MASTER PLAN

Literacy

2022

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Course Group Number: 39001752

Responsive Teaching:
From Authentic Assessments to Literacy Instruction and Interventions

Purpose

Children's early literacy skills are a foundation for their academic success. Students enter Kindergarten with a wide variety of background experiences and abilities and for this reason a solid foundation in literacy learning must be established in the early grades and continued across all grade levels. This foundation is built through explicit and systematic instruction in oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Teachers need to be able to observe and gather behavioral evidence of what each student knows and can do as a reader, writer, listener, and speaker and use that information to guide instructional decisions to meet the individual needs of all students.

The **Literacy Master Plan** identifies and describes the desired outcomes and performance indicators of expected teacher behaviors for assessing the students they are teaching and analyzing qualitative data results from the Benchmark Assessment System (BAS), reading records. Teachers are also expected to further analyze data when students score below grade level proficiency to administer additional diagnostic literacy assessments to plan intentional, differentiated instruction based on students identify targets for reading interventions. The Literacy Continuum planning tool included in the BAS system, Comprehensive Phonics, Spelling, and Word Study Guide and understanding of end of grade level expected outcomes (B.E.S.T. English Language Arts Standards) will support teachers as they make a direct connection between the data gathered with assessment and the daily core instruction they provide to students. These resources along with supplemental and intervention programs approved in the K-12 Comprehensive Reading Plan will give them specific guidance for explicitly and systematically instructing students at each grade using a Responsive Literacy Instructional Approach. The Literacy overall plan also provides a framework for Literacy Coaches and School Administrators to support and monitor the implementation of reading record assessments and resources offered by the Literacy Department that are linked to the defined desired outcomes and measures fidelity of implementation in reaching those outcomes.

Needs Assessment

The Office of Academics, Literacy Department recognizes the need to continue to use the Benchmark Assessment System (BAS), reading record, adopted in the fall of 2016, as the district's unified diagnostic and progress monitoring standardized tool to develop teacher knowledge and expertise in gathering behavioral visible evidence of students' reading strengths and needs in kindergarten to second grade students and of students scoring a Level 1 or 2 on the Florida's English Language Arts Standards Assessments, and/or receiving tiered interventions, in grades 3- 5.

The goal is to ensure that with the data results from this tool, ALL students are provided equitable high-quality Tier 1 differentiated instruction and evidence-based targeted and supplemental (Tier 2) and/or intensive reading (Tier 3) levels of support that will lead them to reading proficiently and independently by the end of third grade. The data gathered for students not meeting grade level proficiency in 4th and 5th grade should also be used to remediate and close gaps as quickly as possible.

BAS Assessment Period 1 (AP1) and Assessment Period 3 (AP2) data were analyzed to determine student outcomes during COVID-19 pandemic year in which a comparable reading record was used to virtually administer it to students. BAS data results shown below for students in Kindergarten through Grade 2 represent all students who were administered the assessment in both AP1 and AP3. BAS data results for students in grades 3 to 5, only represent students identified with reading deficiencies assigned to a Tier 2 or Tier 3 intervention course code.

Kindergarten students reading on grade level *moderately increased* from **42.5% in AP1 to 48.9% in AP3.**
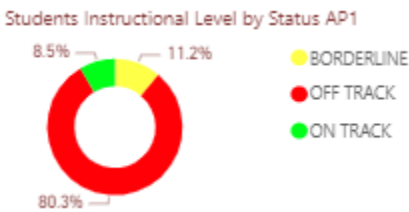

First grade students reading on grade level *significantly increased* from **38.2% in AP1 to 62.7% in AP3.**
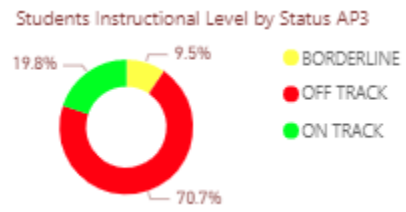

