

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

Contact Information

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

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

Plan Information

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

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

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

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

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

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

6-12 - Only students with remediation

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

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

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

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

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

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

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

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

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

per 6A-6.053(3) F.A.C.	collaboration with School Performand Accountability (OS Directors, ensure t level principals ide members of their F Leadership Team of the following: Princ Assistant Principal, Coach, ESE Special Support staff, ESOI Collaborative Prob Team Liaison and of members that will students' reading r of Reading Leaders is submitted to the Improvement Plan 12 Comprehensive Section.	ce and PA) Cadre that all school ntify all the Reading consisting of cipal, , Literacy ist or ESE L Contact, lem-Solving other support needs. The list ship Members e School database, K-	expectations of all the members that make up the Reading Leadership Team.	and agendas, once a month, from Reading Leadership Team Meetings.	problem-sol challenges c and student need suppo Reading Lea Team.	f teachers s that rt with the	meeting minutes quarterly and as needed with the Cadre Director providing oversight to the school and with Office of Academics Departments offering support.
Monitoring of plan implementation			All School level Principals communicate to their faculty the data collection and monitoring based on the K-12 Comprehensive Reading Plan appropriate for the grade level and how the implementation of the data is being monitored at the school level and district level.	All school level assessment data results are collected based on the frequency of each assessment type as well as the needs of students who are receiving interventions.	All school le Principals in collaboratio Reading Lea Team and ic members fro Collaborativ Problem-Sol discuss the o collected to teacher and needs.	n with the dership entified om the e ving Team data determine	All School Level Principals share, as needed, monitoring and implementation plans with the OSPA Cadre Director providing oversight to the school, and Office of Academics Departments offering support.
	pideei		Implementation and Prog	ress-monitoring	<u> </u>		
What problem-solving steps are in place for making decisions based on data?How are concerns communicated if it is determined that the plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students?How will district leadership plan implementation overs support and follow-up?Final 063020				mentation oversight,			

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

Professional Development per 6A-6.053(4) F.A.C.

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

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

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

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

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

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

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

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

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

Summer Reading Camp

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

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

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

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

Will students in grades other than 3 be served also? Yes □ No ⊠ If yes, which grade levels?

Reading Allocation Literacy Coaches

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

Coaches must meet the following criteria:

- reading endorsement or reading certification
- experience as successful classroom teachers
- knowledge of evidence-based reading research
- special expertise in quality reading instruction and infusing reading strategies into instruction
- data management skills
- strong knowledge base in working with adult learners
- excellent communication skills
- outstanding presentation, interpersonal, and time-management skills

An addendum will be sent out the last week of August 2020 requesting specific information. What problem-solving method was used to determine which schools have the greatest need based on student performance data in reading per 6A-6.053 F.A.C.?

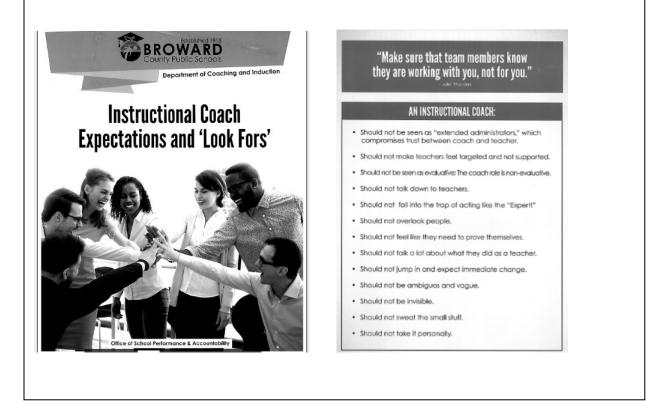
Department of Student Assessment and Research conducted an analysis of student performance in grade 3 ELA achievement of the 2018-2019 and percent of students in grades K-3 reported through Survey 3 (February 2020) as substantial reading deficient and rank the schools with those two criteria to determine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

Prioritize Elementary Schools K-3

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

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

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



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

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

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

Is your district using the Just Read, Florida! coaching model? Yes ⊠ No □ If you checked no, please complete and submit the Alternative Coaching Model document. If you checked yes, please fill out the following chart:

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

- Provide professional development on the following:
 - the major reading components, as needed, based on an analysis of student performance data
 administration and analysis of instructional assessments
 - o providing differentiated instruction and intensive intervention
- Model effective instructional strategies for teachers
- Facilitate study groups
- Train teachers in data analysis and using data to differentiate instruction
- Coach and mentor colleagues
- Provide daily support to classroom teachers
- Work with teachers to ensure that evidence-based reading programs are implemented with fidelity
- Help to increase instructional density to meet the needs of all students
- Help lead and support reading leadership teams at their school(s)
- Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies
- Work frequently with students in whole and small group instruction to model and coach in other teachers' classrooms

