

# District Comprehensive Evidence-Based Reading Plan

Annually, school districts must develop a Comprehensive Evidence-Based Reading Plan (CERP) that outlines the components of the district’s comprehensive system of reading instruction. In order to assist districts, the Florida Department of Education (Department) has developed the attached format for district reading plans. Districts may utilize the Department’s format or an alternative developed by the district school board. The CERP must be approved by the governing board or authority prior to submitting to the Department by August 1 for approval.

The District CERP depicts and details the role of administration (both district and school level), professional learning, assessment, curriculum and instruction in the improvement of student learning of the Benchmarks for Excellent Student Thinking (B.E.S.T.) English Language Arts (ELA) Standards as provided in [Rule 6A-1.09401, Florida Administrative Code \(F.A.C.\), Student Performance Standards](#). This information is reflected for all schools and grade levels and shared with all stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

## 1) Contact Information

The Main District Reading Contact will be the Department’s contact for the District CERP and is responsible for the plan and its implementation. Other contacts are those who work primarily with an area covered within the plan. Indicate the contacts for your district.

Point of Contact	Name	Email	Phone
Main Reading Contact	Tammy Bresnahan	tbresnah@fau.edu	561-297-3204
Data Element	Tamara Cook	tcookwashington@fau.edu	561-297-4115
Third Grade Promotion	Gina Hufty	gbove@fau.edu	561-297-0770
MTSS	Rebecca Kasten	rkasten@fau.edu	561-297-0770
Administrator	Lauren Robinson	lrobin15@fau.edu	561-297-0638

## 2) District Expenditures

### Comprehensive System of Reading Instruction Expenditures ([Rule 6A-6.053\(8\)\(b\)3.b., F.A.C.](#))

The reading funding included in the Florida Education Finance Program (FEFP) base funding is intended to provide comprehensive reading instruction to students in prekindergarten (PreK) through grade 12. Districts will include salaries and benefits, professional learning, assessment, programs/materials, tutoring and incentives required to effectively implement the district’s plan. The expenditures must prioritize K-3 students who have a substantial reading deficiency or characteristics of dyslexia.

<b>Comprehensive System of Reading Instruction Expenditures</b>	<b>Amount</b>	<b>FTE (where applicable)</b>
Anticipated Amount of District Base Funding for CERP	<b>167,236.00</b>	
Estimated proportional share distributed to district charters <i>*Charter schools must utilize their proportionate share in accordance with <a href="#">Section (s.) 1002.33(7)(a)2.a.</a>, <a href="#">s. 1003.4201</a> and <a href="#">s. 1008.25(3)(a), Florida Statutes (F.S.)</a>. Note: All intensive reading interventions specified by the charter must be delivered by a teacher who has a literacy micro-credential or is certified or endorsed in reading.</i>	<b>0</b>	
<b>Elementary Expenses</b>		
Literacy coaches	<b>\$90,526.00</b>	
Intervention teachers	<b>\$76,710.00</b>	
Scientifically researched and evidence-based supplemental instructional materials		
Summer reading camps		
<b>Secondary Expenses</b>		
Literacy coaches		
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
<b>K-12/PreK Expenses</b>		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement, or an advanced degree in scientifically researched and evidence-based reading instruction		
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Reading Endorsement or Certification		
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Emergent, Elementary, or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning		
Family engagement activities		
<b>Other – Please Describe</b>		
<b>Sum of Expenditures*</b>	<b>167,236.00</b>	

\*Note: FAU-Palm Beach utilizes other funding sources for instructional materials, professional learning, family engagement activities, and tutoring.

### 3) Literacy Leadership – District and School

#### A. Measurable Student Achievement Goals ([Rule 6A-6.053\(8\)\(b\)3.d., F.A.C.](#))

For each grade, Voluntary Prekindergarten (VPK)-10, establish clear and measurable student literacy achievement goals based on the Florida Assessment of Student Thinking (FAST). Goals for the plan year should increase from the previous year in order to meet statewide literacy achievement goals.