Second grade students reading on grade level *significantly increased* from **39.3% in AP1 to 64.3% in AP3.**
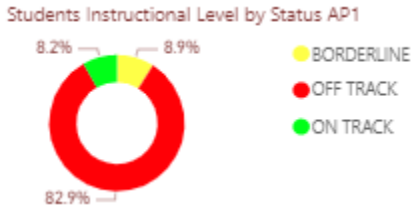

Third grade students reading on grade level *significantly increased* from **8.5% in AP1 to 19.8% in AP3.**
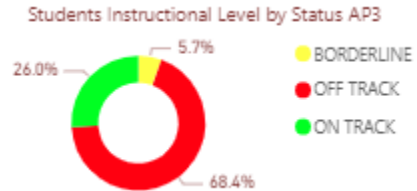
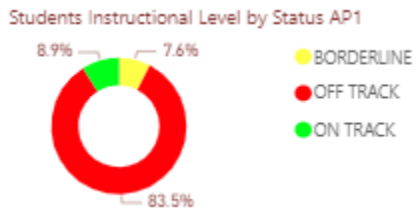Students Instructional Level by Status AP1

8.5% — 11.2%
BORDERLINE
OFF TRACK
ON TRACK
80.3%

Count Of Students
2917

Students Instructional Level by Status AP3

19.8% — 9.5%
BORDERLINE
OFF TRACK
ON TRACK
70.7%

Fourth grade students reading on grade level *significantly increased* from **8.2% in AP1 to 26% in AP3.**

Students Instructional Level by Status AP1

8.2% — 8.9%
BORDERLINE
OFF TRACK
ON TRACK
82.9%

Count Of Students
2910

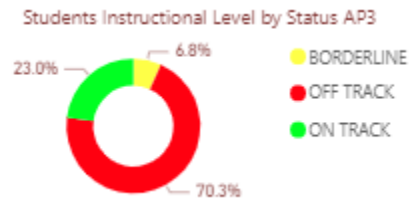Students Instructional Level by Status AP3

— 5.7%
26.0% —
BORDERLINE
OFF TRACK
ON TRACK
68.4%

Fifth grade students reading on grade level *significantly increased* from **8.9% in AP1 to 23% in AP3.**

Students Instructional Level by Status AP1

8.9% — 7.6%
BORDERLINE
OFF TRACK
ON TRACK
83.5%

Count Of Students
2610

Students Instructional Level by Status AP3

6.8%
23.0% —
BORDERLINE
OFF TRACK
ON TRACK
70.3%

Based on the overall data above, the Literacy Department will continue to provide Professional Learning, Training, and Support to all primary teachers and to intermediate teachers that are providing reading instruction and/or interventions for students not reading at grade level. The courses and webinars listed below will be offered during 2021-2022 in accordance with the Professional Development expectations to successfully implement the K-12 Comprehensive Reading Plan Decision Trees.

Diagnostic and Progress Monitoring Assessments	Evidence-Based Supplemental Resources/Practices	Evidence-Based Interventions Programs/Practices	Webinars
• Benchmark Assessment System (K-2) • Benchmark Assessment System (3-5)	• Fountas and Pinnell Phonics, Spelling, and Word Study System (K-3) • Heggerty's Phonemic	• Reading Horizons Discovery (K-3) • Reading Horizons Elevate (4-5) • Leveled Literacy Intervention (K-2)	• Reading Decision Charts (K-5)

	Awareness Activities (K-2)	• Leveled Literacy Intervention (3-5)	

The goals, desired outcomes, and performance indicators of the Literacy Master Plan are aligned with the BCPS (Broward County Public Schools) Strategic Plan's goal of High-Quality Instruction, under the campaign of Student Experience, and the initiative of College, Career, and Life Readiness (Pre-K-Adult). The following table details four primary metrics that are in line with the work of the Literacy Department and the 2024 BCPS Strategic Plan Primary Metrics that will be used for reporting on progress and outcomes of our Strategic Goals.