How are these requirements being communicated to principals?How are coaches recording their district level is monitoring this?How often is the data being reviewed?What problem-solving steps are in place for making decisions based on the data?The literacy instructional school- based coaches'Literacy school- based coaches'The Department of Coaching and support schools need.Data is reviewed?School data is used to determine the level of support schools need.Just Read, Floridal Coaching Model per 6A-6.053(6)(c) F.A.C., are communicatedCollaborative coaches care the support toCoach to each support toSupport receive levels of support or SPASchool- Highest level of support, Focus School:Throughout the gear, principals will policit for school-basedsystematic plan strengths and prioritize and prioritize and school's areas of focus to provide on school step, formulate action school-basedDirectors, support toSupport and, or a Coaches: At and Student Support and, or a Coaching school's support the support to coachingSupport and support and develop plans for targeted instructional school's and support tareacyNinitatives and requirements, for areas of focus to support schoolsNinitatives and receively literacy support and, or a coaching support based of the Just Read, for cards and school's school's school's administrator.Ninitatives and requirements of the Just Read, for itargeted support land support land support land support land support land support land scoachingNinitatives and requirements	teachers classroom	5	•		
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for school	F.A.C.	address.
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	Directors	departments to
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	The Cadre	on needs of
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	conversations	leadership team
	with principals,	and literacy
	and Support	coach and
	Directors	complete a
	regarding data	support plan
	analyses,	based on the
	support for	data.
	literacy coaches	Assign consistent support
	and next steps	team members to the
	for literacy	school.
	instructional	
	coach	
	improvement.	
Children's Literacy Initiative	(CLI) Initiative partners with Broward Cou	unty Public Schools to provide
teachers of grades K to 3 and	d Literacy Coaches, at select participating of	elementary schools with

teachers of grades K to 3 and Literacy Coaches, at select participating elementary schools, with extensive professional development and support in early literacy instruction. CLI has <u>strong evidence</u> according to ESSA rubric.

Other Considerations

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

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

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

Charter schools per 6A-6.053(5)

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

Instructional Continuity Plan

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

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

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

The Decision Trees must contain the following information:

- The grade level(s) of students the decision tree is addressing
- Name and performance benchmark on screening, diagnostic, progress monitoring, local assessment, statewide assessment or teacher observations used to identify students with substantial deficiencies in reading and subsequent interventions provided
- A description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3 (tier 3)
- Information on how the Florida Kindergarten Readiness Screener will be used to identify students for intervention
- Core curriculum (ELA/RD (Tier 1) and K-12 intervention materials that address the six (6) components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension
- The methods for providing reading instruction and intervention to students who may continue to receive instruction through distance or blended learning

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): K-5

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

IF:	 Student meets the following criteria at beginning of school year: Kindergarten: Students scoring 497-529 on STAR Early Literacy Assessment, scoring at or above proficient levels on the Quarterly PMP criteria for Letter Names, Letter Sounds, and Concepts of Print, and scoring on or above grade level benchmarks based on the BAS grade level expectations month to month calendar. Grades 1-5: Students scoring on or above grade level benchmarks based on the BAS grade level expectations month to month calendar and/or scoring a level 3 or above on the FSA English Language Arts in grades 4 and 5. *All K-5 students receive Tier 1 instruction during the 90-minute Reading Block (51004XXR)
THEN:	TIER 1 Only
	Initial instruction: is standards-aligned builds background and content knowledge, motivation provides print rich, systematic, scaffolded, and differentiated instruction incorporates writing in response to reading includes accommodations (IEP, ESOL or 504) incorporates the principles of Universal Design for Learning includes specially designed instruction for students with disabilities
	Core Curriculum
	Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.
TIER 1	BCPS uses a Balanced Literacy approach to Tier 1 Core Literacy Instruction that includes whole group and small group differentiated reading instruction in all areas of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension in alignment to B.E.S.T. standards in a dedicated, daily, uninterrupted block of time for a minimum of ninety (90) minutes. The instructional routines implemented during the 90-minute reading block include Interactive Read Aloud, Shared Reading, Guided Reading, Independent Reading, and Word Work (including explicit and systematic phonics instruction) following the Gradual Release Model which has <u>Strong Evidence</u> in improving reading comprehension (Recommendations 1, 2, and 5) and <u>Strong Evidence and Moderate Evidence</u> on Foundational Skills to Support Reading for Understanding (Recommendations 2, 3, and 4).
	 Evidence-Based Comprehensive Core Program for English Language Arts/Reading: HMH Journeys and Supplemental Resources- <u>Strong Evidence</u>
	 Evidence-Based Supplemental to Core Literacy Resources: K-5: Scholastic Bookroom/Digital Short Reads-Practices have Strong Evidence (Recommendations #1, #2, and #5) K-5: HMH Science/Social Studies resources- Practices have Moderate Evidence (Recommendation #4)

• K-3: F & P Phonics, Spelling, and Word Study- <u>Practices have Strong Evidence</u> (Recommendations #2 and #3)

- K-5: iReady- <u>Promising Evidence</u>
- K-2: Heggerty Phonemic Awareness Practices have Strong Evidence (Recommendation #2)
- K-3: Fundations- <u>Strong Evidence</u>

