levels Q-T</i>, THEN further analyze the instructional level recording form, following the steps below, to determine if student has a substantial reading deficiency and to identify the primary area(s) of reading deficiency. *These students may need Tier 2 targeted, supplemental and Tier 3 intensive reading intervention.</p> <p>Note: For ELLs, teachers MUST consider Date Entered U.S. Schools (DEUSS), educational background, English language proficiency level(s), ACCESS for ELLs scores, stages of second language acquisition, and cross-cultural variables before moving to Steps 1-4.</p>		
Analyze Oral Reading (Accuracy)	<p>Step 1:</p> <p>IF Accuracy score ranges from 95-97%,</p>	<p>THEN administer the appropriate diagnostic and progress monitoring literacy assessment(s) listed below, based on patterns of errors identified on the recording form and teacher observation. Select those that apply to the student.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Phonics: Phonograms II (Lists 4, 5, 6), Vowel Clusters <input type="checkbox"/> Word Structure: Suffixes II, Prefixes <input type="checkbox"/> Syllables in Longer Words <p>Then, refer to <i>Scoring Chart on page 19</i> to determine if student needs intensive teaching in any of these areas.</p>	
Analyze Oral Reading (Fluency)	<p>Step 2:</p> <p>IF overall Fluency score ranges from 0-1,</p>	<p>THEN have student read a similar instructional leveled book to determine area(s) of need: pausing, phrasing, stress, intonation, rate, or integration.</p>	<p>THEN refer to <i>BAS Assessment Forms page 199</i> for the Six-Dimensions of Fluency Rubric.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student scoring a 0 in most areas of fluency needs intensive teaching.
Analyze Comprehension Conversation	<p>Step 3:</p> <p>IF student scores a 0 Not Proficient or a 1 Limited Proficiency in Thinking Within the Text, Thinking Beyond the Text, or Thinking About the Text,</p>	<p>THEN, analyze student’s responses in each area to determine which strategic action(s) the student needs intensive teaching in: <i>summarizing, predicting, making connections, synthesizing, inferring, analyzing, critiquing.</i></p>	<p>THEN To confirm and collect concrete evidence of thinking, analyze the Writing About Reading immediately after comprehension conversation.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student scoring a 0 reflects No Understanding or a 1 reflects very limited understanding of the text
Intervention Plan Design	<p>Step 4:</p> <p>IF data indicates student needs intensive teaching, THEN refer the student to the Collaborative Problem-Solving Team.</p> <ul style="list-style-type: none"> o The CPST facilitates the development and implementation or continuation of evidence-based interventions and determines the extent to which student responds to them through continuous progress monitoring. o If the student does not respond to the initial intensity (time and group size), the CPS team reconvenes to determine next steps. o A student who exhibits a substantial deficiency in reading must be provided intensive, explicit, systematic, and multisensory reading instruction. o The parents of the student must be notified in writing of the exact nature of the student’s difficulty in learning and lack of achievement in reading documented on the individualized Tier 2 and/or Tier 3 reading intervention plan or the student’s Individualized Educational Plan (IEP). 		

SCORING CHART - BAS INSTRUCTIONAL LEVELS Q-T

IF Student scores at or below the criteria listed below, THEN the student does not meet expectations for that sub-test and needs intensive intervention in that area. See appendix for Intervention Resources Chart for appropriate interventions. Continue to monitor growth over time.

Literacy Assessment	Grade Level	1 st 30 days	1 st Interval (Nov.-Dec.)	2 nd Interval (Feb.-Mar.)	End of Year (May-June)
Phonograms II- List 4 (Total=24)	Kindergarten- 2 nd grade	N/A	N/A	N/A	N/A
	3 rd grade	< 3	< 7	< 9	< 15
	4 th grade	< 15	< 19	< 19	< 20
	5 th grade	< 20	< 24	< 24	< 24
Phonograms II- List 5 (Total=25)	Kindergarten- 2 nd grade	N/A	N/A	N/A	N/A
	3 rd grade	< 3	< 7	< 13	< 15
	4 th grade	< 15	< 18	< 20	< 20
	5 th grade	< 20	< 25	< 25	< 25
Phonograms II- List 6 (Total=25)	Kindergarten- 2 nd grade	N/A	N/A	N/A	N/A
	3 rd grade	< 3	< 7	< 13	< 15
	4 th grade	< 15	< 18	< 20	< 20
	5 th grade	< 20	< 25	< 25	< 25
Vowel Clusters- List 1 (Total=23)	Kindergarten-1 st grade	N/A	N/A	N/A	N/A
	2 nd grade	< 5	< 9	< 15	< 18
	3 rd grade	< 18	< 18	< 18	< 18
	4 th grade	< 19	< 23	< 23	< 23
	5 th grade	< 23	< 23	< 23	< 23
Suffixes II (Total=15)	Kindergarten-2 nd grade	N/A	N/A	N/A	N/A
	3 rd grade	< 2	< 4	< 6	< 8
	4 th grade	< 8	< 9	< 13	< 15
	5 th grade	< 15	< 15	< 15	< 15
Prefixes (Total=12)	Kindergarten-2 nd grade	N/A	N/A	N/A	N/A
	3 rd grade	< 3	< 5	< 6	< 7
	4 th grade	< 7	< 8	< 9	< 11
	5 th grade	< 12	< 12	< 12	< 12
Syllables in Longer Words (Total=30)	Kindergarten-2 nd grade	N/A	N/A	N/A	N/A
	3 rd grade	< 2	< 4	< 6	< 8
	4 th grade	< 8	< 11	< 17	< 18
	5 th grade	< 18	< 21	< 25	< 27

The directions for these assessments and teacher/student forms can be found in the Assessment Forms Book from the Benchmark Assessment System 2.

Appendix
DT1-Recommended Intervention Reading Resources
2019-2020

Reading Intervention Resources

Evidence-based strategies should be considered. The Guiding Tools for Instructional Problem Solving (GTIPS-R) defines [evidence-based interventions](#) as interventions for which evidence of effectiveness in increasing student learning exists. Reading programs matching student needs while meeting the new ESSA evidence standards can be reviewed at:

<https://www.evidencefoessa.org/programs/reading/elementary>. Literacy strategies to support intensifying interventions can be view here: <https://intensiveintervention.org/intervention-resources/literacy-strategies>.

Resources	Oral Language	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension	Writing
Leveled Literacy Intervention (LLI) Grades K-8	X	X Grades K-2	X	X	X	X	X
Soar to Success Grades K-8	X		X	X	X	X	X
HMH Curious About Words Grades K-3	X				X		
Literacy Tool Kit Grades 4-5	X		X	X	X	X	
Reading Tool Kit Grades 1-3	X	X	X	X	X	X	
Teaching Resources Grade K		X	X		X	X	
Write-In Reader Grades 1-5	X Grades 1-2	X Grades 1-5	X Grades 1-5	X Grades 1-5	X Grades 1-5	X Grades 1-5	X Grades 1-5
Journeys ELL Resources and Leveled Readers in Spanish Grades K-5 Language Classification A1-C1 or English Language Proficiency Level (ELP) 1-5	X		X	X	X	X	
Fundations, 2nd Edition Grades K-3		X	X	X	X		
Just Words Grades 4-12			X	X	X		
Reading Mastery Grades K-5	X	X	X	X	X	X	X
Reading Excellence Word Attack and Rate Development Strategies (REWARDS) Grades 4-12			X	X	X		

Resources	Oral Language	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension	Writing
Structured Methods in Language Education (SMILE) Grades PreK-5	X	X	X	X	X	X	X
Talkies Grades PreK-2	X				X	X	X
Visualizing and Verbalizing Grades 1-8	X				X	X	X
Wilson Reading Grades 2-12		X	X	X	X	X	

Supplemental Technology Resources for ELLs	Oral Language	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension	Writing
ESL Reading Smart Grades 6-12 Language Classification (LC) A1-C1 or English Language Proficiency Level (ELP) 1-5	X			X	X	X	X
Imagine Learning Grades PreK-5 (also in Spanish) LC A1-C1 or ELP Levels 1-5	X	X	X	X	X	X	
Reading Horizons Grades K-12 Language Classification LC A1-C1 or ELP Levels 1-5	X	X	X	X	X	X	X

- ❖ Per **META Consent Decree**, all English Language Learners shall have equal access to appropriate English language instruction, as well as comprehensible instruction in basic subject areas, given their levels of English proficiency. The instruction will be equal and comparable in amount, scope, sequence and quality to instruction which is provided to non-English language learners (or non-ELLs). Therefore, teachers must use English for Speakers of Other Languages (ESOL) Instructional Strategies in order to make content accessible and comprehensible.

Additional Resources for Literacy Instruction

Elementary Learning Canvas

Fountas and Pinnell Resources

- ❖ Literacy Continuum, A Tool for Assessment, Planning and Teaching
- ❖ Comprehensive Phonics, Spelling, and Word Study Guide
- ❖ Benchmark Assessment Systems (BAS)
- ❖ A Guide to Benchmark Assessment System 1 and 2
- ❖ Assessment Forms
- ❖ F & P Phonics, Spelling, and Word Study System (Grades K-2)
- ❖ Guided Reading, Responsive Teaching Across the Grades
- ❖ Fountas and Pinnell Online Resources

Supplemental Resources from Florida Center for Reading Research – Student Centered Activities

- ❖ Kindergarten – First Grade
https://www.fcrr.org/resources/resources_sca_k-1.html
- ❖ Second-Third Grade
https://www.fcrr.org/resources/resources_sca_2-3.html
- ❖ Fourth-Fifth Grade
https://www.fcrr.org/resources/resources_sca_4-5.html

Office of Academics Contacts

Literacy Department, Mildred Grimaldo, Director

Elementary Learning Department, Dr. Nicole Mancini, Director

Bilingual/ESOL Department, Victoria Saldala, Director

Elementary Exceptional Student Learning Services, Department, Jennifer Bigos, Director

School Climate and Prevention Department, Adrienne Dixon, MTSS/RtI Specialist

School Applications, Jeff Stanley, Director



Support for Identification and Intervention of Students with Reading Deficiencies DT2 and DT3 Charts

Secondary Schools 6-12

2019-2020

Department of Secondary Learning- English Language Arts

Broward County Public Schools

Secondary Reading Intervention Decision Tree

The attached Decision Trees facilitate the identification of students with foundational skill deficits in reading and assist in the placement of students into reading courses based on their areas of need. Student areas of need are aligned to the appropriate curriculum, instruction, progress monitoring, and teacher professional learning.

Students scoring a Level 1 or 2 on the FSA ELA with NO foundational skill deficits in reading as determined by diagnostic assessment data are not recommended to be placed in a reading course, but their progress must be monitored throughout the school year. Progress monitoring also allows for mid-year progression within reading courses for students whose deficits have been remediated. The Recommended Course Placements documents that are part of the Decision Trees provide guidance on the next steps for the students who are not making progress and outline Tier 2 and Tier 3 interventions that may be used.

Multiple data points (Data Filters) are used to identify student areas of reading deficiency and recommended intervention. Depending on how a student scores, additional testing is administered until an appropriate placement recommendation can be made.

Data Filter 1: FSA ELA is used to determine the students who are not proficient in reading. Students scoring Level 1 or 2 take a diagnostic assessment to determine their area of weakness. Students in grades 11 and 12 who have not met concordance are also tested to determine areas of need.

Data Filter 2: English Language Proficiency Test scores are used to determine the ELL status. Students who are Level 1, 2, A1, A2, or B1 are recommended to be placed into Developmental Language Arts.

Data Filter 3: FAIR-FS, BAS, iReady or a district approved diagnostic assessment is given to students scoring a Level 1 or 2 on FSA ELA and to students in grades 11 and 12 who have not met concordance to determine foundational skill areas of strength and weakness.