High Quality Instruction			
Definition	Level	*Baseline	**2024 Target
Percent of Schools in the Enrichment Zone of the Mastery vs. Growth Matrix for English Language Arts	District Total	17	34
Percent of Students Reading on Grade Level at End of year	Grade 1	60	92
Percent of Students Reading on Grade Level at End of Year	Grade 2	73	97
Percent of Students at Level 3 or Higher on the Florida Standards Assessment in English Language Arts (ELA)	Grade 3	58	81

* Baselines are as of the 2018 school year as per availability at the time of this document preparation. Data are restricted to District-operated non-charter schools.

** Targets are based on the Ghosh statistical model where appropriate, using three-year averages for baselines when available; 95% confidence for Grades 1 and 2 Reading on Grade Level at End of Year, and Grade 3 students scoring at Level 1 on the ELA; 90% confidence interval applied for all other Metrics

The tables on the following pages describe the Desired Outcomes for professional learning in support of each role associated with this Master Plan.

1.0 ALL Classroom-Based Instructional Personnel (Teacher)

1.1 Desired Outcome: The teacher demonstrates the ability to listen, code, and score individual student's accuracy, fluency, comprehension, and writing about reading during a formal and informal reading record and uses data results to inform next steps in instruction and/or intervention for each individual student.

Performance Indicators			
Level 4	**Level 3**	**Level 2**	**Level 1**
Fully understands that the reading record provides visible evidence of a student's "thinking within the text" (searching for and using information, monitoring and self-corrections, solving words, maintaining fluency, adjusting, summarizing,), "thinking beyond the text" (predicting, making connections, synthesizing, inferring), and "thinking about the text" *(analyzing, critiquing).*	Understands that the reading record provides visible evidence of a student's "thinking within the text" (searching for and using information, monitoring and self-corrections, solving words, maintaining fluency, adjusting, summarizing,), "thinking beyond the text" (predicting, making connections, synthesizing, inferring), and "thinking about the text" *(analyzing, critiquing).*	Limited understanding that the reading record provides visible evidence of a student's "thinking within the text" (searching for and using information, monitoring and self-corrections, solving words, maintaining fluency, adjusting, summarizing,), "thinking beyond the text" (predicting, making connections, synthesizing, inferring), and "thinking about the text" *(analyzing, critiquing).*	Does not understand that the reading record provides visible evidence of a student's "thinking within the text" (searching for and using information, monitoring and self-corrections, solving words, maintaining fluency, adjusting, summarizing,), "thinking beyond the text" (predicting, making connections, synthesizing, inferring), and "thinking about the text" *(analyzing, critiquing).*
Codes all oral reading errors and self-corrections using the Coding Errors and Self-Corrections F & P standardized chart.	Codes most oral reading errors and self-corrections using the Coding Errors and Self-Corrections F & P standardized chart.	Codes some oral reading errors and self-corrections using the Coding Errors and Self-Corrections F & P standardized chart.	Does not code any oral reading errors and self-corrections using the Coding Errors and Self-Corrections F & P standardized chart.
Consistently scores fluency using the fluency rubric immediately after the oral reading section has been completed.	Occasionally scores fluency using the fluency rubric immediately after the oral reading section has been completed.	Rarely scores fluency using the fluency rubric immediately after oral reading section has been completed.	Never scores fluency using the fluency rubric immediately after oral reading section has been completed.

Takes detailed observational notes on conversation part of recording form and fully understands how to use the comprehension rubric and key to score student's level of reading proficiency.	Takes observational notes on conversation part of recording form and fully understands how to use the comprehension rubric and key to score student's level of reading proficiency.	Takes limited observational notes on conversation part of recording form and fully understands how to use the comprehension rubric and key to score student's level of reading proficiency.	Does not take any observational notes on conversation part of recording form and fully understands how to use the comprehension rubric and key to score student's level of reading proficiency.
Demonstrates complete understanding of how to use the writing scoring rubric to score student's level of understanding of text at the highest instructional level.	Demonstrates some understanding of how to use the writing scoring rubric to score student's level of understanding of text at the highest instructional level.	Demonstrates limited understanding of how to use the writing scoring rubric to score student's level of understanding of text at the highest instructional level.	Does not administer the writing about reading nor uses writing scoring rubric to score student's level of understanding of text at the student's highest instructional level.
Always consider the oral language abilities, background experiences, and understanding of academic language of students, including ELL (English Learners) and SWD (Students with Disabilities), when administering a reading record.	Occasionally considers the oral language abilities, background experiences, and understanding of academic language of students, including ELL and SWD, when administering a reading record.	Rarely considers the oral language abilities, background experiences, and understanding of academic language of students, including ELL and SWD, when administering a reading record.	Never considers the oral language abilities, background experiences, and understanding of academic language of students, including ELL and SWD, when administering a reading record.