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

- K-5 Imagine Learning (for ELLs)- Moderate Evidence
- K-5 ELLevation for (ELLs) <u>Practices have Strong Evidence</u> (Recommendations #1, #2, and #5)

Progress Monitoring				
Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient interventions			
-Benchmark Assessment System (BAS), reading record administered at least three times a year.	On track as defined by the BAS month to month grade level expectations calendar	Borderline or off track as defined by the BAS month to month grade level expectations calendar		
School-based Collaborative Problem-Solving Teams (CPST) in collaboration with classroom teacher use data and decision rules to determine effectiveness of the Universal (Tier 1) program, identify students in need of interventions and evaluate student progress to determine next steps.				
How is the effectiveness of Tier 1 instruction being monitored?	What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?			
BAS data is reviewed regularly and at the end of each assessment period to ensure that 80% of students are On Track.	Classrooms where less than 80% of students are On Track will receive support from Literacy Coach and support staff at the school site. Schools where less than 80% of students are On Track will receive professional learning and/or support based on needs identified from District departments offering professional learning opportunities for Tier 1 reading instruction.			
How is the effectiveness of Tier 1 curriculum being monitored?	What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?			
Effectiveness of core curriculum and supplemental resources is monitored through weekly informal reading walkthroughs of the uninterrupted 90-minute reading block by school administration and district offices supporting reading.	Classrooms or schools where specified Tier 1 curriculum and supplemental resources do not seem to be effective, identified teachers receive professional learning and support in implementing whole group and small group differentiated instruction using evidence-based resources and instructional practices to ensure the curriculum is being implemented with fidelity.			
How is instruction modified for students who receive instruction through distance learning? BCPS uses CANVAS, a web-based learning management system, to support both teachers and students with implementing Tier 1 instruction using the resources listed above that have digital components. These resources can be used for distance learning with modifications and support appropriate to the needs of all students. Literacy, Elementary Learning, ESLS, ESOL and Innovative Learning departments provide teachers professional learning opportunities to learn how to navigate CANVAS and how to use evidence-based resources and practices in a virtual environment.				

IF:	 Student meets the following criteria at beginning of school year: To access charts, click on this link: Elementary Level Reading Decision Charts Kindergarten - Third Grade: Students who scored (borderline) one or more benchmarks below grade level expectations as defined by the BAS month to month grade level expectations calendar and were identified as needing Tier 2 level of support through Problem-Solving Process using Decision Charts. These students are placed in the Functional Basic Skills in Communication Course: 50100300 Grades 4 and 5: Students who scored a Level 1 or 2 on the English Language Arts - FSA and scored (borderline) one or more benchmarks below grade level expectations as defined by the BAS month to month grade level expectations as defined by the grade level of support through the Problem-Solving Process using Decision Charts. These students are placed in the Functional Basic Skills in Reading Course: 50100301 				
THEN:	П	ER 1 instruction a	ind TIER 2 interve	ntions	
SU	 Interventions: are standards-aligned address gaps and reduce barriers to students' ability to meet Tier 1 expectations provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills are matched to the needs of the students provide multiple opportunities to practice the targeted skill(s) and receive feedback occurs during time allotted in addition to core instruction includes accommodations (IEP, ESOL or 504) 				ıl/barrier skills
Intio	TIER 2 Programs/Materials/Strategies &	TIER 2 Progress Monitoring			
and TIER 2 interventions	Duration	Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions
	Evidence-Based Comprehensive Intervention Programs *(School-Based Decision)	*Frequency is based on program design	If the student meets desired level of performance as defined by the	If the student is close to the desired level of performance as defined by the	If the student continues to be off track as defined by the BAS month-to-
(LLI) Duration 12 to 18 wee primary grades; 18-24 wee intermediate grades and/o	Leveled Literacy Intervention (LLI) Duration 12 to 18 weeks in primary grades; 18-24 weeks in intermediate grades and/or based on progress monitoring data.	- Warm reading record based on program design	BAS month-to- month calendar (gap has closed), discontinue plan, monitor progress and provide	BAS month-to- month calendar), (gap is closing), n, make instructional	month calendar (gap is not closing), return to problem- solving process, utilize
	Fundations [®] Wilson System Duration is a yearlong program and/or based on progress monitoring data.	Program Embedded Assessment	supplemental supports.	monitor progress.	ICEL X RIOT, review fidelity of implementatio n and

* <u>Heggerty Phonemic Awareness</u> (At skill level) * <u>F&P Phonics, Spelling, and</u> <u>Word Study</u> (At skill level) <i>Select Schools</i> <u>University of Florida Literacy</u> <u>Initiative</u> (UFLI) - <i>Participating</i> <u>Schools</u> * <u>Florida Center for Reading</u> <u>Research</u> (FCRR) (at skill level)	 -Program Embedded Assessments -Sub-Literacy Assessments (PWS or BAS) -Sub-Literacy Assessments (BAS) -Easy CBM 		intensity.
* <u>National Center for Reading</u> Intervention (at skill level)	-Assessing Reading Multiple Measures		
* <u>ELLevation for ELLs</u>			
* <u>REWARDS</u>	-Program Embedded Assessments		
*Just Words Wilson System			

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?