FAST				
Grade	Previous School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	Urgent Intervention <10 <sup>th</sup> percentile	At & Above Benchmark 40 <sup>th</sup> percentile & above	Urgent Intervention <10 <sup>th</sup> percentile	At & Above Benchmark 40 <sup>th</sup> percentile & above
VPK	N/A	N/A	N/A	N/A
K	3%	94%	0%	100%
1	0	97%	0%	100%
2	2%	97%	0%	100%

FAST				
Grade	Previous School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	Level 1	Levels 3-5	Level 1	Levels 3-5
3	0	91%	0	95%
4	0	93%	0	95%
5	1%	92%	0	95%
6	0	95%	0	95%
7	1%	96%	0	96%
8	0	97%	0	97%
9	0	100%	0	100%
10	0	99%	0	100%

#### B. Plan Implementation and Monitoring ([Rule 6A-6.053\(9\), F.A.C.](#))

Districts must monitor the implementation of the District CERP at the district and school level, including charter schools sponsored by a district.

##### 1. Provide an explanation of the following:

Grades K-5	District Level	School Level
<i>Data that will be collected and frequency of review</i>	F.A.S.T. progress monitoring/summative assessment for ELA, 3x/year	iReady diagnostic, 2x/year Phonics screener, 3x/year PA screener, 2x/year BAS formative assessment, 2x/year

<i>Actions for continuous support and improvement</i>	Quarterly data review with principal and assistant principals	Monthly data chats with teachers, literacy coach, and interventionists to identify areas for student growth
<b>Grades 6-8</b>	<b>District Level</b>	<b>School Level</b>
<i>Data that will be collected and frequency of review</i>	F.A.S.T. progress monitoring/summative assessment for ELA, 3x/year	CommonLit 360 diagnostic 3x/year
<i>Actions for continuous support and improvement</i>	Quarterly data review with principal and assistant principals	Monthly data chats with teachers, instructional facilitator, and ESE instructor to identify areas for student growth
<b>Grades 9-12</b>	<b>District Level</b>	<b>School Level</b>
<i>Data that will be collected and frequency of review</i>	F.A.S.T. progress monitoring/summative assessment for ELA, 3x/year	Students in grades 10-12 are fully dual enrolled at FAU. The school counselors monitor students' grades.
<i>Actions for continuous support and improvement</i>	Data review with principal after the F.A.S.T. PM1 and PM2	Data review with principal after the F.A.S.T. PM1 and PM2

**2. Describe what has been revised to improve literacy outcomes for students in the district's CERP based upon the District CERP Reflection Tool and a root-cause analysis of student performance data.**

The FAU-Palm Beach CERP reflects evidence-based instruction, programs, and interventions. Improvements were made in the implementation of the CERP as a guiding tool for decision-making. During Literacy Leadership Team (LLT) meetings, the team reviews student data, outcomes from school-based team meetings and reflects on the implementation of the CERP to ensure that the plan is implemented with fidelity.

**3. Describe the process used by principals to monitor implementation of the reading plan, including frequent reading walkthroughs conducted by administrators.**

Utilizing a Literacy Walkthrough Tool, the administrative team and the literacy coach conduct frequent classroom walkthrough observations. Walkthrough data are collected and reviewed. This tool provides the basis for productive communication and to inform educator professional learning (PL) needs and improve student achievement and literacy.

The district reading contact, literacy coach, interventionists, and administrators meet bi-monthly during the Literacy Leadership meetings to ensure the CERP is being implemented effectively.

**4. In addition, describe how principals monitor collection and utilization of assessment data, including progress monitoring data, to inform instruction and support needs of students.**

Because FAU-Palm Beach is a one-school district, the principal and other administrators are an integral part of the Literacy Leadership Team. Reviewing and analyzing data to establish and track goals is a well-established component of the LLT.

**C. Literacy Coaches (Rule 6A-6.053(4), F.A.C.)**

The Just Read, Florida! literacy coach model delineates the roles and responsibilities of literacy coaches.

**1. Is the district using the Just Read, Florida! literacy coach model?**

Yes/No

Yes

**2. If no, please describe the evidence-based coach model the district is using.**

N/A

**3. How is the literacy coach model being communicated to principals?**

FAU-Palm Beach consists of one school: A.D. Henderson University & FAU High School. The literacy coach holds K-12 certification in reading as well as the Literacy Coach Endorsement. In addition, the literacy coach has participated in a variety of literacy professional learning events (Reading League, Summer Literacy Institute, TLC Institute).