1.2 Desired Outcome: The teacher uses the BCPS Reading Decision Charts to engage in the problem-solving process when a student scores two or more benchmarks below grade level expectations to identify targets for instruction in accuracy, fluency, and comprehension and to determine level of support needed within a Multi-Tiered System of Supports (MTSS).			
Performance Indicators			
Level 4	**Level 3**	**Level 2**	**Level 1**

Always uses the Reading Decision Charts to further evaluate reading deficiencies in the areas of oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension for students who score two or more benchmarks below expectation at any given time.	Extensively uses the Reading Decision Charts to further evaluate reading deficiencies in the areas of oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension for students who score two or more benchmarks below expectation at any given time.	Seldom uses the Reading Decision Charts to further evaluate reading deficiencies in the areas of oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension for students who score two or more benchmarks below expectation at any given time.	Never uses the Reading Decision Charts to further evaluate reading deficiencies in the areas of oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension for students who score two or more benchmarks below expectation at any given time.
Always analyzes and evaluates evidence collected from the oral reading (accuracy) section of the reading record to administer additional diagnostic phonological awareness and/or phonics assessments based on patterns of errors to confirm or rule out areas of reading deficiencies.	Analyzes and evaluates evidence collected from the oral reading (accuracy) section of the reading record to administer additional diagnostic phonological awareness and/or phonics assessments based on patterns of errors to confirm or rule out areas of reading deficiencies	Seldom analyzes and evaluates evidence collected from the oral reading (diagnostic) section of the reading record to administer additional diagnostic phonological awareness and/or phonics assessments based on patterns of errors to confirm or rule out areas of reading deficiencies	Never analyzes and evaluates evidence collected from the oral reading (accuracy) section of the reading record to administer additional diagnostic phonological awareness and/or phonics assessments based on patterns of errors to confirm or rule out areas of reading deficiencies
Always recognizes and notes characteristics of Dyslexia related to consistent patterns of deficit in phonological awareness and phonics (decoding) based on students' oral reading (accuracy) behaviors.	Occasionally and notes characteristics of Dyslexia related to consistent patterns of deficit in phonological awareness and phonics (decoding) based on students' oral reading (accuracy) behaviors.	Rarely recognizes and notes characteristics of Dyslexia related to consistent patterns of deficit in phonological awareness and phonics (decoding) based on students' oral reading (accuracy) behaviors.	Never recognizes and notes characteristics of Dyslexia related to consistent patterns of deficit in phonological awareness and phonics (decoding) based on students' oral reading (accuracy) behaviors.

Always analyzes and evaluates evidence collected from the overall fluency score of the reading record to administer additional diagnostic fluency probes to confirm targets in the areas of pausing, phrasing, intonation, stress, and rate.	Analyzes and evaluates evidence collected from the overall fluency score of the reading record to administer additional diagnostic fluency probes to confirm targets in the areas of pausing, phrasing, intonation, stress, and rate.	Seldom analyzes and evaluates evidence collected from the overall fluency score of the reading record to administer additional diagnostic fluency probes to confirm targets in the areas of pausing, phrasing, intonation, stress, and rate.	Never analyzes and evaluates evidence collected from the overall fluency score of the reading record to administer additional diagnostic fluency probes to confirm targets in the areas of pausing, phrasing, intonation, stress, and rate.
Always analyzes and evaluates evidence collected from students' responses from the thinking within, beyond, and about the text of the (BAS) reading record to determine targets for instruction in summarizing, predicting, making connections, synthesizing, inferring, analyzing, and critiquing.	Analyzes and evaluates evidence collected from students' responses from the thinking within, beyond, and about the text of the (BAS) reading record to determine targets for instruction in summarizing, predicting, making connections, synthesizing, inferring, analyzing, and critiquing.	Seldom analyzes and evaluates evidence collected from students' responses from the thinking within, beyond, and about the text of the (BAS) reading record to determine targets for instruction in summarizing, predicting, making connections, synthesizing, inferring, analyzing, and critiquing.	Never analyzes and evaluates evidence collected from students' responses from the thinking within, beyond, and about the text of the (BAS) reading record determine targets for instruction in summarizing, predicting, making connections, synthesizing, inferring, analyzing, and critiquing.