- Students **without a deficit in a foundational skill area as determined by diagnostic assessments** are not recommended to be placed into a reading course and are progress monitored three times per year.
- Students with a **deficit in reading comprehension** are placed into Tier 2 targeted intervention, Intensive Reading.
- Students in **grades 11 and 12 who have no area of reading deficiency according to the diagnostic assessment AND have not made concordance** are placed into Tier 2 targeted intervention, Intensive Language Arts (11th grade)/English 4 College Prep (12th grade).
- Students have a **deficiency in decoding** as determined by diagnostic data are recommended to be given the DAR Word List to get more information on reading needs.

Data Filter 4: The DAR Word List is given to students who are determined to have a need in decoding according to diagnostic data in order to determine the intensity of the instruction needed. This helps to correct the potential machine bias of a computer adaptive test by having the student read aloud for the teacher.

- Students scoring **above a level 5** do not have an intensive need for decoding are recommended to be placed in Tier 2 targeted intervention, Intensive Reading.
- Students scoring at **level 4 or 5 and have difficulty with decoding and spelling multisyllabic words** are recommended to be placed into Tier 2 targeted intervention, Intensive Reading plus REWARDS.
- Students scoring **at or below the third grade level** are recommended to be given the Oral Reading Passages or Full DAR.

Data Filter 5: Oral Reading Passages or Full DAR is given to students who scored at or below level 3 on the DAR Word List to gain more information about student areas of strength and weakness in fluency and decoding. The data in this filter are qualitative rather than quantitative to take into account the specific student reading behaviors.

- Students who are able to read a grade level passage with some fluency and have some word attack skills are recommended to be placed into Tier 2 targeted intervention, Intensive Reading plus REWARDS.
- Students who are able to read a grade level passage deficient fluency and difficulty on words with vowel teams are recommended to be placed into Tier 2 targeted intervention, Intensive Reading plus Just Words.
- Students who need support with phonemic awareness and beginning phonics are recommended to be placed into Tier 3 intensive intervention, Intensive Reading plus Wilson.

All Level 1 and 2 students are progress monitored at least three times per year using FAIR, iReady, or a district approved progress monitoring tool.

- Students in a **Tier 2 targeted instruction Intensive Reading Course** are monthly to biweekly monitoring probes depending on the area of need.
- Students in a **Tier 3 intensive instruction Intensive Reading Course** are charted on their progress in areas of deficiency weekly.
- Students may graduate from a reading course mid-year if the progress monitoring tool shows that they no longer have an area of reading deficiency.
- Students who are not making progress receive additional instruction in smaller, more explicit learning segments and are taught in smaller groups.

For questions regarding the Secondary Reading Intervention Decision Trees, please contact:

David Shelley, Curriculum Supervisor, Secondary Learning-ELA- david.shelley@browardschools.com or

Marie Garrido Zoeller, Interim Curriculum Supervisor, Secondary Learning-ELA-marie.garrido@browardschools.com

For BAS questions contact Mildred Grimaldo, Director, Literacy Department, 754.323.3500; mildred.grimaldo@browardschools.com.

For ELL questions contact Vicky B. Saldala, Director, Bilingual/ESOL Department, 754-321-2589; victoria.saldala@browardschools.com.

For ESE questions contact Sonja Clay, Director, Exceptional Student Education Department, 754.321.3400; sonja.clay@browardschools.com.

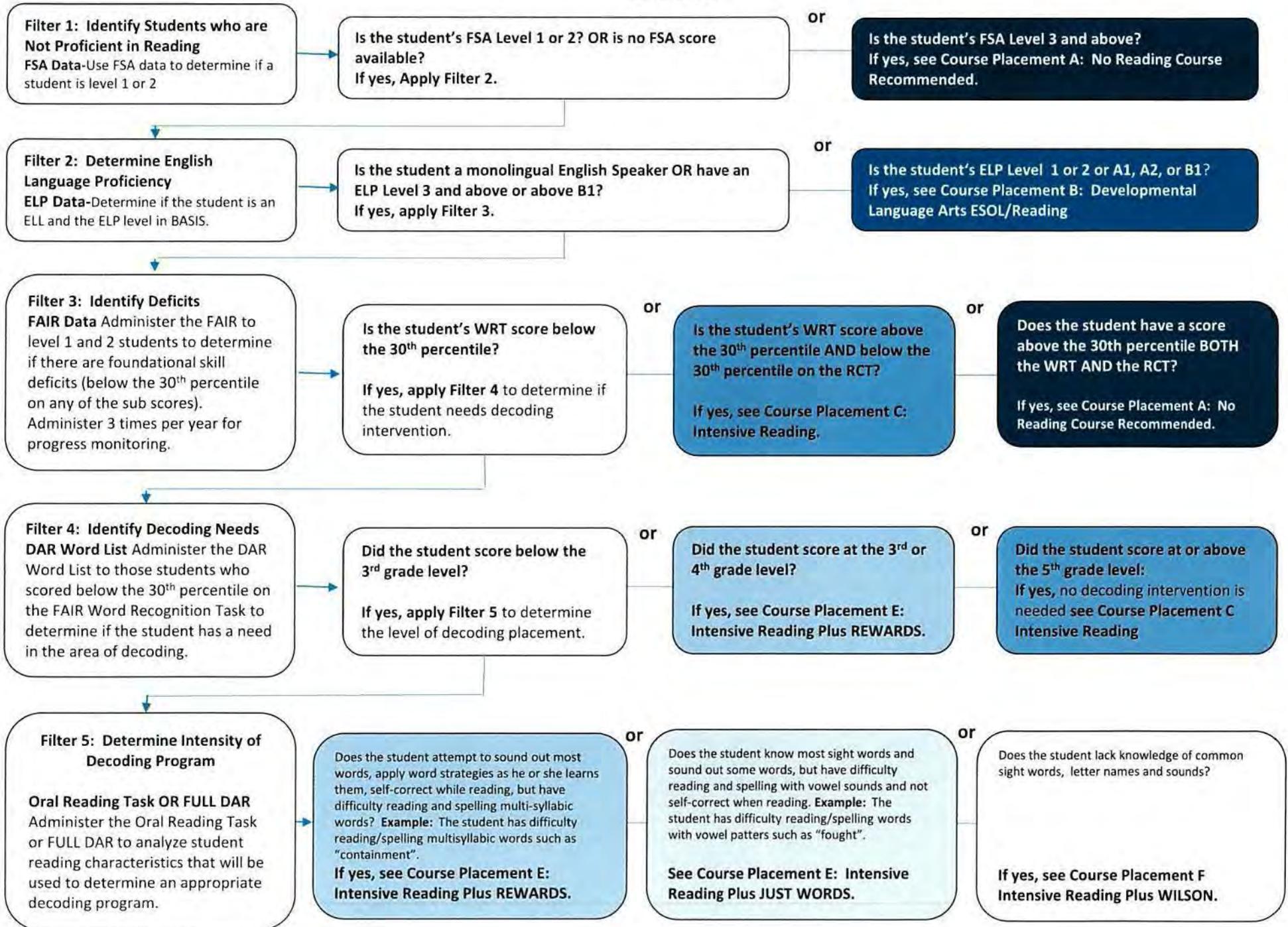
Process for Reporting Secondary Students with Reading Intervention during Survey 2 and Survey 3

1. Students receiving a **Tier 2 Reading Intervention** (See Secondary Reading Intervention Course Codes) in Terms will be *reported with the appropriate reading intervention data element through the Intensive Reading Course* during Survey 2 (October 7th-11th FTE) and Survey 3 (February 3rd-7th FTE) by the Information and Technology Department.
2. Students receiving a **Tier 3 Reading Intervention** (See Secondary Reading Course Intervention Course Codes) in Terms will be reported with the appropriate reading intervention data element for **BOTH Tier 2 and Tier 3**. *Tier 2* intervention will be reported through the student's Language Arts course and *Tier 3* will be reported through the Intensive Reading course during Survey 2 (October 7th-11th FTE) and Survey 3 (February 3rd-7th FTE) by the Information and Technology Department.

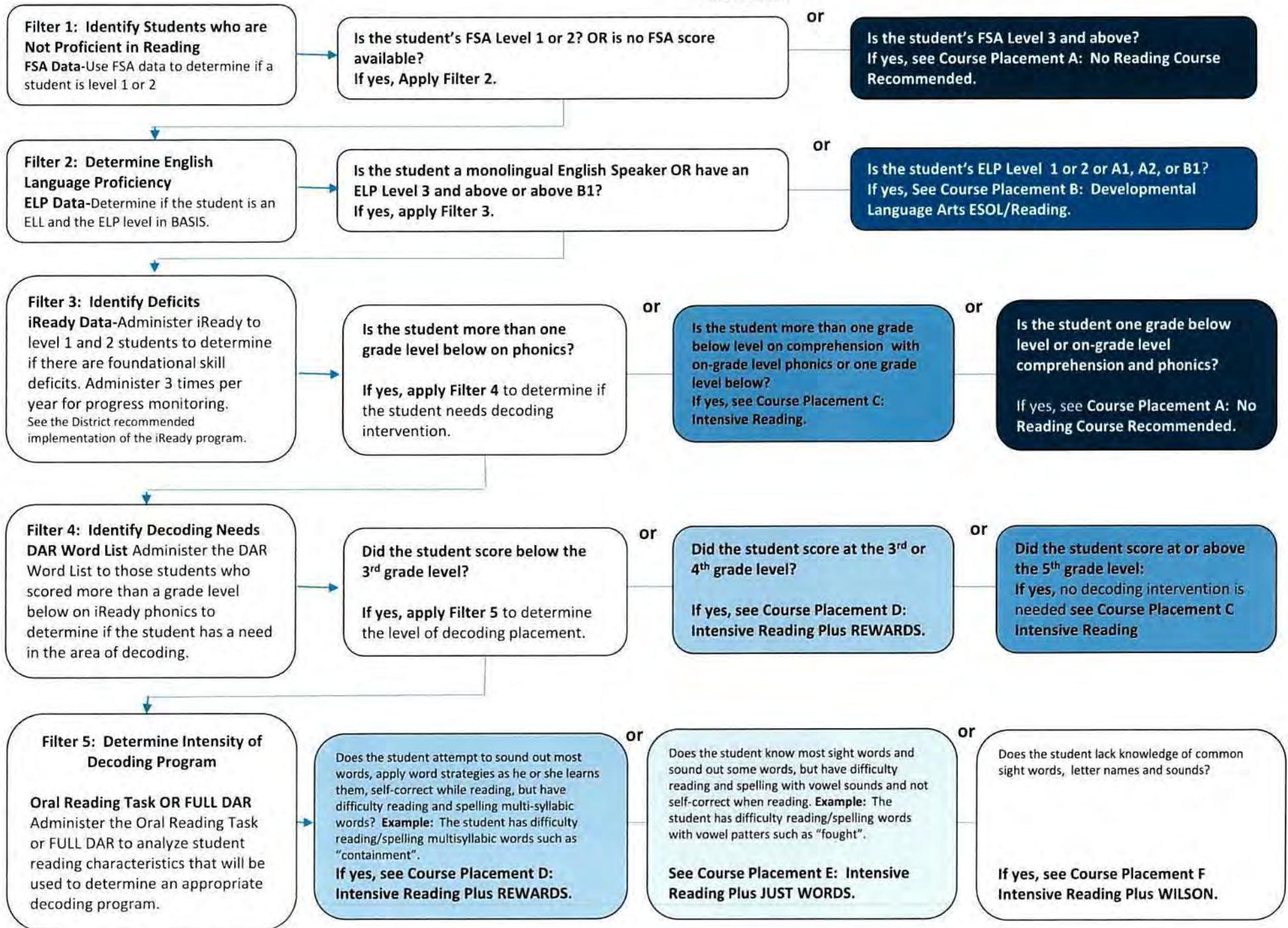
Secondary Reading Intervention Course Codes 2019-2020