- Intervention walks take place to identify and solve problems to improve effectiveness of Tier 2 intervention
 including alignment with core curriculum and instruction when reading record (BAS) data indicates students
 in specific grade levels and classrooms are not progressing towards grade level proficiency. These will be led
 by Literacy Department in collaboration with members of the Elementary Learning, OSPA, MTSS, ESLS, and
 ESOL departments based on identified needs of the school and subgroups.
- Literacy Department provides classroom teachers with professional learning and support on analysis of reading records and sub-literacy assessments referenced in the K-12 Reading plan to ensure alignment of Tier 1 and Tier 2.
- Elementary Learning, Exceptional Student Learning Supports (ESLS), and ESOL Department in collaboration with Literacy Department and District Partners (CLI, UFLI, ELLevation) provide professional learning and support to schools implementing evidence-based intervention programs/resources/practices/strategies.

 School Climate and Discipline (MTSS) provides support to schools to ensure compliance with data entry and progress monitoring of all the MTSS instructional strategies, interventions and other resources that are used to help all students achieve reading success. School Principals ensure that teachers providing the reading intervention (Tier 2) are afforded opportunities for professional learning in multisensory reading intervention programs implemented at the schools.
Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
Evidence-based Comprehensive Intervention Programs:
K-5: Leveled Literacy Intervention -Strong Evidence
K-3: Fundations- Promising Evidence
 Intervention Resources using Evidence-based Instructional Materials/Practices/Strategies: K-2: Heggerty Phonemic Awareness – Practices have Strong Evidence (Recommendation #2) K-3: F & P Phonics, Spelling, and Word Study- Practices have Strong Evidence (Recommendations #2 and #3) K-5: UFLI- Practices have Strong Evidence (Recommendations #2 and #3) K-5: FCRR- Practices have Strong Evidence (Recommendations #2 and #3) K-5 National Center for Reading Intervention- Practices have Strong Evidence (Recommendations #1-4) 4-5: Just Words- Moderate Evidence 4-5: REWARDS- Strong Evidence
Evidence-Based Supplemental Literacy Resources for English Language Learners (ELLs) – Moderate Support
K-5 Imagine Learning (for ELLs)- Moderate Evidence
• K-5 ELLevation for (ELLs) – <u>Practices have Strong Evidence</u> (Recommendations #1, #2, and #5)
How are Tier 2 interventions modified for students who receive interventions through distance learning? BCPS uses CANVAS, web-based learning management system, to support both teachers and students with

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

IF:	 Student meets the following criteria at beginning of school year: To access charts, click on this link: Elementary Level Reading Decision Charts Kindergarten - Third Grade: Students who scored (off track) two or more benchmarks below grade level expectations as defined by the BAS month to month grade level expectations calendar and were identified as needing Tier 3 level of support through Problem-Solving Process using Decision Charts. These students are placed in the Functional Basic Skills in Reading course: 50100200 Grades 4 and 5 students who scored a Level 1 or 2 on the English Language Arts - FSA and scored (off track) two or more benchmarks below grade level expectations as defined by the BAS month to month grade level expectations as defined by the BAS month to month grade level expectations calendar and were identified as needing Tier 3 level of support through the Problem-Solving Process using Decision Charts. These students below grade level expectations as defined by the BAS month to month grade level expectations calendar and were identified as needing Tier 3 level of support through the Problem-Solving Process using Decision Charts. These students are placed in the Functional Basic Skills in Reading course: 50100201
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions
TI ER 1	Immediate, intensive intervention: extended time

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

• adaitional time allotted is in a TIER 3 Programs/Materials/Strategies &		TIER 3 Progress Monitoring	
Duration	Assessment & Frequency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt changes to Tier 3 interventions
Intervention Comprehensive Programs (School-based Decision)	*Frequency is based on program design	If the student is close to the desired level of performance as defined by the BAS month-to-	If the student continues to be off track as defined by the BAS month-to-
Leveled Literacy Intervention (LLI) Duration 12 to 18 weeks in primary grades; 18-24 weeks in intermediate grades and/or based on progress monitoring data.	-LLI Warm read Reading Record	month calendar (gap is closing), make instructional adjustments and continue to monitor progress.	month calendar (gap is not closing), return to problem- solving process, utilize ICEL X RIOT, review fidelity of
<u>Fundation</u> s (at program level) Duration will be based on progress monitoring data.	-Program Embedded Assessment		implementation and exclusionary factors, make instructional adjustments which
Wilson Reading System (at program level) Duration: It may take 2-3 years (or more) to complete all 12 Steps.	-Program Embedded Assessment		may include a new goal or a new intervention.
Evidence-Based Intervention Materials/Instructional Practices/Strategies (School-based Decision) *For students in need of additional support, portions of lessons could be used in a small group and serve as a "triple dose" of skills already taught in Tier 1 and Tier 2. Duration will depend on progress monitoring data.	Assessment and Frequency *Frequency is Based on Program Design		
* <u>Heggerty Phonemic Awareness</u> (At skill level)	-Program Embedded Assessments		
* <u>F&P Phonics, Spelling, and Word</u> <u>Study</u> (At skill level) <i>Select Schools</i>	-Sub-Literacy Assessments (PWS or BAS)		
<u>University of Florida Literacy</u> <u>Initiative</u> (UFLI) - Participating Schools	-Sub-Literacy Assessments (BAS)		
* <u>Florida Center for Reading</u> <u>Research</u> (FCRR) (at skill level)	-Easy CBM		