1.3 Desired Outcome: The teacher references the state approved K-12 Comprehensive Reading Plan decision trees to select, plan, and deliver instruction using evidence-based supplemental and intervention resources and practices based on the identified needs of students receiving Tier 2 (supplemental/targeted support) or Tier 3 (intensive) reading interventions in addition to Core Tier 1 instruction.

Performance Indicators			
Level 4	**Level 3**	**Level 2**	**Level 1**
Fully understands what phonological awareness skills are and how to plan and deliver grade level specific *Heggerty Phonological Awareness* lessons to supplement core instruction following the eight to ten phonemic awareness tasks in each lesson.	Understands what phonological awareness skills are and how to plan and deliver grade level specific *Heggerty Phonological Awareness* lessons to supplement core instruction following the eight to ten phonemic awareness tasks in each lesson.	Has limited understanding of what phonological awareness skills are and how to plan and deliver grade level specific *Heggerty Phonological Awareness* lessons to supplement core instruction following the eight to ten phonemic awareness tasks in each lesson.	Does not understand what phonological awareness skills are and how to plan and deliver grade level specific *Heggerty Phonological Awareness* lessons to supplement core instruction following the eight to ten phonemic awareness tasks in each lesson.

Has no understanding of the nine areas of learning and how to plan and deliver a grade level specific *Phonics, Spelling, and Word Study Minilesson* following the teach, apply, and share lesson structure within each of the nine areas of learning: Early Literacy Concepts, Phonological Awareness, Letter Knowledge, Letter-Sound Relationships, Spelling Patterns, High Frequency Words, Word Meaning, Word Structure. |
| Fully understands each of the nine areas of learning and how to plan and deliver grade level specific *Phonics, Spelling, and Word Study Minilesson* to supplement core instruction following the teach, apply, and share lesson structure within each of the nine areas of learning: Early Literacy Concepts, Phonological Awareness, Letter Knowledge, Letter-Sound Relationships, Spelling Patterns, High Frequency Words, Word Meaning, Word Structure. | Understands each of the nine areas of learning and how to plan and deliver grade level specific *Phonics, Spelling, and Word Study Minilesson to* supplement core instruction following the teach, apply, share lesson structure within each of the nine areas of learning: Early Literacy Concepts, Phonological Awareness, Letter Knowledge, Letter-Sound Relationships, Spelling Patterns, High Frequency Words, Word Meaning, Word Structure. | Has limited understanding of each of the nine areas of learning and how to plan and deliver grade level specific *Phonics, Spelling, and Word Study Minilesson to* supplement core instruction following the teach, apply, and share lesson structure within each of the nine areas of learning: Early Literacy Concepts, Phonological Awareness, Letter Knowledge, Letter-Sound Relationships, Spelling Patterns, High Frequency Words, | |