Grade Level	Tier 2 Reading Intervention			Tier 3 Reading Intervention
	Intensive Reading	Intensive Reading + REWARDS	Intensive Reading + Just Words	Intensive Reading + Wilson
6	100001OI (The last letter is capital I as in Igloo)	100001OD	100001OJ	10000101, 10000102, or 10000103 <i>8th District number signifies the year in Wilson placement.</i>
7	100001ON	100001OE	100001OU	10000101, 10000102, or 10000103 <i>8th District number signifies the year in Wilson placement.</i>
8	100001OT	100001OC	100001OS	10000101, 10000102, or 10000103 <i>8th District number signifies the year in Wilson placement.</i>
9	1000410E	1000410J	1000410P	10004101, 10004102, or 10004103 <i>8th District number signifies the year in Wilson placement.</i>
10	1000410F	1000410K	1000410Q	10004101, 10004102, or 10004103 <i>8th District number signifies the year in Wilson placement.</i>
11	100410G	100410L	NA	Y1: 10004101 Y2: 10004102 Y3: 10004103 <i>8th District number signifies the year in Wilson placement.</i>
12	1000410H	1000410M	NA	Y1: 10004101 Y2: 10004102 Y3: 10004103 <i>8th District number signifies the year in Wilson placement.</i>

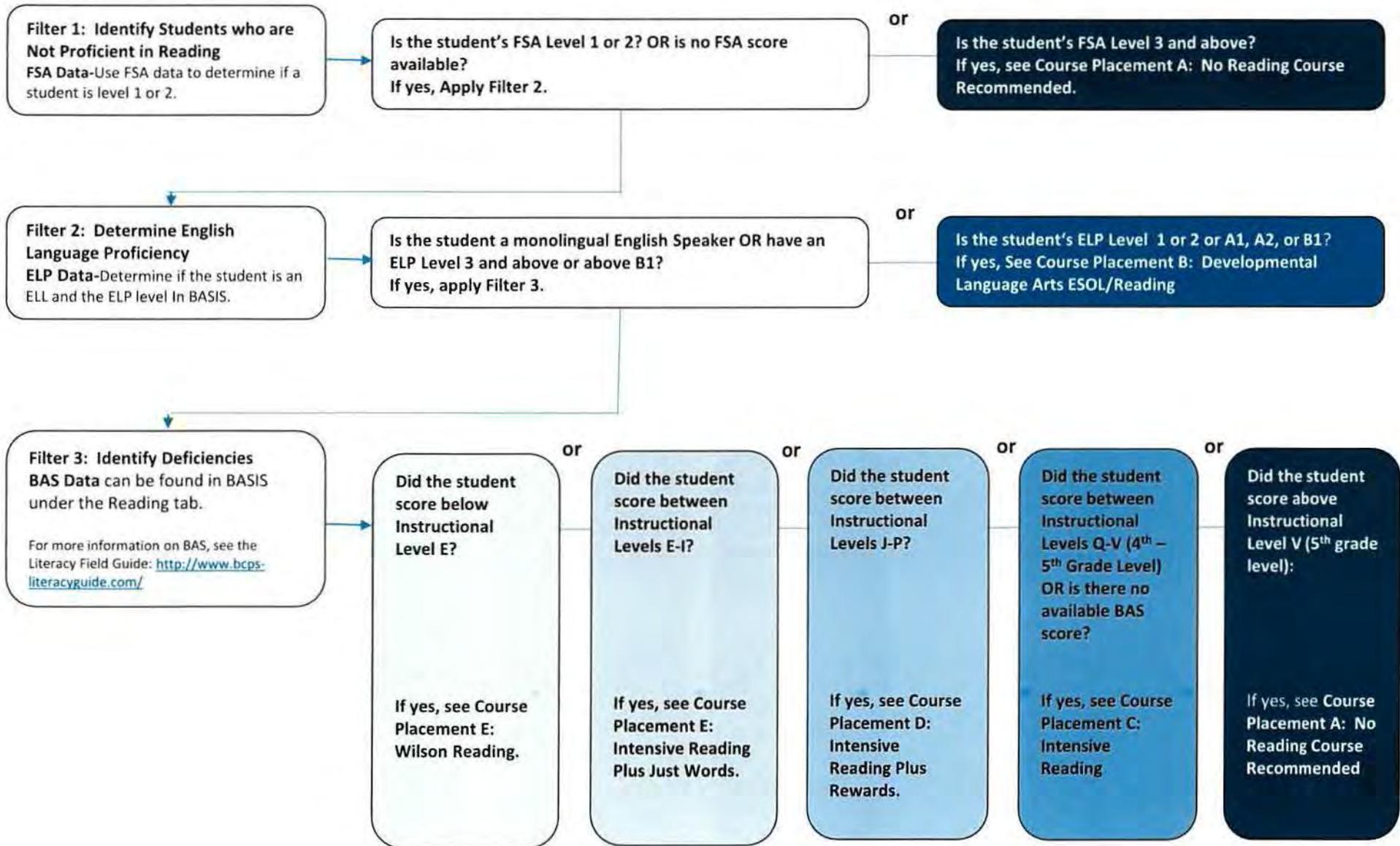
Broward County Schools Decision Tree for Reading Intervention Grades 6-8 2019-2020



Broward County Schools Decision Tree for Reading Intervention Grades 6-8 Using iReady Data 2019-2020



Broward County Schools Decision Tree for Reading Intervention Grades 6-8 for Incoming 6th Graders 2019-2020



Note: In the Fall, confirm student placement using FAIR AP1 data.

Course Placement A: No Reading Course Recommended

Recommended for students who are level 3 or higher on the FSA ELA and level 1 or 2 students who do not have foundational reading skill deficits as determined by FAIR. Literacy skills are enhanced through the content areas and through self-selected independent reading. **TIER 1 Universal Instruction.**

Note: Consider student IEP Accommodations.

Progress Monitoring for Comprehension: *Quarterly*

School-based MTSS Team monitors Level 1 and 2 students as per state statute. FAIR three times per year. Common Formative Assessments throughout the school year.

If...	Then...
the student continues to score above the 30th percentile on FAIR subtests and scores 65% or higher on Common Formative Assessments	continue instruction as designed.
the student scores below the 30th percentile on FAIR subtests or below 65% on Common Formative Assessments	Use the <i>Decision Tree</i> to determine appropriate intervention placement and intensify instruction by increasing frequency, and reducing group size.

Recommended Professional Learning

- ELA 6-12: Planning Standards-Based Lessons
- ELA 6-12: Socratic Seminars
- ELA 6-12: Close Reading
- ELA 6-12: Comprehension and Vocabulary
- ELA 6-12: FAIR for Coaches
- ELA 6-12: FAIR Monitoring and Growth
- ELA 6-12: Using Data in the ELA Classroom
- ELA 6-12: Stations in the ELA Classroom

Course Placement B: Developmental Language Arts ESOL/Reading

Course Numbers Y1-10021811-1002181A, Y2-10021812-1002182B, or Y3-10021813-1002183C

Recommended for beginning ESOL students who scored a level 1 or 2 on the English Language Proficiency Assessment or A1, A2, or B1 on the IPT to address English language acquisition of listening, speaking, reading, and writing skills. This course serves as the Reading class scheduled either as a single or double block. The students enrolled in this course should not be enrolled in another Reading course.

Note: Consider student ESOL Accommodations, WIDA Standards, and Can Do Descriptors.

Core Curriculum

Keystone Program A or B

Supplemental Curricular Components: Scholastic Action Magazine, ELlevation Strategies for Classroom Teachers, Reading Horizons, ESLReadingSmart, Language Power (Teacher Created Materials), Imagine Learning

Program Assessments:

Pre-assessment, Midterm, Final Exam, Fluency Assessments

Progress Monitoring for Oral Language, Fluency, Vocabulary, and Comprehension:

Monthly Unit Tests

If...	Then...
the student scores 60% or higher on monthly unit test	continue instruction as designed.
The student scores below 60% on monthly unit tests	use the Can Do Descriptors to modify the task as appropriate. If progress is still not made, discuss as part of the ESOL Team to design appropriate tier 3 interventions.

Recommended Professional Learning

ESOL: Introduction to WIDA

ESOL: WIDA Framework 6-12

ESOL: Bridging Language & Literacy in DLA

Reading Course Placement Recommendations Grades 6-8 2019-2020

Course Placement C: Intensive Reading

Course Numbers: 6th Grade: 1000010I , 7th grade: 1000010N, 8th Grade: 1000010T *8th District letter signifies the course and grade level.*

Recommended for level 1 and 2 readers who have higher decoding and fluency skills, but who are still reading below grade level and need to build their reading comprehension and vocabulary skills. **TIER 2 Targeted Instruction.**

Core Curriculum : Inside Curriculum Pathway for Book B or C (Vocabulary and Comprehension) **Note: Consider student IEP Accommodations.**

Supplemental Curricular Components: Achieve 3000 or Newsela (Comprehension), Vocabulary.com & CPALMS alignments (Vocabulary and Comprehension). Read Alouds and Self-selected independent reading (Fluency).

Program Assessments: Inside Placement Test, Unit Tests, Common Formative Assessments, and FAIR three times per year.

Monitoring for Comprehension and Vocabulary: *Monthly Common Formatives*

If...	then...
the monthly Common Formative Assessment data indicates growth over time...	continue instruction as designed.
the monthly Common Formative Assessment data does not indicate growth over time...	intensify instruction by increasing frequency, and reducing group size.

Note: If the student scores above the 30th percentile on the WRT and RCT subtests of FAIR AP2, consider moving the student to Placement A with teacher recommendation.

Recommended Professional Learning

- ELA 6-12: Pathways with Inside and Edge
- ELA 6-12: Comprehension and Vocabulary
- ELA 6-12: FAIR for Coaches
- ELA 6-12: FAIR Monitoring and Growth
- ELA 6-12: Using Data in the ELA Classroom
- ELA 6-12: Planning Standards-Based Lessons
- ELA 6-12: Stations in the ELA Classroom

Course Placement D: Intensive Reading Plus REWARDS

Course Numbers: 6th Grade: 1000010D 7th Grade: 1000010E , 8th Grade: 1000010C *8th District letter signifies the course and grade level.*

Recommended for level 1 and 2 readers who are reading significantly below grade level and who need to build decoding and fluency skills along with reading comprehension. **TIER 2 Targeted Instruction.**

Core Curriculum : Inside Curriculum Pathway for Book A or B (Vocabulary and Comprehension) and REWARDS (Decoding and Fluency) **Note: Consider student IEP Accommodations.**

Supplemental Curricular Components: Achieve 3000 or Newsela (Comprehension), Vocabulary.com CPALMS alignments (Vocabulary and Comprehension) Read Alouds and Self-selected independent reading (Fluency).

Program Assessments: Inside Placement Test, Unit Tests, FAIR three times per year, REWARDS placement test and unit checks, biweekly fluency probes.

Monitoring for Decoding and Fluency: *Biweekly Fluency Probes*

If...	then...
the biweekly fluency probe indicates an increase in words per minute...	continue instruction as designed.
the biweekly fluency probe indicates no increase in words per minute...	intensify instruction by increasing frequency, and reducing group size. Use the Decision Tree to determine appropriate placement for decoding and fluency.

Note: If the student scores above the 30th percentile on the WRT subtest of FAIR AP2, consider moving the student to Placement C with teacher recommendation.