* <u>National Center for Reading</u> Intervention (at skill level)	-Assessing Multiple Measures in Reading		
*ELLevation for ELLs	-Program		
REWARDS	Embedded Assessments		
Just Words Wilson System			
All Tier 3 Interventions must b	be provided by a teacher endorseme	r who is certified in reading or has the read ent.	ing
Number of times a week interventio	on provided 5	Number of minutes per intervention session	30
 ESOL departments based on ide Literacy Department provides clareading records and sub-literacy. Tier 1, Tier 2, and Tier 3. Elementary Learning, Exception with Literacy Department and D support to schools implementin School Climate and Diversity (M progress monitoring of all the N to help all students achieve read School Principals ensure that tea endorsed or reading certified an reading intervention programs i 	ntified needs of the sch lassroom teachers with y assessments reference al Student Learning Sup District Partners (CLI, UFL g evidence-based interv TSS) provides support to ITSS instructional strate ding success. achers providing the inte ad are provided opportu mplemented at the scho	professional learning and support on analys d in the K-12 Reading plan to ensure alignm ports (ESLS), And ESOL Department in collab I, ELLevation) provide professional learning ention programs/resources/strategies. o schools to ensure compliance with data en gies, interventions and other resources that ensive reading intervention (Tier 3) are read nities for professional learning in multisenso	is of ent of ooration and atry and are used ing
	n - <u>Strong Evidence</u> ence ong Evidence urces/Practices/Strategi ess – <u>Practices have Stro</u> Word Study- <u>Practices h</u>	ng Evidence (Recommendation #2) ave Strong Evidence (Recommendations #2	and #3)

- K-5: National Center for Reading Intervention- <u>Practices have Strong Evidence</u> (Recommendations #1-4)
- 4-5: Just Words- <u>Moderate Evidence</u>
- 4-5: REWARDS- <u>Strong Evidence</u>

Evidence-Based Supplemental Literacy Resources for English Language Learners (ELLs) High Level of Support

• K-5: Imagine Learning (for ELLs)- Moderate Evidence

• K-5 ELLevation for (ELLs) – <u>Practices have Strong Evidence</u> (Recommendations #1, #2, and #5)

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

	Curriculum, Instruction, and Assessment Decision Tree							
Grade Le	Grade Level(s): 6-8							
IF:	 Student meets the following criteria at beginning of school year: Scored Level 3 or above on FSA English Language arts OR a level 1 or 2 on the FSA ELA with NO areas of need identified via diagnostic testing. See 6-8 Reading Decision Chart 							
THEN:	TIER 1 Only							
	Initial instruction: is standards-aligned builds background and content provides print rich, systematic, incorporates writing in respons includes accommodations (IEP, incorporates the principles of U includes specially designed inst							
	Core Curriculum Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence. English Language Arts Core Curriculum: • HMH Collections- Promising Evidence Supplemental Resources to Differentiate Instruction: • Achieve 3000- Strong Evidence • Newsela- Moderate Evidence • Vocabulary.com- Promising Evidence • Additional Supplemental Literacy Resources for ELLs: • Reading Horizons (for ELLs)- Promising Evidence							
TIER 1								
		Progress Monitoring						
	Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria that would prompt addition of Tier 2 interventions					

Common Formative Assessments- monthly Collections Program-Embedded Assessments- quarterly	If the student continues to score 65% or higher on Common Formative assessments and Collections Program-Embedded Assessments, then continue instruction as designed.	If the student scores below 65% on Common Formative assessments and Collections Program-Embedded Assessments, then provide additional targeted instruction using the HMH Level-Up Tutorials and CPALMS Student Tutorials within the Language Arts classroom.			
How is the effectiveness of Tier 1 instruction being monitored?	What procedures are in place to identify and solve problems t improve effectiveness of Tier 1 instruction?				
The data from above assessments is reviewed monthly and at the end of each assessment period to ensure that 80% of students are proficient.	Classrooms where less than 80% of students are proficient will receive support from Literacy Coach and support staff at the school site. Schools where less than 80% of students are proficient will receive professional learning and/or support based on needs identified from District departments offering professional learning opportunities for Tier 1 reading instruction.				
How is the effectiveness of Tier 1 curriculum being monitored?	What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?Classrooms or schools where specified Tier 1 curriculum and supplemental resources do not seem to be effective, identified teachers receive professional learning and support in implementing differentiated instruction using evidence-based resources and instructional practices to ensure the curriculum is being implemented with fidelity.				
Effectiveness of curriculum is monitored through informal walkthroughs through the English/Language Arts course by school administration and district offices.					
How is instruction modified for studen BCPS uses CANVAS, web-based learning implement Tier 1 instruction with the re- can be used for distance learning with n Literacy, Secondary Learning, ESLS, ESO learning opportunities to learn how to r in a virtual environment.	management system, to support bo esources listed above that have digita nodifications and support appropriat L and Innovative Learning department	oth teachers and students al components. These resources te to the needs of all students. nts provide teachers professional			