		Word Meaning, Word Structure.	Does not understand the six areas of reading (oral language, phonemic awareness, fluency, vocabulary, and comprehension) and how to plan and deliver a *Leveled Literacy Intervention (LLI)* lesson for students reading below grade level expectations following the odd and even numbered lessons targeting student's identified needs in reading, phonics/word work, fluency, vocabulary, and comprehension.
Fully understands the six areas of reading (oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension) and how to plan and deliver a *Leveled Literacy Intervention (LLI)* lesson for students reading below grade level expectations following the odd and even numbered lessons targeting student's identified needs in reading, phonics/word work, fluency, vocabulary, and comprehension.	Understands six areas of reading (oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension) and how to plan and deliver a *Leveled Literacy Intervention (LLI)* lesson for students reading below grade level expectations following the odd and even numbered lessons targeting student's identified needs in reading, phonics/word work, fluency, vocabulary, and comprehension.	Has limited understanding of the six areas of reading (oral language, phonemic awareness, phonics, fluency, and comprehension) and how to plan and deliver a *Leveled Literacy Intervention (LLI)* lesson for students reading below grade level expectations following the odd and even numbered lessons targeting student's identified needs in reading, phonics/word work, fluency, vocabulary, and comprehension.	
Fully understands the alphabetic principle and phonics skills and how to plan and deliver a *Reading Horizons Discovery/Elevate* lesson for students identified with substantial reading deficiencies following the Reading Horizons Core 4 teaching method: review, explicit instruction of phonics skills, dictation, and transfer.	Understands the alphabetic principle and phonics skills and how to plan and deliver a *Reading Horizons Discovery/Elevate* lesson for students identified with substantial reading deficiencies following the Reading Horizons Core 4 teaching method: review, explicit instruction of phonics skills, dictation, and transfer.	Has limited understanding of the alphabetic principle and phonic skills and how plan and deliver a *Reading Horizons Discovery/Elevate* lesson for students identified with substantial reading deficiencies following the Reading Horizons Core 4 teaching method: review, explicit instruction of phonics skills, dictation, and transfer.	Does not understand the alphabetic principles and phonic skills and how to plan and deliver a *Reading Horizons Discovery/Elevate* lesson for students identified with substantial reading deficiencies following the Reading Horizons Core 4 teaching method: review, explicit instruction of phonics skills, dictation, and transfer.
Always refers to the Universal Design for Learning Principles	Occasionally refers to the Universal Design for Learning Principles		Never refers to the Universal Design for Learning Principles (UDL) when planning instruction to meet the

UDL (Universal Design for Learning) (Universal Design for Learning) when planning instruction to meet the needs of ELL and SWD students using the supplemental and intervention resources approved in the K-12 Reading plan.	(UDL) when planning instruction to meet the needs of ELL and SWD students using the supplemental and intervention resources in the K-12 Reading Plan.	Rarely refers to the Universal Design for Learning Principles (UDL) when planning instruction to meet the needs of ELL and SWD students using the supplemental and intervention resources in the K-12 Reading Plan.	needs of ELL and SWD students using the supplemental and intervention resources in the K-12 Reading Plan.

2.0 School-Based Literacy Coach
2.1 Desired Outcome: The School-Based Literacy Coach is well-versed on the K-12 Comprehensive Reading Plan Decision Trees and supports teachers with the implementation of reading assessments and evidence-based supplemental and intervention resources and practices to meet the individual needs of students identified in need of reading interventions at Tier 2 or Tier 3 in addition to the Core Instruction Tier1.

Performance Indicators			
Level 4	**Level 3**	**Level 2**	**Level 1**
Fully participates in Professional Learning, Training, and Support provided by the Literacy Department to support the classroom teacher implement evidence-based instructional practices and interventions based on data results from screeners, diagnostic and progress monitoring reading assessments.	Participates in Professional Learning, Training, and Support provided by the Literacy Department to support the classroom teacher implement evidence-based instructional practices and interventions based on data results from screeners, diagnostic and progress monitoring reading assessments.	Seldom participates in Professional Learning, Training, and Support provided by the Literacy Department to support the classroom teacher implement effective instructional practices and interventions based on data results from screeners, diagnostic and progress monitoring reading assessments.	Never participates in Professional Learning, Training, and Support provided by the Literacy Department to support the classroom teacher implement effective instructional practices and interventions based on data results from screeners, diagnostic and progress monitoring reading assessments.
Consistently references the BCPS reading decision charts and models the process to analyze and interpret behavioral evidence results from	References the BCPS reading decision charts and models the process to analyze and interpret behavioral evidence results from reading records (BAS)	Rarely references the BCPS reading decision charts and models the process to analyze and interpret behavioral evidence results from reading records (BAS)	Never references the BCPS reading decision charts and models the process to analyze and interpret behavioral evidence results from reading records (BAS)