Recommended Professional Learning

- REWARDS
- Making Reading Instruction Explicit
- ELA 6-12: Decoding and Fluency
- ELA 6-12: Pathways with Inside and Edge
- ELA 6-12: Comprehension and Vocabulary
- ELA 6-12: FAIR for Coaches
- ELA 6-12: FAIR Monitoring and Growth
- ELA 6-12: Using Data in the ELA Classroom
- ELA 6-12: Stations in the ELA Classroom

Course Placement E: Intensive Reading Plus Just Words

Course Numbers: 6th Grade: 1000010J, 7th Grade: 1000010U, 8th Grade: 1000010S
8th District letter signifies the course and grade level.

Recommended for level 1 and 2 readers whose reading comprehension is impacted a significant deficit in decoding skills. The student knows most sight words and can sound out some words, but has difficulty with vowel sounds and does not self-correct when reading. **TIER 2 Targeted Instruction.**

Core Curriculum: Inside Curriculum Pathway for Book A or B (Vocabulary and Comprehension) and Just Words (Vocabulary, Decoding, and Fluency)

Note: Consider student IEP Accommodations.

Supplemental Curricular Components: Achieve 3000 or Newsela (Comprehension), Vocabulary.com & CPALMS alignments (Vocabulary and Comprehension). Read Alouds and Self-selected independent reading (Fluency)

Program Assessments: Inside Placement Test, Unit Tests, Just Words assessments, weekly fluency probes

Monitoring for Decoding and Fluency: *Weekly fluency probes*

If...	then...
the weekly fluency probe indicates an increase in words per minute...	continue instruction as designed.
the weekly fluency probe indicates no increase in words per minute...	intensify instruction by increasing frequency, and reducing group size. Use the Decision Tree to determine appropriate placement for decoding and fluency.

Recommended Professional Learning

- Just Words
- Making Reading Instruction Explicit
- ELA 6-12: Decoding and Fluency
- ELA 6-12: Pathways with Inside and Edge
- ELA 6-12: Comprehension and Vocabulary
- ELA 6-12: FAIR for Coaches
- ELA 6-12: FAIR Monitoring and Growth
- ELA 6-12: Using Data in the ELA Classroom
- ELA 6-12: Stations in the ELA Classroom

Course Placement F: Intensive Reading Plus Wilson

Course Numbers: 10000101, 10000102, or 10000103
8th District number signifies the year in Wilson placement.

Recommended for level 1 and 2 readers who need to build skills with common sight words and build knowledge of the letter names and sounds and for students who do not make progress with their current intervention and may require more intensive structured literacy. These students have difficulty reading primarily due to weaknesses in phonemic awareness, decoding and word study, sight word recognition, spelling, fluency, vocabulary, oral expression and development, and comprehension. **TIER 3 Intensive Instruction.**

Core Curriculum: Wilson Reading Program (Phonemic Awareness, Decoding, and Fluency)
Note: Consider student IEP Accommodations.

Supplemental Curricular Components: Read Alouds and Controlled-Decodable Text (Fluency)

Program Assessment: Wilson Assessment of Decoding and Encoding (WADE)

Monitoring for (Phonemic Awareness, Phonics, Vocabulary, Fluency, and Comprehension): *Weekly Charting of Read and Nonsense Words based on accuracy and automaticity. Written Dictation, Wordlist Charting, End-of-Step-Assessment*

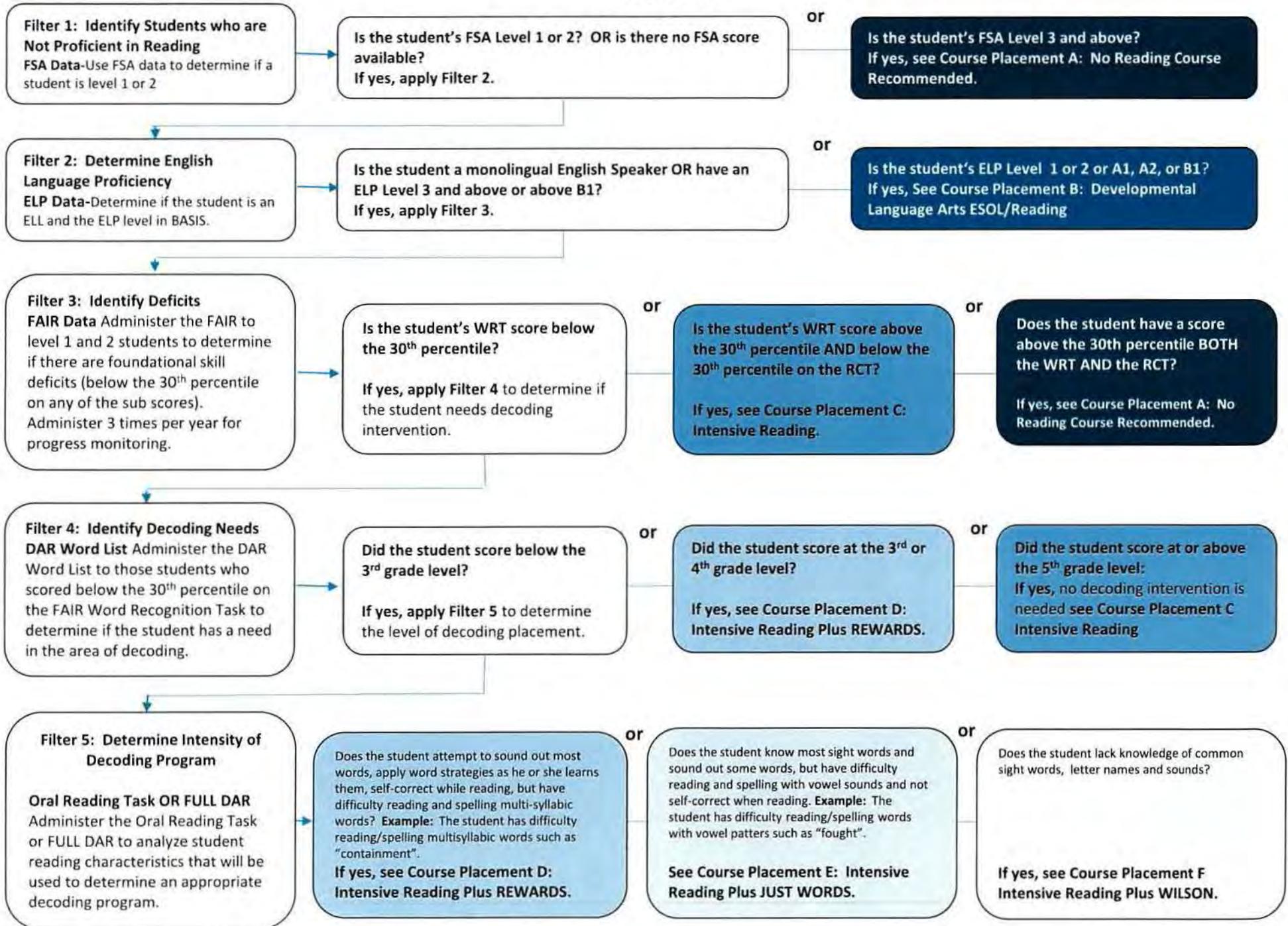
If...	then...
the progress monitoring tool indicates mastery of the benchmark...	continue instruction as designed.
the progress monitoring tool does not indicate mastery of the benchmark...	meet with school problem-solving team to determine if placement is appropriate

Note: *It is recommended that students work with the teacher in groups of fewer than four students to ensure the program is implemented with fidelity and the appropriate intensity.*

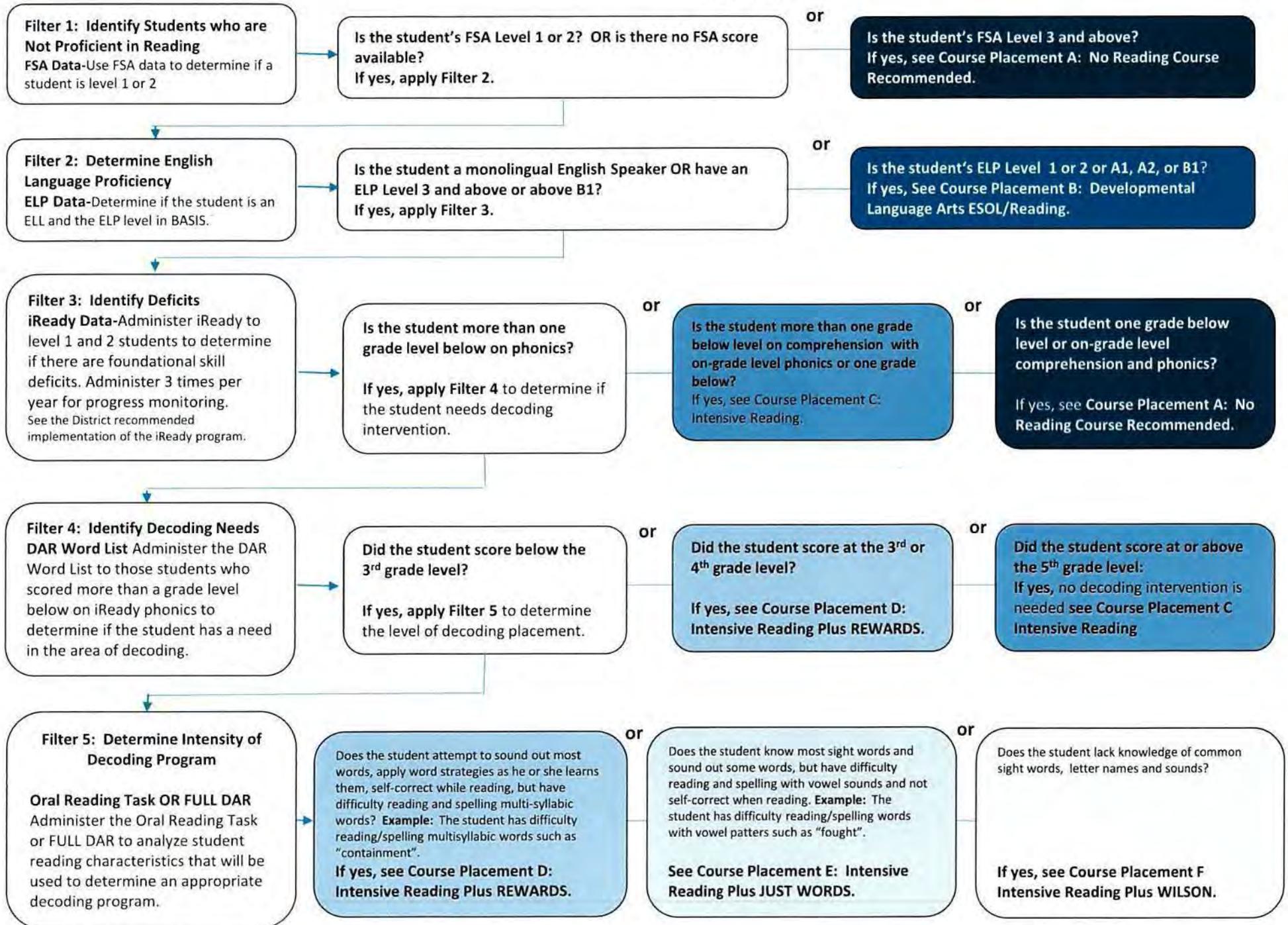
Recommended Professional Learning

- Wilson
- Making Reading Instruction Explicit
- ELA 6-12: Decoding and Fluency
- ELA 6-12: FAIR for Coaches
- ELA 6-12: FAIR Monitoring and Growth

Broward County Schools Decision Tree for Reading Intervention Grades 9-10 2019-2020



Broward County Schools Decision Tree for Reading Intervention Incoming 9th Grade Using iReady Data 2019-2020



Reading Course Placement Recommendations Grades 9-10 2019-2020

Course Placement A: No Reading Course Recommended

Recommended for students who are level 3 or higher on the FSA ELA and level 1 or 2 students who do not have foundational reading skill deficits as determined by FAIR. Literacy skills are enhanced through the content areas and through self-selected independent reading. **TIER 1 Universal Instruction.**

Note: Consider student IEP Accommodations.