IF:	 Student meets the following criteria at beginning of school year: Scored a Level 1 or Level 2 on FSA English Language Arts, below 30th percentile on FAIR-FS subtests and meets Tier 2 criteria as evidenced by the Grades 6-8 Decision Tree. See 6-8 Reading Decision Chart
THEN:	TIER 1 instruction and TIER 2 interventions
TIER 1 instructio n and	Interventions: are standards-aligned address gaps and reduce barriers to students' ability to meet Tier 1 expectations provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills are matched to the needs of the students

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

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

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?

- Collaborative Visits take place to identify and solve problems to improve effectiveness of Tier 2 intervention including alignment with core curriculum and instruction when progress monitoring data indicates students in specific grade levels and classrooms are not progressing towards grade level proficiency. These will be led by Secondary Learning Department in collaboration with members of the OSPA, MTSS, ESLS, and ESOL departments based on identified needs of the school and subgroups.
- Secondary Learning Department provides classroom teachers with professional learning and support on analysis of progress monitoring data and additional assessments referenced in the K-12 Reading plan to ensure alignment of Tier 1 and Tier 2.
- Secondary Learning, Exceptional Student Learning Supports (ESLS), and ESOL Department in collaboration with Literacy Department and District Partners, such as ELLevation, provide professional learning and support to schools implementing evidence-based intervention programs/resources/practices/strategies.
- School Climate and Discipline (MTSS) provides support to schools to ensure compliance with data entry and progress monitoring of all the MTSS instructional strategies, interventions and other resources that are used to help all students achieve reading success.
- School Principals ensure that teachers providing the reading intervention (Tier 2) are afforded opportunities for professional learning in multisensory reading intervention programs implemented at the schools.

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

Intervention Comprehensive Program:

National Geographic INSIDE- <u>Strong Evidence</u>

Supplemental Intervention Programs-Comprehension:

- Achieve 3000- <u>Strong Evidence</u>
- NEWSELA- <u>Moderate Evidence</u>

Supplemental Intervention Programs-Decoding:

- Just Words- Moderate Evidence
- REWARDS- <u>Strong Evidence</u>

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

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

IF:	 Student meets the following criteria at beginning of school year: Scored Level 1 on the FSA English Language Arts, below 30th percentile on FAIR subtests, below the 3rd grade level on the San Diego Word List and meets Tier 3 criteria as evidenced by the Grades 6-8 Decision Tree. See 6-8 Reading Decision Chart 							
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions							
nterventions, and TIER 3 Intensive Interventions		instruction L, or 504) onitoring than TI	ER 1 ir	nstruction and TIER 2 interver ruction and tier 2 intervention				
	TIER 3 Programs/Materials/Strategies &			TIER 3 Progress Monitorin	g			
	Duration	Assessment Frequency		Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt changes to Tier 3 interventions			
	Intervention Comprehensive Program	*Frequency is based on program design		If program embedded assessments indicate the student is at the third- grade lovel or higher	If program embedded assessment does not indicate growth in decoding and fluency, meet with school problem-solving team to adjust the tier 3 intervention.			
and TIER 3	<u>Wilson Reading System</u> (select schools)	-Program Embedded Assessments -Fluency Probes (weekly)		grade level or higher according to fluency and word recognition data, then Tier 3 instruction is removed.				
entions, a	<u>System 44 initiative</u> (Participating schools)			Tenioveu.				
Iterve		-Word List accuracy (wee	kly)					
2 i	All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.							
ion, Tl	Number of times a week interventi	on provided	5	Number of minutes per int session	ervention	45-60		
TIER 1 instruction, TIER	 Session What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction? Collaborative Visits take place to identify and solve problems to improve effectiveness of Tier 2 intervention including alignment with core curriculum and instruction when progress monitoring data indicates students in specific grade levels and classrooms are not progressing towards grade level proficiency. These will be led by Secondary Learning Department in collaboration with members of the OSPA, MTSS, ESLS, and ESOL departments based on identified needs of the school and subgroups. 				data l of the			

- Secondary Learning Department provides classroom teachers with professional learning and support on analysis of progress monitoring data and additional assessments referenced in the K-12 Reading plan to ensure alignment of Tier 1 and Tier 2.
- Secondary Learning, Exceptional Student Learning Supports (ESLS), and ESOL Department in collaboration with Literacy Department and District Partners, such as ELLevation, provide professional learning and support to schools implementing evidence-based intervention programs/resources/practices/strategies.