reading records (BAS) and additional diagnostic literacy assessments to make informed decisions about students' intervention needs.	and additional diagnostic literacy assessments to make informed decisions about students' intervention needs.	and additional diagnostic literacy assessments to make informed decisions about students' intervention needs.	and additional diagnostic literacy assessments to make informed decisions about students' intervention needs.
Consistently develops a system for classroom teachers to organize, disseminate, and collect materials from reading records (BAS) assessments and supplemental and intervention resources such as: Heggerty, Phonics, Spelling, Word Study, Leveled Literacy Intervention, and Reading Horizons.	Develops a system for classroom teachers to organize, disseminate, and collect materials from reading records (BAS) assessments and supplemental and intervention resources such as: Heggerty, Phonics, Spelling, Word Study, Leveled Literacy Intervention, and Reading Horizons.	Rarely develops a system for classroom teachers to organize, disseminate, and collect materials from reading records (BAS) assessments and supplemental and intervention resources such as: Heggerty, Phonics, Spelling, Word Study, Leveled Literacy Intervention, and Reading Horizons.	Never develops a system for classroom teachers to organize, disseminate, and collect materials from reading records (BAS) assessments and supplemental and intervention resources such as: Heggerty, Phonics, Spelling, Word Study, Leveled Literacy Intervention, and Reading Horizons.
Consistently guides classroom teachers to the Literacy Department Supplemental Literacy Canvas Course to reference resources that can support proper implementation of reading records and supplemental and intervention resources.	Guides classroom teachers to the Literacy Department Supplemental Literacy Canvas Course to reference resources that support proper implementation of reading records and supplemental and intervention resources.	Seldom guides classroom teachers to the Literacy Department Supplemental Literacy Canvas Course to reference resources that support proper implementation of reading records and supplemental and intervention resources.	Never guides classroom teachers to the Literacy Department Supplemental Literacy Canvas Course to reference resources that support proper implementation of reading records and supplemental and intervention resources.

3.0 School-Level Administrator
3.1 Desired Outcome: The School-Based Administrator is well-versed on the overall K-12 Comprehensive Reading Plan and supports literacy coaches and teachers with the implementation of reading assessments and evidence-based supplemental and intervention resources and practices to meet the individual needs of students identified in need of reading interventions at Tier 2 or Tier 3 in addition to the Core Instruction Tier1.
Performance Indicators

Level 4	Level 3	Level 2	Level 1
Fully participates in Professional Learning, Training, and Support provided by the Literacy Department to support teachers with the proper administration, scoring, and analysis of reading record (BAS) and implementation of supplemental/intervention resources implemented at the school level.	Participates in Professional Learning, Training, and Support provided by the Literacy Department to support teachers with the proper administration, scoring, and analysis of reading record (BAS) and implementation of supplemental/intervention resources implemented at the school level.	Partially participates in Professional Learning, Training, and Support provided by the Literacy Department to support teachers with proper administration, scoring, and analysis of reading record (BAS) and implementation of supplemental/intervention resources implemented at the school level.	Never participates in Professional Learning, Training, and Support provided by the Literacy Department to support teachers with the proper administration, scoring, and analysis of reading record (BAS) and implementation of supplemental/intervention resources implemented at the school level.
Consistently monitors and reviews BAS (reading record) data at the teacher and grade level and provides support to teachers when data indicates students more than 80% of the students in a class are "off track or at risk" or meeting grade level reading proficiency expectations.	Monitors and reviews BAS (reading record) data at the teacher and grade level and provides support to teachers when data indicates more than 80% of students in a class are "off track or at risk" of meeting grade level reading proficiency expectations.	Rarely monitors and reviews BAS (reading record) data at the teacher and grade level and provides support to teachers when data indicates more than 80% of students in a class are "off track or at risk" of meeting grade level reading proficiency expectations.	Never monitors and reviews BAS (reading record) data at the teacher and grade level and provides support to teachers when data indicates more than 80% students in a class are "off track or at risk" of meeting grade level reading proficiency expectations.
Consistently provides opportunities for teachers to participate in calibrations and/or lessons in actions facilitated by the Literacy Department to support teachers who need additional assistance with the proper administration of reading records	Provides opportunities for teachers to participate calibrations and/or lessons in actions facilitated by the Literacy Department to support teachers who need additional assistance with the proper administration of reading records	Seldom provides opportunities for teachers to participate calibrations and/or lessons in actions facilitated by the Literacy Department to support teachers who need additional assistance with the proper administration of reading records	Never provides opportunities for teachers to participate in calibrations and/or lessons in actions facilitated by the Literacy Department to support teachers who need additional assistance with the proper administration