Progress Monitoring for Comprehension: Quarterly
School-based MTSS Team monitors Level 1 and 2 students as per state statute. FAIR three times per year. Common Formative Assessments throughout the school year.

If...	Then...
the student continues to score above the 30th percentile on FAIR subtests and scores 65% or higher on Common Formative Assessments	continue instruction as designed.
the student scores below the 30th percentile on FAIR subtests or below 65% on Common Formative Assessments	Use the <i>Decision Tree</i> to determine appropriate intervention placement and intensify instruction by increasing frequency, and reducing group size.

Recommended Professional Learning

- ELA 6-12: Planning Standards-Based Lessons
- ELA 6-12: Socratic Seminars
- ELA 6-12: Close Reading
- ELA 6-12: Comprehension and Vocabulary
- ELA 6-12: FAIR for Coaches
- ELA 6-12: FAIR Monitoring and Growth
- ELA 6-12: Using Data in the ELA Classroom
- ELA 6-12: Stations in the ELA Classroom

Course Placement B: Developmental Language Arts ESOL/Reading

Course Numbers Y1-10023811-1002381A, Y2-10023812-1002381B, or Y3-10023813-1002381C

Recommended for beginning ESOL students who scored a level 1 or 2 on the English Language Proficiency Assessment or A1, A2, or B1 on the IPT to address English language acquisition of listening, speaking, reading, and writing skills. This course serves as the Reading class scheduled either as a single or double block. The students enrolled in this course should not be enrolled in another Reading course.

Note: Consider student ESOL Accommodations, WIDA Standards, and Can Do Descriptors.

Core Curriculum
Keystone Program D or E

Supplemental Curricular Components: Scholastic Action Magazine, ELlevation Strategies for Classroom Teachers, Reading Horizons, ESLReadingSmart, Language Power (Teacher Created Materials)

Program Assessments:
Pre-assessment, Midterm, Final Exam, Fluency Assessments

Progress Monitoring for Oral Language, Fluency, Vocabulary, and Comprehension:
Monthly Unit Tests

If...	Then...
the student scores 60% or higher on monthly unit test	continue instruction as designed.
The student scores below 60% on monthly unit tests	use the Can Do Descriptors to modify the task as appropriate. If progress is still not made, discuss as part of the ESOL Team to design appropriate tier 3 interventions.

Recommended Professional Learning
ESOL: Introduction to WIDA
ESOL: WIDA Framework 6-12
ESOL: Bridging Language & Literacy in DLA

Course Placement C: Intensive Reading

Course Numbers: 9th Grade: 1000410E 10th Grade: 1000410F

District letter signifies the course and grade level.

Recommended for level 1 and 2 readers who have higher decoding and fluency skills, but who are still reading below grade level and need to build their reading comprehension and vocabulary skills. **TIER 2 Targeted Instruction.**

Core Curriculum : Edge Curriculum Pathway for Book B or C (Vocabulary and Comprehension) **Note: Consider student IEP Accommodations.**

Supplemental Curricular Components: Newsela (Comprehension), Vocabulary.com & CPALMS alignments (Vocabulary and Comprehension). Read Alouds and Self-selected independent reading (Fluency).

Program Assessments: Inside Placement Test, Unit Tests, Common Formative Assessments, and FAIR three times per year.

Monitoring for Comprehension and Vocabulary: *Monthly Common Formatives*

If...	then...
the monthly Common Formative Assessment data indicates growth over time...	continue instruction as designed.
the monthly Common Formative Assessment data does not indicate growth over time...	intensify instruction by increasing frequency, and reducing group size.

Note: If the student scores above the 30th percentile on the WRT and RCT subtests of FAIR AP2, consider moving the student to Placement A with teacher recommendation.

Recommended Professional Learning

- ELA 6-12: Pathways with Inside and Edge
- ELA 6-12: Comprehension and Vocabulary
- ELA 6-12: FAIR for Coaches
- ELA 6-12: FAIR Monitoring and Growth
- ELA 6-12: Using Data in the ELA Classroom
- ELA 6-12: Planning Standards-Based Lessons
- ELA 6-12: Stations in the ELA Classroom

Course Placement D: Intensive Reading Plus REWARDS

Course Numbers: 9th Grade: 1000410J 10th Grade: 1000410K

8th District letter signifies the course and grade level.

Recommended for level 1 and 2 readers who are reading significantly below grade level and who need to build decoding and fluency skills along with reading comprehension. **TIER 2 Targeted Instruction.**

Core Curriculum : Edge Curriculum Pathway for Book A or B (Vocabulary and Comprehension) and REWARDS (Decoding and Fluency)

Note: Consider student IEP Accommodations.

Supplemental Curricular Components: Achieve 3000 or Newsela (Comprehension), Vocabulary.com CPALMS alignments (Vocabulary and Comprehension) Read Alouds and Self-selected independent reading (Fluency).

Program Assessments: Inside Placement Test, Unit Tests, FAIR three times per year, REWARDS placement test and unit checks, biweekly fluency probes.

Monitoring for Decoding and Fluency: *Biweekly Fluency Probes*

If...	then...
the biweekly fluency probe indicates an increase in words per minute...	continue instruction as designed.
the biweekly fluency probe indicates no increase in words per minute...	intensify instruction by increasing frequency, and reducing group size. Use the Decision Tree to determine appropriate placement for decoding and fluency.

Note: If the student scores above the 30th percentile on the WRT subtest of FAIR AP2, consider moving the student to Placement C with teacher recommendation.

Recommended Professional Learning

- REWARDS
- Making Reading Instruction Explicit
- ELA 6-12: Decoding and Fluency
- ELA 6-12: Pathways with Inside and Edge
- ELA 6-12: Comprehension and Vocabulary
- ELA 6-12: FAIR for Coaches
- ELA 6-12: FAIR Monitoring and Growth
- ELA 6-12: Using Data in the ELA Classroom
- ELA 6-12: Stations in the ELA Classroom

Course Placement E: Intensive Reading Plus Just Words

Course Numbers: 9th Grade: 1000410P 10th Grade: 1000410Q

8th District letter signifies the course and grade level.

Recommended for level 1 and 2 readers whose reading comprehension is impacted a significant deficit in decoding skills. The student knows most sight words and can sound out some words, but has difficulty with vowel sounds and does not self-correct when reading. **TIER 2 Targeted Instruction.**

Core Curriculum: Edge Curriculum Pathway for Book A or B (Vocabulary and Comprehension) and Just Words (Vocabulary, Decoding, and Fluency)

Note: Consider student IEP Accommodations.

Supplemental Curricular Components: Newsela (Comprehension), Vocabulary.com & CPALMS alignments (Vocabulary and Comprehension). Read Alouds and Self-selected independent reading (Fluency)

Program Assessments: Inside Placement Test, Unit Tests, Just Words assessments, weekly fluency probes

Monitoring for Decoding and Fluency: *Weekly fluency probes*

If...	then...
the weekly fluency probe indicates an increase in words per minute...	continue instruction as designed.
the weekly fluency probe indicates no increase in words per minute...	intensify instruction by increasing frequency, and reducing group size. Use the Decision Tree to determine appropriate placement for decoding and fluency.

Recommended Professional Learning

- Just Words
- Making Reading Instruction Explicit
- ELA 6-12: Decoding and Fluency
- ELA 6-12: Pathways with Inside and Edge
- ELA 6-12: Comprehension and Vocabulary
- ELA 6-12: FAIR for Coaches
- ELA 6-12: FAIR Monitoring and Growth
- ELA 6-12: Using Data in the ELA Classroom
- ELA 6-12: Stations in the ELA Classroom

Course Placement F: Intensive Reading Plus Wilson

Course Numbers: 10004101, 10004102, or 10004103

8th District number signifies the year in Wilson placement.

Recommended for level 1 and 2 readers who need to build skills with common sight words and build knowledge of the letter names and sounds and for students who do not make progress with their current intervention and may require more intensive structured literacy. These students have difficulty reading primarily due to weaknesses in phonemic awareness, decoding and word study, sight word recognition, spelling, fluency, vocabulary, oral expression and development, and comprehension. **TIER 3 Intensive Instruction.**

Core Curriculum: Wilson Reading Program (Phonemic Awareness, Decoding, and Fluency)

Note: Consider student IEP Accommodations.

Supplemental Curricular Components: Read Alouds and Controlled-Decodable Text (Fluency)

Program Assessment: Wilson Assessment of Decoding and Encoding (WADE)

Monitoring for (Phonemic Awareness, Phonics, Vocabulary, Fluency, and Comprehension): *Weekly Charting of Read and Nonsense Words based on accuracy and automaticity. Written Dictation, Wordlist Charting, End-of-Step-Assessment*

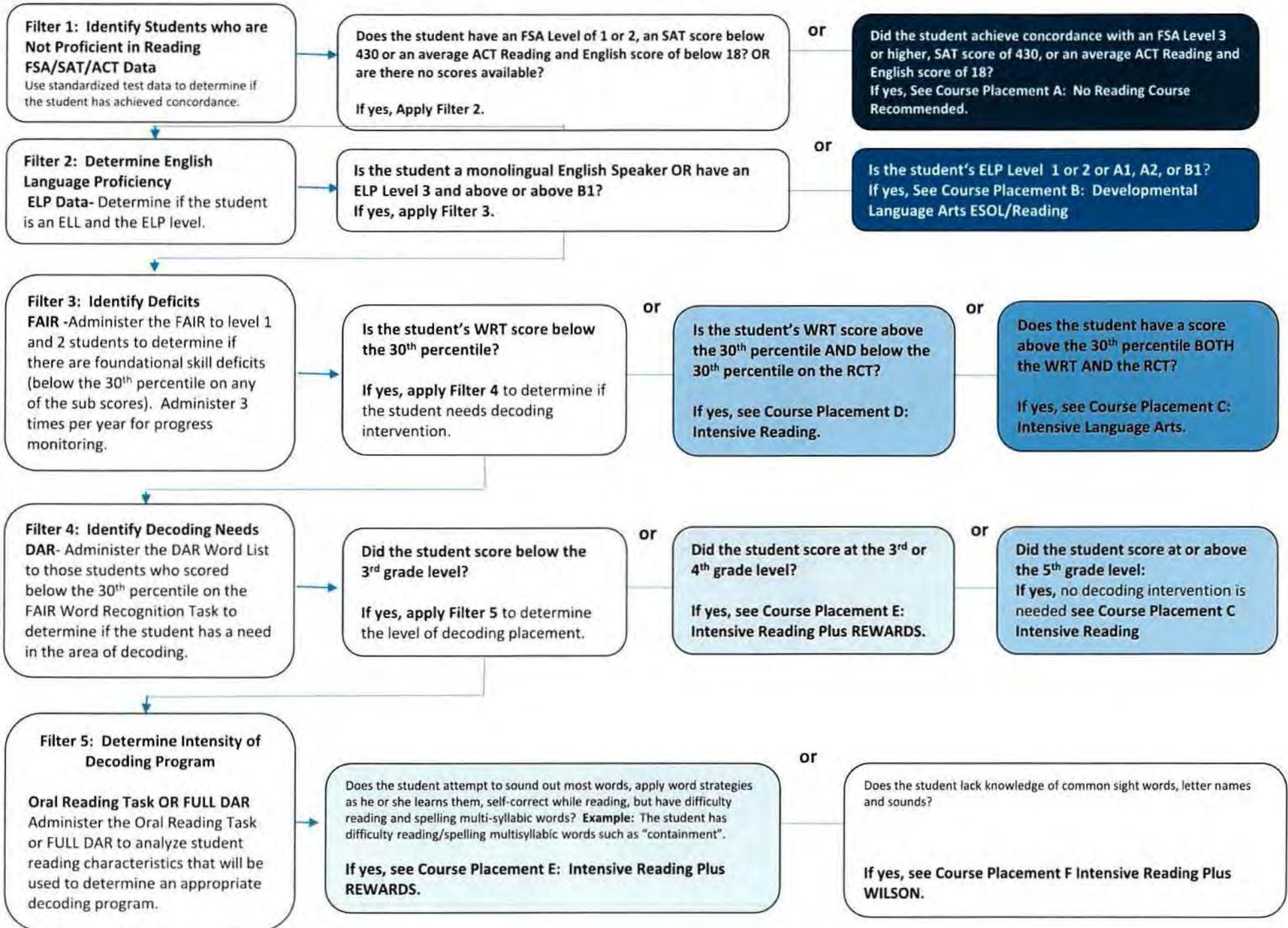
If...	then...
the progress monitoring tool indicates mastery of the benchmark...	continue instruction as designed.
the progress monitoring tool does not indicate mastery of the benchmark...	meet with school problem-solving team to determine if placement is appropriate