- School Climate and Discipline (MTSS) provides support to schools to ensure compliance with data entry and progress monitoring of all the MTSS instructional strategies, interventions and other resources that are used to help all students achieve reading success.
- School Principals ensure that teachers providing the intensive reading intervention (Tier 3) are reading endorsed or reading certified and are afforded opportunities for professional learning in multisensory reading intervention programs implemented at the schools.

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

Intervention Comprehensive Programs:

- Wilson Reading System- <u>Strong Evidence</u>
- System 44 initiative- <u>Strong Evidence</u>

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

	Curriculum, Instruction, and Assessment Decision Tree
Grade Le	evel(s): 9-12
IF:	 Student meets the following criteria at beginning of school year: Scored Level 3 or above on FSA English Language Arts OR scored a Level 1 or 2 on the FSA ELA with NO area of need identified by diagnostic testing. See 9-10 Reading Decision Chart For 11th and 12th graders- Scored proficient on SAT or ACT. See 11-12 Reading Decision Chart Chart
THEN:	TIER 1 Only
TIER 1	Initial instruction: is standards-aligned builds background and content knowledge, motivation provides print rich, systematic, scaffolded, and differentiated instruction incorporates writing in response to reading includes accommodations (IEP, ESOL or 504) incorporates the principles of Universal Design for Learning includes specially designed instruction for students with disabilities English Language Arts Core Curriculum: HMH Collections- Promising Evidence Supplemental Resources to Differentiate Instruction:

- Achieve 3000- <u>Strong Evidence</u>
- Newsela- <u>Moderate Evidence</u>
- Vocabulary.com- <u>Promising Evidence</u>

Additional Supplemental Literacy Resources for ELLs:

Reading Horizons (for ELLs)- <u>Promising Evidence</u>

Progress Monitoring					
Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficientPerformance Criteria to that prompt addition of Tier 2 interventions				
Common Formative Assessments- monthly	If the student continues to score 65% or higher on Common assessments and Collections Program-Embedded	If the student scores below 65% on Common assessments and Collections Program-Embedded assessments, then provide			
Collections Program-Embedded Assessments-quarterly	assessments, then continue instruction as designed.	additional targeted instruction using the HMH Level-Up Tutorials and CPALMS Student Tutorials within the Language Arts classroom.			
How is the effectiveness of Tier 1 instruction being monitored?	What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?				
Effectiveness of curriculum is monitored through informal walkthroughs through English/Language Arts course by school administration and district offices.	Classrooms where less than 80% of students are proficient will receive support from Literacy Coach and support staff at the school site. Schools where less than 80% of students are proficient will receive professional learning and/or support based on needs identified from District departments offering professional learning opportunities for Tier 1 reading instruction.				
How is the effectiveness of Tier 1 curriculum being monitored?	What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?				
Effectiveness of curriculum is monitored through informal walkthroughs through the English/Language Arts course by school administration and district offices.	Classrooms or schools where specified Tier 1 curriculum and supplemental resources do not seem to be effective, identified teachers receive professional learning and support in implementing differentiated instruction using evidence-based resources and instructional practices to ensure the curriculum is being implemented with fidelity.				

How is instruction modified for students who receive instruction through distance learning?

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

IF:	 Student meets the following criteria at beginning of school year: Scored below level 3 on FSA (or not proficient on SAT or ACT), below 30th percentile on FAIR subtests, and meets Tier 2 criteria as evidenced by the Grades 9-10 or 11-12 Decision Tree. See 9-10 Reading Decision Chart See 11-12 Reading Decision Chart 							
THEN:	TIER 1 instruction and TIER 2 interventions							
	 provide systematic, explicit are matched to the needs provide multiple opportunity 	inities to practice the targeted skill(s) and receive feedback ed in addition to core instruction						
	TIER 2 Programs/Materials/Strategies &		TIER 2 Prog	ress Monitoring				
uction and TIER 2 interventions	Duration	Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions			
	Intervention Comprehensive Program	*Frequency is based on program design	If the student scores above the 30 th percentile on	If program embedded assessments in comprehension are 65% and above, then continue the instruction as designed.	If program embedded assessments in comprehension			
d TIER	National Geographic EDGE: Year Long Program	-Program embedded	all FAIR subtests continue Tier 1		are 65% or below, then intensify			
ction an	Supplemental Intervention Program- Comprehension	assessments- Comprehension	instruction as designed.		instruction by increasing frequency and			
TIER 1 instru	Newsela Duration will be based on progress monitoring data.				reducing group size.			
TIE	Achieve 3000 Duration will be based on progress monitoring data.							
	Supplemental Intervention Program- Decoding	-Weekly Fluency Probe (students	If the student scores above the 30 th	If the weekly fluency probe (students in need of decoding) indicates in increase in words per minute, then	If the weekly fluency probe indicates no			
	Just Words Duration Year Long Program	in need of decoding) -Program	percentile on all FAIR subtests, then continue Tier 1		increase in words per minute, then intensify			
	<u>REWARDS</u> Duration: Year Long Program	embedded assessments	instruction as designed.	continue instruction as designed.	instruction by increasing frequency and reducing group size. Use			

			placement for decoding and fluency.
Number of times a week intervention provided	3-5 times a week	Number of minutes per intervention session	45 minutes

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?