(BAS) and implementation of evidence-based materials resources.	(BAS) and implementation of evidence-based materials resources.	(BAS) and implementation of evidence-based materials resources.	of reading records (BAS) and implementation of evidence-based materials resources.

Data Collection Plan			
All Classroom-Based Instructional Personnel, Literacy Coaches, and School-Based Administrators	**Instrument/Data Type**	**Frequency**	**Person Responsible for Collecting Data**
Quality and Fidelity of Implementation	• LAB (LEARNING ACROSS BROWARD) Feedback survey	1x/course	Instructional Specialists Director of Literacy Literacy Supervisor
Impact on Practice (Follow-up)	• BAS Student Recording Forms • Passing Score of 80% or higher on Quizzes • Participation/Reflections	1x/course	Instructional Specialists Director of Literacy Literacy Supervisor
Impact on Student Achievement (Assessment)	• BAS Assessment Period Reports (BAS Dashboard) • End of Year Reading Assessments (Grades 1 and 2) • FSA-ELA (Grade 3)	3x/year	District-Based Administrators School-Based Leadership Team Grade level/Teacher

Mid-Year and End-of-Year Evaluation Plan: Literacy		
Level 1. Participant Reactions		
Audience	Mid-Year Evaluation	End-of-Year Evaluation
Classroom-Based Instructional Personnel	Customized LAB Feedback Survey Workshop attendance and completion	Summary of LAB Feedback Survey Results Workshop attendance and completion (school/District level)
School-Based Literacy Coaches		
School-Based Administrator		
Level 2. Participant Learning		
Audiences	Mid-Year Evaluation	End-of-Year Evaluation

Classroom-Based Instructional Personnel	Workshop-embedded follow-up	Summary of workshop follow-up
School-Based Literacy Coaches		
School-Based Administrators		

Level 3. Organizational Support		
<u>Audiences</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Classroom-Based Instructional Personnel	Follow-up support through school visits and calibrations documented in OSPA (Office of School Performance & Accountability) Central District Support HUB	District records of school support in OSPA Central District Support HUB
School-Based Literacy Coaches		
School-Based Administrators		

Level 4. Participants' Use of New Knowledge and Skills		
<u>Audiences</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Classroom-Based Instructional Personnel	BAS AP (Assessment Period) 2 Class Level	BAS AP 3 Report Teacher Level
School-Based Literacy Coaches	BAS AP 2 Grade/School Level	BAS AP 3 Report Grade/School Level
School-Based Administrators	BAS AP 2 School Level	BAS AP 3 Report School Level

Level 5. Student Learning Outcomes		
<u>Audiences</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Classroom-Based Instructional Personnel	BAS AP2 Class Summary	BAS AP 3 Kindergarten-Grade 2
School-Based Literacy Coaches	BAS AP 2 Grade and School Summary	Primary End-of-Year Reading Assessments (Grades 1 and 2) FSA-ELA (Grades 3 – 5)
School-Based Administrators	BAS AP 2 School Summary	