Note: *It is recommended that students work with the teacher in groups of fewer than four students to ensure the program is implemented with fidelity and the appropriate intensity.*

Recommended Professional Learning

- Wilson
- Making Reading Instruction Explicit
- ELA 6-12: Decoding and Fluency
- ELA 6-12: FAIR for Coaches
- ELA 6-12: FAIR Monitoring and Growth

Broward County Schools Decision Tree for Reading Intervention Grades 11-12 2019-2020



Reading Course Placement Recommendations Grades 11-12 2019-2020

Course Placement A: No Reading Course Recommended

Recommended for students who are level 3 or higher on the FSA ELA and level 1 or 2 students who do not have foundational reading skill deficits as determined by FAIR. Literacy skills are enhanced through the content areas and through self-selected independent reading. **TIER 1 Universal Instruction.**

Note: Consider student IEP Accommodations.

Progress Monitoring for Comprehension: *Quarterly*
School-based MTSS Team monitors Level 1 and 2 students as per state statute. FAIR three times per year. Common Formative Assessments throughout the school year.

If...	Then...
the student continues to score above the 30th percentile on FAIR subtests and scores 65% or higher on Common Formative Assessments	continue instruction as designed.
the student scores below the 30th percentile on FAIR subtests or below 65% on Common Formative Assessments	Use the <i>Decision Tree</i> to determine appropriate intervention placement and intensify instruction by increasing frequency, and reducing group size.

Recommended Professional Learning

- ELA 6-12: Planning Standards-Based Lessons
- ELA 6-12: Socratic Seminars
- ELA 6-12: Close Reading
- ELA 6-12: Comprehension and Vocabulary
- ELA 6-12: FAIR for Coaches
- ELA 6-12: FAIR Monitoring and Growth
- ELA 6-12: Using Data in the ELA Classroom
- ELA 6-12: Stations in the ELA Classroom

Course Placement B: Developmental Language Arts ESOL/Reading

Course Numbers Y1-10023811-1002381A, Y2-10023812-1002381B, or Y3-10023813-1002381C

Recommended for beginning ESOL students who scored a level 1 or 2 on the English Language Proficiency Assessment or A1, A2, or B1 on the IPT to address English language acquisition of listening, speaking, reading, and writing skills. This course serves as the Reading class scheduled either as a single or double block. The students enrolled in this course should not be enrolled in another Reading course.

Note: Consider student ESOL Accommodations, WIDA Standards, and Can Do Descriptors.

Core Curriculum

Keystone Program D or E

Supplemental Curricular Components: Scholastic Action Magazine, ELlevation Strategies for Classroom Teachers, Reading Horizons, ESLReadingSmart, Language Power (Teacher Created Materials)

Program Assessments:

Pre-assessment, Midterm, Final Exam, Fluency Assessments

Progress Monitoring for Oral Language, Fluency, Vocabulary, and Comprehension:

Monthly Unit Tests

If...	Then...
the student scores 60% or higher on monthly unit test	continue instruction as designed.
The student scores below 60% on monthly unit tests	use the Can Do Descriptors to modify the task as appropriate. If progress is still not made, discuss as part of the ESOL Team to design appropriate tier 3 interventions.

Recommended Professional Learning

ESOL: Introduction to WIDA
ESOL: WIDA Framework 6-12
ESOL: Bridging Language & Literacy in DLA

**Course Placement C: 11th Grade: Intensive Language Arts
12th Grade: English 4 College Prep**

Course Numbers: 11th Grade: 1000400N *12th Grade: 1001405
District letter signifies the course and grade level.
*** The English 4 College Prep course counts as an English Credit**

Recommended for level 1 and 2 readers who have not achieved SAT or ACT concordance, and who do not have deficits in foundational skills such as comprehension, vocabulary or decoding. The focus of this course is test prep and college, career, and life readiness. **TIER 2 Targeted Instruction.**

Core Curriculum : Edge Curriculum Pathway for Book C (Vocabulary and Comprehension)
Note: Consider student IEP Accommodations.

Supplemental Curricular Components: Khan Academy, ACT/SAT Practice Tests, Princeton Review, No Red Ink, Achieve3000 or Newsela, Vocabulary.com & CPALMS alignments. Read Alouds and Self-selected independent reading (Fluency).

Program Assessments: Edge Placement Test, Unit Tests, FSA/SAT/ACT Practice Tests, Common Formative Assessments, and FAIR three times per year.

Monitoring: *Monthly practice assessments for the FSA/SAT/ACT*

If...	then...
the monthly practice assessment data indicates growth over time...	continue instruction as designed.
the monthly practice assessment data does not indicate growth over time...	intensify instruction by increasing frequency, and reducing group size.

Note: If the student achieves his or her graduation requirement, consider moving the student to Placement A with teacher recommendation.

Recommended Professional Learning

- ELA 6-12: Pathways with Inside and Edge
- ELA 6-12: Comprehension and Vocabulary
- ELA 6-12: FAIR for Coaches
- ELA 6-12: FAIR Monitoring and Growth
- ELA 6-12: Using Data in the ELA Classroom
- ELA 6-12: Planning Standards-Based Lessons
- ELA 6-12: Stations in the ELA Classroom

Course Placement D: Intensive Reading

Course Numbers: 11th Grade: 100410G 12th Grade: 1000410H
8th District letter signifies the course and grade level.

Recommended for level 1 and 2 readers who have not achieved SAT or ACT concordance and have a deficit in comprehension and vocabulary. **TIER 2 Targeted Instruction.**

Core Curriculum : Edge Curriculum Pathway for Book A or B (Vocabulary and Comprehension)
Note: Consider student IEP Accommodations.

Supplemental Curricular Components: Khan Academy, ACT/SAT Practice Tests, Princeton Review, Ten Steps to Advancing Vocabulary, Ten Steps to Advancing Reading, No Red Ink, Achieve 3000 or Newsela (Comprehension), Vocabulary.com CPALMS alignments (Vocabulary and Comprehension) Read Alouds and Self-selected independent reading (Fluency).

Program Assessments: Edge Placement Test, Unit Tests, FAIR three times per year, FSA/SAT/ACT Practice Tests

Monitoring for Comprehension: *Monthly practice assessments for the FSA/SAT/ACT*

If...	then...
the monthly practice assessment data indicates growth over time...	continue instruction as designed.
the monthly practice assessment data does not indicate growth over time...	intensify instruction by increasing frequency, and reducing group size.

Note: If the student scores above the 30th percentile on the WRT and RCT subtests of FAIR AP2, consider moving the student to Placement C with teacher recommendation.

Recommended Professional Learning

- ELA 6-12: Pathways with Inside and Edge
- ELA 6-12: Comprehension and Vocabulary
- ELA 6-12: Using Data in the ELA Classroom
- ELA 6-12: Stations in the ELA Classroom
- ELA 6-12: Using Data in the ELA Classroom

Course Placement E: Intensive Reading Plus REWARDS

Course Numbers: 11th Grade: 100410L 12th Grade: 1000410M
8th District letter signifies the course and grade level.

Recommended for level 1 and 2 readers who are reading significantly below grade level and who need to build decoding and fluency skills along with reading comprehension.
TIER 2 Targeted Instruction.

Core Curriculum : Edge Curriculum Pathway for Book A or B (Vocabulary and Comprehension) and REWARDS (Decoding and Fluency)
Note: Consider student IEP Accommodations.

Supplemental Curricular Components: Khan Academy, ACT/SAT Practice Tests, Princeton Review, Ten Steps to Advancing Vocabulary, Ten Steps to Advancing Reading, No Red Ink Achieve 3000 or Newsela (Comprehension), Vocabulary.com CPALMS alignments (Vocabulary and Comprehension) Read Alouds and Self-selected independent reading (Fluency).

Program Assessments: Edge Placement Test, Unit Tests, FAIR three times per year, REWARDS placement test and unit checks, biweekly fluency probes.

Monitoring for Decoding and Fluency: *Biweekly Fluency Probes*

If...	then...
the biweekly fluency probe indicates an increase in words per minute...	continue instruction as designed.
the biweekly fluency probe indicates no increase in words per minute...	intensify instruction by increasing frequency, and reducing group size. Use the Decision Tree to determine appropriate placement for decoding and fluency.

Note: If the student scores above the 30th percentile on the WRT subtest of FAIR AP2, consider moving the student to Placement D with teacher recommendation.

Recommended Professional Learning

- REWARDS
- ELA 6-12: Decoding and Fluency
- ELA 6-12: Pathways with Inside and Edge
- ELA 6-12: FAIR for Coaches
- ELA 6-12: FAIR Monitoring and Growth
- ELA 6-12: Using Data in the ELA Classroom
- ELA 6-12: Stations in the ELA Classroom

Course Placement F: Intensive Reading Plus Wilson

Course Numbers: Y1: 10004101 Y2: 10004102 Y3: 10004103
8th District number signifies the year in Wilson placement.

Recommended for level 1 and 2 readers who need to build skills with common sight words and build knowledge of the letter names and sounds and for students who do not make progress with their current intervention and may require more intensive structured literacy. These students have difficulty reading primarily due to weaknesses in phonemic awareness, decoding and word study, sight word recognition, spelling, fluency, vocabulary, oral expression and development, and comprehension. **TIER 3 Intensive Instruction.**

Core Curriculum: Wilson Reading Program (Phonemic Awareness, Decoding, and Fluency)
Note: Consider student IEP Accommodations.

Supplemental Curricular Components: Read Alouds and Controlled-Decodable Text (Fluency)

Program Assessment: Wilson Assessment of Decoding and Encoding (WADE)

Monitoring for (Phonemic Awareness, Phonics, Vocabulary, Fluency, and Comprehension): *Weekly Charting of Read and Nonsense Words based on accuracy and automaticity. Written Dictation, Wordlist Charting, End-of-Step-Assessment*

If...	then...
the progress monitoring tool indicates mastery of the benchmark...	continue instruction as designed.
the progress monitoring tool does not indicate mastery of the benchmark...	meet with school problem-solving team to determine if placement is appropriate

Note: *It is recommended that students work with the teacher in groups of fewer than four students to ensure the program is implemented with fidelity and the appropriate intensity.*

Recommended Professional Learning

- Wilson
- Making Reading Instruction Explicit
- ELA 6-12: Decoding and Fluency
- ELA 6-12: FAIR for Coaches
- ELA 6-12: FAIR Monitoring and Growth

APPENDIX C

2019-2020 300 Lowest-Performing Elementary School Additional Hour of Reading Instruction Implementation Plan

Please complete the following questions to be included as an addendum to the 2019-2020 K-12 District Comprehensive Reading Plan for all schools in your district who are on the list of 300 Lowest Performing Elementary Schools. A district may submit one set of answers for multiple schools in the district if every school is using the same implementation plan.