- Collaborative Visits take place to identify and solve problems to improve effectiveness of Tier 2 intervention
 including alignment with core curriculum and instruction when progress monitoring data indicates students in
 specific grade levels and classrooms are not progressing towards grade level proficiency. These will be led by
 Secondary Learning Department in collaboration with members of the OSPA, MTSS, ESLS, and ESOL
 departments based on identified needs of the school and subgroups.
- Secondary Learning Department provides classroom teachers with professional learning and support on analysis of progress monitoring data and additional assessments referenced in the K-12 Reading plan to ensure alignment of Tier 1 and Tier 2.
- Secondary Learning, Exceptional Student Learning Supports (ESLS), and ESOL Department in collaboration with Literacy Department and District Partners provide professional learning and support to schools implementing evidence-based intervention programs/resources/practices/strategies.
- School Climate and Discipline (MTSS) provides support to schools to ensure compliance with data entry and progress monitoring of all the MTSS instructional strategies, interventions and other resources that are used to help all students achieve reading success.
- School Principals ensure that teachers providing intervention (Tier 2) are afforded the opportunities for professional learning in multisensory reading intervention programs implemented at the schools.

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

Intervention Comprehensive Program:

National Geographic EDGE- <u>Strong Evidence</u>

Supplemental Intervention Programs-Comprehension:

- Achieve 3000- Strong Evidence
- NEWSELA- Moderate Evidence

Supplemental Intervention Programs-Decoding:

- Just Words- Moderate Evidence
- REWARDS- <u>Strong Evidence</u>

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

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

IF:		Stud	 Scored level 1 on FSA English La percentile on FAIR subtests, sco 	ollowing criteria at beginning of school year: 1 on FSA English Language Arts (or not proficient on SAT or ACT), below 30 th n FAIR subtests, scored below the 3rd grade level on the San Diego Word List, and criteria as evidenced by the Grades 9-10 or 11-12 Decision Tree. eading Decision Chart See 11-12 Reading Decision Chart					
THEN	:		TIER 1 instruction, TIER 2	interventio	ons, and T	TIER 3 intensive intervent	tions		
Immediate, intensive intervention: • extended time • targeted instruction based on student need • small group or one-on-one instruction • accommodations (IEP, ESOL, or 504) • more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions • additional time allotted is in addition to core instruction and tier 2 interventions							15		
ventio		TIER 3 Programs/Materials/Strategies TIER 3 Progress Monitoring & Duration							
sive Interv			Assessment & Frequency		Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt changes to Tier 3 interventions			
3 Inten		Intervention Comprehensive Program		*Frequency is based on program design		If program embedded assessment indicates the student is at the third-	If program embedded assessment does		
2 interventions, and TIER 3 Intensive Interventions	Wilson Reading System	-Program E Assessmen -Fluency Pr (weekly) -Word List a (weekly)	ts obes	grade level or higher according to fluency and word recognition data, then Tier 3 instruction is removed. according to fluency and fluency, mee school probl solving team adjust the tii intervention		growth and et with em- to er 3			
~		All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.							
uction			Number of times a week interventio	n provided	5	Number of minutes per inte session	rvention	45- 60	
TIER 1 instruction, TIE			 intervention including alignn indicates students in specific proficiency. These will be lead OSPA, MTSS, ESLS, and ESOL Secondary Learning Departm 	e to identify nent with core grade levels d by Seconda departments nent provides ing data and	urriculum and solve p e curricului and classro ry Learning s based on i classroom		ness of Tier 2 ess monitoring ards grade level with members and subgroups arning and supp	of the port on	

- Secondary Learning, Exceptional Student Learning Supports (ESLS), and ESOL Department in collaboration with Literacy Department and District Partners, such as ELLevation, provide professional learning and support to schools implementing evidence-based intervention programs/resources/practices/strategies.
- School Climate and Discipline (MTSS) provides support to schools to ensure compliance with data entry and progress monitoring of all the MTSS instructional strategies, interventions and other resources that are used to help all students achieve reading success.
- School Principals ensure that teachers providing the intensive reading intervention (Tier 3) are reading endorsed or reading certified and are afforded the opportunities for professional learning in multisensory reading intervention programs implemented at the schools.

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

Evidence-based Comprehensive Intervention Program:

Wilson Reading System- <u>Strong Evidence</u>

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