Section 1: Contact Information

- 1. District name:** Broward
- 2. Contact name for schools covered on this plan:** Dr. Nicole M. Mancini
- 3. Contact phone number:** 754-321-1850
- 4. Contact email:** nicole.mancini@browardschools.com
- 5. Schools covered by this plan:** Atlantic West, Bethune Mary M, Broward Estates, Castle Hill, Charles Drew, Deerfield Park, Dillard, Dr. Martin Luther King Montessori Academy, Larkdale, Morrow, North Fork, North Side, Oakridge, Oriole, Park Ridge, Pompano Beach, Robert C. Markham, Rock Island, Royal Palm, Thurgood Marshall, Village, Walker

Section 2: Length of School Day

F.A.C. Rule 6A-6.053 requires 90 minutes of reading instruction in grades K-5, and section 1011.62(9) F.S. requires an additional hour of reading instruction, which may be covered within the school day, for a minimum total of 150 minutes. Please answer the following questions regarding the length of the school day and the number of instructional minutes provided.

- 1. School start time:** Varies. See schedule enclosed.
- 2. School dismissal time:** Varies. See schedule enclosed.
- 3. Total number of instructional minutes per day:** 390
- 4. Minutes per day of reading instruction (must be at least 150):** 150

Section 3. Instructional Design

- 1. Students enrolled in these schools who earned a level 4 or level 5 on the statewide standardized English Language Arts assessment for the previous school year may participate in the extra hour of instruction. Describe the process your district/school uses to serve these students.**

Each school is provided a Low 300 Communication Toolkit. All parents of students at an identified Low 300 school receive a letter at the beginning of the school year notifying them that the school is a Low 300 school and the school day is being extended. Students who will enter grades four or five in the 2019/20 school year and who scored a Level 4 or 5 on the FSA English Language Arts, may “opt out” of the extended instructional learning time. Parents contact the proper point of contact for the school regarding this choice. For students who do not opt-out, teachers enrich their

instruction and learning experiences to provide broader and deeper learning in the standards. Instruction during the extended hour is designed to meet their needs and enrich rather than remediate.

- 2. The additional hour per day of intensive reading instruction must be provided by teachers and reading specialists who have demonstrated effectiveness in teaching reading. Describe the process your district/school uses to ensure this occurs.**

The additional hour of instruction is provided by certified K-5 teachers, ESE Support Facilitators, and Literacy Coaches/Specialists. Classroom walkthroughs and formal evaluations from the Broward Instructional Development and Growth Evaluation System (BrIDGES) are used to evaluate all instructional staff and their instructional design/delivery annually. Teachers and support facilitators are required to have at least one formal observation (30-minutes or longer in length) in addition to a Walkthrough or Snapshot observation. Literacy Coaches are required to have one of the following: two formal observations; or two meetings to review performance; or one formal observation and one meeting. New teachers receive additional district support through highly qualified Coaching and Induction Coaches. Professional learning and support are provided to teachers who are new or need additional support in a specific area of reading to provide optimal instruction, interventions, and enrichment. In addition, the Benchmark Assessment System is used to determine reading progress and i-Ready data is used to progress monitor student gains related to the language arts standards.

- 3. The intensive reading instruction delivered in this additional hour shall include research-based reading instruction that has been proven to accelerate progress of students exhibiting a reading deficiency. Describe the intensive reading instruction your district/school uses during the additional hour and how your district/school has proven it to accelerate progress of students exhibiting a reading deficiency.**

Teachers use explicit, structured, and systematic intensive instruction to students to meet their needs and accelerate progress. District designed whole group exemplar interactive read-aloud and shared reading standards-based, lesson plans for grades K-5 are used during the extended hour. The structured and explicit lesson plans provide an opportunity for students to read, discuss, and respond to text. Teachers provide research-based small group intensive reading based on quantitative and qualitative data from the Benchmark Assessment System (BAS) Data. This includes a focus on foundational skills critical to the reading process. Last year was the first year BCPS implemented the new standards-based lessons and seven (7) schools on Broward's Low 300 list for the 18-19 school year were removed. Nine (9) schools, went up a letter grade and the only "F" Elementary school improve to a "C". This was supported by progress monitoring through the Benchmark Assessment System, iReady, and the District's Broward Standards Assessment results. Students at Larkdale and Castle Hill implemented the University of Florida Literacy Initiative for the first time, which employs

explicit and systematic reading strategies with the assistance of an additional Literacy Coach to guide teachers with effective implementation mostly in the primary grades. In addition, based on individual student needs in the areas of reading, the following research-based programs are implemented for Tier 1 Instruction, Tier 2 and/or Tier 3 Interventions: Journeys and Journeys Toolkit; Phonics, Spelling, and Word Study; Leveled Literacy Intervention; Foundations; Wilson; and Intermediate Rewards. These programs all have research-based foundations to accelerate progress.

4. The intensive reading instruction delivered in this additional hour shall include differentiated instruction based on screening, diagnostic, progress monitoring, or student assessment data to meet students' specific reading needs. Describe the process your district uses to ensure this occurs.

At the elementary level, the computer adaptive STAR Early Literacy assessment is administered to all kindergarten students to identify early literacy skills. Kindergarten students are also administered Letter Names, Letter Sounds, and Concepts of Print assessments for additional progress monitoring. Teachers also administer the Benchmark Assessment System (BAS) to diagnose and monitor students' progress towards meeting grade level reading proficiency in grades K-3 and for struggling readers (scoring a level 1 or 2 on FSA-ELA) in grades 4-5. The Spanish equivalent of BAS, Sistema de Evaluación de la Lectura (SEL) is administered in all K-5 Dual Language classrooms as a form of Spanish Language acquisition progress monitoring. English Language Learners (ELL) participate in the same progress monitoring assessments in grades K-5. Additionally, Idea Proficiency Test (IPT) is administered to ELLs to monitor English Language proficiency. The majority of Students with Disabilities (SWDs) are progress monitored using the tools referenced above. Students with significant cognitive disabilities are instructed utilizing the grade-level Florida Standards Access Points and progress is measured through curriculum-based assessments. Quarterly progress monitoring of reading goals is mandatory for all students with disabilities SWDs. The data is updated into the EasyIEP and communicated to parents via the IEP quarterly progress report.

Teachers follow the Elementary Decision Tree (DT1) from the K-12 Reading Plan to identify students struggling, who need additional support, have a significant reading deficiency, or require enrichment. Teachers use the Benchmark Assessment System to identify a student's reading deficiency and progress monitor students throughout the year. The additional assessments associated with this tool provide more in-depth information about which component of reading a student is struggling with. Both quantitative and qualitative data are used to identify the research-based reading instruction provided during small group guided and intervention instruction. Students reading protocols from the Benchmark Assessment System are reviewed to progress monitor students' and adjust instruction based on data. In addition to the quantitative data, teachers use the qualitative data to determine student's reading behaviors. Schools

who utilize iReady will also use data generated from this system to plan appropriate standards-based instruction, interventions, and enrichment and well as progress monitor mastery of ELA standards.

The progress-monitoring data indicated above are continually updated and current; in the District's Comprehensive online data-collection system (BASIS 3.0) enabling District leadership, school administrators, teachers, and support staff the opportunity to access and review the ongoing progress of all schools and their students. Student performance data are closely monitored to ensure fully informed decision-making. Qualitative data collected are analyzed to inform the professional growth and development needs of staff in order to increase classroom effectiveness through the delivery of high-quality literacy instruction. Further qualitative data analysis can be conducted through student protocols to support the identification of multi-tiered systems of support for all students that include response to intervention (RtI) as determined through the school-based collaborative problem-solving process.

- 5. The intensive reading instruction delivered in this additional hour shall include explicit and systematic reading strategies to develop phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided practice, error correction, and feedback. Describe the process your school/district uses to ensure this occurs.**

During the extended hour, teachers provide explicit and systematic whole and small group instruction to students based on specific needs identified by the Benchmark Assessment System data. The research-based intensive reading includes, but is not limited to: Phonics, Spelling, and Word Study; Leveled Literacy Instruction, Foundations, Words Their Way, Lucy Calkins Units of Study (Writing), and Phonics for Reading. Teachers review all relevant data to provide strategic, intensive instruction addressing the specific component(s) of literacy (phonemic awareness, phonics, fluency, vocabulary, and comprehension) that needs to be further developed or enhanced. Students participate in differentiated learning centers and/or Daily 5 during the intensive reading instruction. Centers are differentiated based on quantitative and qualitative data from the Benchmark Assessment System. Literacy coaches support teachers to ensure the right instruction is occurring for students based on data to ensure more extensive opportunities for guided practice, error correction, and feedback occur.

- 6. The intensive reading instruction delivered in this additional hour shall include the integration of social studies, science, and mathematics-text reading, text discussion, and writing in response to reading. Describe the process your district uses to ensure this occurs.**

As part of the exemplar, interactive read-aloud and shared reading lesson plans for grades K-5 used during the extended hour, social studies, science, and mathematics-text

are utilized and/or integrated. When students participate in differentiated learning centers and/or Daily 5 during the intensive reading instruction, they incorporate social studies, science, and mathematics texts and writing. Teachers are provided exemplary lesson plans as a guide to planning effective standards-based integration across the content areas. Interdisciplinary Scope and Sequences for each grade level have been made available to all Low 300 schools outlining materials, lesson plans, and resources available to integrate into the intensive reading instruction hour. Teachers will also focus on writing in response to reading in whole and small group instruction as an extension from the 90-minute reading block.

2019-2020 300 Lowest-Performing Elementary School Additional Hour of Reading Instruction Implementation Plan

Please complete the following questions to be included as an addendum to the 2019-2020 K-12 District Comprehensive Reading Plan for all schools in your district who are on the list of 300 Lowest Performing Elementary Schools. A district may submit one set of answers for multiple schools in the district if every school is using the same implementation plan.

Section 1: Contact Information

- 1. District name:** Broward County
- 2. Contact name for schools covered on this plan:** Susan Alexander
- 3. Contact phone number:** 954-715-1777
- 4. Contact email:** susanalexander@innovationcharter.net
- 5. Schools covered by this plan:** Innovation Charter School

Section 2: Length of School Day

F.A.C. Rule 6A-6.053 requires 90 minutes of reading instruction in grades K-5, and section 1011.62(9) F.S. requires an additional hour of reading instruction, which may be covered within the school day, for a minimum total of 150 minutes. Please answer the following questions regarding the length of the school day and the number of instructional minutes provided.

- 1. School start time:** 8:00 am
- 2. School dismissal time:** 3:00pm
- 3. Total number of instructional minutes per day:** 420
- 4. Minutes per day of reading instruction (must be at least 150):** 150

Section 3. Instructional Design

- 1. Students enrolled in these schools who earned a level 4 or level 5 on the statewide standardized English Language Arts assessment for the previous school year may participate in the extra hour of instruction. Describe the process your district/school uses to serve these students.**

The students who earned a level of 4 or 5 on the ELA FSA Assessment will be placed in an Enrichment program. This program is a pullout program from the hour of intervention. The students will be provided with a 30/30 model of instruction. The students will read chapter books and respond through project-based learning to enforce standards based learning. The students will also use on-level I Ready Workbooks, ELA Coach Workbooks, or Scholastic Magazine.

- 2. The additional hour per day of intensive reading instruction must be provided by teachers and reading specialists who have demonstrated effectiveness in teaching reading. Describe the process your district/school uses to ensure this occurs.**

The process our school uses to ensure teachers have demonstrated effectiveness in teaching is hiring teachers with a teaching certificate or a two year temporary certificate. We will ensure teachers we hire have a rating of effective or highly effective rating from their previous school. We will discuss the teacher's previous school year's data on the percentage of students who passed the state assessment and or who were on grade level by the end of the year. We will also address how the teacher(s) moved the lowest performing students in their class and what that percentage rate is. We will ensure that teachers understand how to analyze their student data, make instructional decisions for differentiating instruction, and keep groups fluid for student growth.

- 3. The intensive reading instruction delivered in this additional hour shall include research-based reading instruction that has been proven to accelerate progress of students exhibiting a reading deficiency. Describe the intensive reading instruction your district/school uses during the additional hour and how your district/school has proven it to accelerate progress of students exhibiting a reading deficiency.**

Our Kindergarten through 2nd grade students will be receiving Foundations as their reading one hour intervention. The teacher will use a combination of whole group and small group center approach to deliver this highly effective intervention. This is our first year using this program, however the research on proven effectiveness is outstanding. Our school will be tracking progress through ongoing progress monitoring through the use of i-Ready. In addition, the teacher will be assessing students weekly using the Foundations Assessments to track progress for reteaching or mastery of skills. The intensive reading program Journeys Intervention Kit and Literacy Toolkit and i-Ready Toolbox are research based programs, proven to accelerate our students who are exhibiting a reading deficiency. Our Tier One students will be grouped by ability in the classroom. We will group the students by their FSA ELA previous year's scores, i-Ready AP3 Previous year scores, this year's i-Ready AP1 scores, teacher input, and current grades. The students with scores of medium to high FSA level 2 and FSA level 3 will be grouped together. The students with FSA level 1 and Low 2 will be grouped together. These students will receive 30 minutes of an i-Ready Reading Comprehension lesson, or a "double dose" of standards based instruction at one year below their grade level. This will ensure that these students are learning on their instructional level with minimal frustration. In addition, they will switch in class with a push-in interventionist and receive phonics and vocabulary for 30 minutes. Our A1 ELL students will participate in a pull out program to teach them phonemic awareness, phonics, and vocabulary for 30 minutes and also receive an additional 30 minutes of Imagine Learning with an interventionist. Our i-ready data from AP1, September 2018-2019 shows that 16% were on grade level in grades K-5, and the AP3 i-ready data from April 2019 shows that 54% were on grade level. This is an increase of 38% that shows i-Ready and Journeys Toolkits are proven to accelerate progress in our students.

- 4. The intensive reading instruction delivered in this additional hour shall include differentiated instruction based on screening, diagnostic, progress monitoring, or student assessment data to meet students' specific reading needs. Describe the process your district uses to ensure this occurs.**

We will differentiate intensive reading for students need based on their i-Ready AP3 and AP1 diagnostic data. If the student placed at level 4 or 5 on FSA for ELA, then they will be placed in a pull out enrichment group. If the students is an A1 ELL, then they will be placed in a pull out intervention group that focuses on phonemic awareness, phonics, and vocabulary to best meet their needs to learn the English language. We will monitor students' progress using weekly assessments, i-Ready Growth Monitoring, and use Instructional Standards Mastery Assessments through i-Ready. If the student scores on the i-Ready Diagnostic at Tier One (green) the students will be placed in a high functioning homogenous group along with the Tier Two (High Yellow) students. They will receive both phonics and vocabulary from the Journeys Phonics and Vocabulary Toolkits, along with a year below level of comprehension standards based instruction using the i-Ready Toolbox. The Low Tier Two students (Low Yellow) will be homogeneously grouped with Tier Three (red) students. These students will receive Journeys phonics and vocabulary lessons along with prerequisite and one year below reteaching lessons from i-Ready Toolbox. Our groups will remain fluid based on additional data points for mastery. These data points will include Instructional Standards Mastery Assessments through the i-Ready Program including AP2 and AP3 diagnostic results, weekly assessments, and Progress Monitoring Checkpoints. We will also use the instructional resources from i-Ready to remediate lowest performing components of reading including, phonemic awareness, phonics, vocabulary, literary comprehension, and informational comprehension activities.

- 5. The intensive reading instruction delivered in this additional hour shall include explicit and systematic reading strategies to develop phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided practice, error correction, and feedback. Describe the process your school/district uses to ensure this occurs.**

- In kindergarten through second grade, the teachers will emphasize phonemic awareness and phonics activities using hands on manipulatives utilizing Foundations in both whole and small group settings. The primary students will meet with the teacher in small groups to practice fluency and review vocabulary. Comprehension will be taught in the whole group setting as a double dose of the standards previously taught in the 90 minute block.
- The 3rd-5th teachers and interventionists will utilize the Journeys Intervention and Literacy Toolkit's Lesson Cards and Blackline Masters to deliver instruction in phonemic awareness, phonics and vocabulary instruction. These Lesson Cards are scripted and are explicit and systematic integrating the gradual release for student success. The interventionists will deliver high quality explicit instruction in phonics and vocabulary using the Journeys Intervention Lesson Cards and the classroom

teacher will deliver the explicit comprehension instruction. After 30 minutes, they will switch to ensure that all students have had a double dose of phonics and standards based instruction. The students will use the black line master, hands on activity worksheets, to practice the skill and show what they know. i-Ready Toolbox Comprehension Texts will be taught for 10 days with a checkpoint for mastery. This will include close reading strategies on day one. Day two will be annotating the text with the teacher. Day three, students will ask and answer questions for clarification to include unknown words and phrases. Day four, the students will write a summary. Day five, the students take the mini assessment at the end of the passage. Day 6 the students will read passage two and annotate the text. Day seven the students will practice using close reading, focusing on standards based questions and underlining text based evidence. Day eight, the students will take the mini assessment at the end of the passage. Day nine, the teacher will do a close read with the students and the students will annotate their text. Day ten, the students will take the Checkpoint Assessment for Mastery of the standard. This will ensure the students will have multiple experiences with the standards for guided practice, correction, and feedback from the teacher.

- 6. The intensive reading instruction delivered in this additional hour shall include the integration of social studies, science, and mathematics-text reading, text discussion, and writing in response to reading. Describe the process your district uses to ensure this occurs.**

i-Ready Toolbox passages integrate science, math, and social studies based concepts. The students will have opportunities to write summaries on the texts they are working with. The students will have further discussion time when they are annotating the text for main ideas and supporting details to further comprehension of the subject matter. In addition, our intervention hour will include a writing boot camp three weeks prior to the FSA writing test, a Reading and Math Boot Camp twenty days prior to testing, and a 5th grade 20 Day Science Bootcamp prior to the test. This will ensure that the students will be given an extra dose of the cumulative standards they have learned throughout the year.

2019-2020 300 Lowest-Performing Elementary School Additional Hour of Reading Instruction Implementation Plan

Please complete the following questions to be included as an addendum to the 2019-2020 K-12 District Comprehensive Reading Plan for all schools in your district who are on the list of 300 Lowest Performing Elementary Schools. A district may submit one set of answers for multiple schools in the district if every school is using the same implementation plan.

Section 1: Contact Information

- 1. District name:** Broward
- 2. Contact name for schools covered on this plan:** New Life Charter Academy
- 3. Contact phone number:** 954-381-5199
- 4. Contact email:** sbrunache@newlifecharteracademy.org
- 5. Schools covered by this plan:** New Life Charter Academy

Section 2: Length of School Day

F.A.C. Rule 6A-6.053 requires 90 minutes of reading instruction in grades K-5, and section 1011.62(9) F.S. requires an additional hour of reading instruction, which may be covered within the school day, for a minimum total of 150 minutes. Please answer the following questions regarding the length of the school day and the number of instructional minutes provided.

- 1. School start time:** 8 am
- 2. School dismissal time:** 3:30 pm
- 3. Total number of instructional minutes per day:** 420 minutes
- 4. Minutes per day of reading instruction (must be at least 150):** 180 minutes

Section 3. Instructional Design

- 1. Students enrolled in these schools who earned a level 4 or level 5 on the statewide standardized English Language Arts assessment for the previous school year may participate in the extra hour of instruction. Describe the process your district/school uses to serve these students.**

The ELA teachers will incorporate lessons targeting the different components of reading including domain specific vocabulary words. The i-Ready will provide real-time data accompanied with prescriptive lesson plans to enable students to work on increasing their capacity. The ELA teachers will use the following resources: i-Ready, and Tools of Instruction (i-Ready).

The i-Ready Growth Monitoring Reports will be used to progress monitor the students. The level 4 and 5 students are part of the Mustang Book Club. During the Mustang Book Club, the students will be given opportunity to complete interactive book

projects. In addition, these students are exposed to rigorous informational text to synthesize during the science and social studies blocks of their school day.

- 2. The additional hour per day of intensive reading instruction must be provided by teachers and reading specialists who have demonstrated effectiveness in teaching reading. Describe the process your district/school uses to ensure this occurs.**

The teachers have been deemed highly effective based on their previous year's classroom walkthrough and formal evaluation instrument tool from the Florida Charter School Consortium. The evaluation tools are used to evaluate the teachers along with their instructional design and delivery. In addition, progress monitoring tools will be used to consistently measure students' gains on the language arts standards.

- 3. The intensive reading instruction delivered in this additional hour shall include research-based reading instruction that has been proven to accelerate progress of students exhibiting a reading deficiency. Describe the intensive reading instruction your district/school uses during the additional hour and how your district/school has proven it to accelerate progress of students exhibiting a reading deficiency.**

The grades K-5 ELA teachers will use i-Ready adaptive Diagnostic as an intervention tool to pinpoint students' reading performance and growth as well as provide instructional strategies for the teachers. The i-Ready was administered three times a year. After each administration, the data was analyzed to ensure that students were placed in the appropriate reading intervention groups based on their performance level. The intervention program will also identify the root causes behind students' challenges and provides tools to ensure differentiated instruction with its' prescriptive lessons per student. The prescriptive lessons will be used to provide differentiated instruction during small group. The STARS series will be used to focus on the 12 key reading strategies to improve students' reading ability: finding main idea, recalling facts and details, understanding sequence, recognizing cause and effect, comparing and contrasting, making predictions, finding word meaning in context, drawing conclusions and making inferences, distinguishing fact from opinion, identifying author's purpose, interpreting figurative language, and summarizing. This series will enable each teacher to become an expert in teaching reading. The teachers will use the gradual release of responsibility to provide scaffolding support in helping students practice with short pieces of text. The students will be exposed to multiple definitions and examples of each strategy within each lesson continually reinforce understanding.

- 4. The intensive reading instruction delivered in this additional hour shall include differentiated instruction based on screening, diagnostic, progress monitoring, or student assessment data to meet students' specific reading needs. Describe the process your district uses to ensure this occurs.**

The grades K-5 ELA teachers will use i-Ready adaptive Diagnostic as an intervention tool pinpoint students' reading performance and growth as well as provide instructional strategies for the teachers. The intervention program will also identify the root causes behind students' challenges and provides tools to ensure differentiated instruction with its' prescriptive lessons per student. The prescriptive lessons will be used to provide differentiated instruction during small group. The i-Ready Growth monitoring Reports will be used to progress monitor the students.

- 5. The intensive reading instruction delivered in this additional hour shall include explicit and systematic reading strategies to develop phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided practice, error correction, and feedback. Describe the process your school/district uses to ensure this occurs.**

The grades K-5 ELA teachers will use i-Ready adaptive Diagnostic as an intervention tool to pinpoint students' reading performance and growth as well as provide instructional strategies for the teachers. The intervention program will also identify the root causes behind students' challenges and provides tools to ensure differentiated instruction with its' prescriptive lessons per student. The prescriptive lessons will be used to provide differentiated instruction during small group. The i-Ready Growth Monitoring Reports will be used to progress monitor the students. The reading groups will be fluid based on data generated from i-Ready which will allow the teachers to address deficiencies in the areas of phonics, phonemic awareness, fluency, vocabulary, and comprehension. Monthly data chats will be conducted with the teachers to discuss students' growth.