**4. How does the district support literacy coaches throughout the school year?**

The literacy coach's schedule is free from serving in administrative roles (such as morning/afternoon duty, lunch duty, etc.) and is solely focused on supporting classroom teachers and student literacy achievement outcomes. The literacy coach is encouraged and supported to participate in workshops, FDOE conferences, and other PL to continue to increase her knowledge base in best practices in reading instruction, intervention, and instructional reading strategies.

**5. How is the district supporting coaches with prioritizing high impact activities, such as conducting data analysis with teachers to establish goals and create action plans, coaching and providing professional learning based on need?**

The literacy coach prioritizes time for those teachers, activities, and roles that will have the greatest impact on student achievement in reading, namely coaching and mentoring in classrooms and providing professional development to teachers. Every 6-8 weeks, during the school-based team meetings, data are analyzed, instruction and interventions reviewed, and decisions about instructional and professional learning next steps are determined. Quarterly data reporting presentations by the literacy coach to the principal and assistant principals allow for an additional layer of decision-making based on student data presented.

**6. How does the district monitor implementation of the coach model?**

The literacy coach meets with school administrators at least monthly and keeps a daily log with a portfolio of evidence that aligns to the 6A-6.053(6)(c) F.A.C. requirements.

#### 4) Assessment, Curriculum and Reading Instruction

##### A. Florida's Formula for Reading Success ([Rule 6A-6.053\(3\)\(a\), F.A.C.](#))

K-12 reading instruction will align with Florida's Formula for Reading Success, 6 + 4 + T1 + T2 + T3, which includes:

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.
- **Four types of classroom assessments:** screening, progress monitoring, diagnostic and summative assessment.
- **Three tiers of instruction that are standards-aligned;** include accommodations for students with a disability, students with an Individual Educational Plan (IEP) and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in [34 Code of Federal Regulations 200.2\(b\)\(2\)\(ii\)](#).
  - **Core Instruction (Tier 1):** provides print-rich explicit and systematic, scaffolded, differentiated instruction and corrective feedback; builds background and content knowledge; incorporates writing in response to reading.
  - **Supplemental Instruction/Interventions (Tier 2):** provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; occurs in addition to core instruction.
  - **Intensive, Individualized Instruction/Interventions (Tier 3):** provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback and frequent progress monitoring; occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial reading deficiency. All intensive reading interventions must be delivered by instructional personnel who possess a literacy micro-credential as provided in [s. 1003.485, F.S.](#), or are certified or endorsed in reading.

##### 1. Describe how the district will align K-12 reading instruction to Florida's Formula for Reading Success for all students including students with a disability and students who are English language learners.

Literacy instruction includes all six components of reading. Students in every classroom, including those with a disability and English language learners, receive developmentally and grade-level appropriate instruction in oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension during Tier 1 instruction. Students learn to decode words, analyze word parts, and write and recognize words. Additionally, teachers ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

All four assessment types (screening, progress monitoring, diagnostic, and summative) are used to continually monitor student progress. Oral language and phonemic awareness screeners are used as well as reading running records and other classroom-based formative assessments to determine students in need of support or enrichment. Diagnostic assessments are given twice annually. These data are used along with the State's progress

monitoring data inform instruction. Data chats occur in 6-to-8-week cycles to assess student progress. Progress monitoring assessments are used to monitor the progress of students in Tier 2 & 3 interventions.

**2. Describe your public school PreK program's plan for assessment, standards, curriculum, instruction and support to meet the needs of all learners.**

FAU-Palm Beach does not have a PreK program.

**B. Assessment/Curriculum Decision Trees ([Rule 6A-6.053\(8\)\(b\)4, F.A.C.](#))**

Districts are required to develop Assessment/Curriculum Decision Trees to demonstrate how data will be used to determine specific reading instructional needs and interventions for all students in grades K-12. Use Assessment/Curriculum Decision Trees to address ALL students. The template can be used for grade bands or for individual grades.

The Decision Trees must contain the following information:

- Name of each assessment, targeted audience, component(s) of reading assessed, type of assessment, the frequency of data collection and the method and timeframes by which assessment data will be provided to teachers and parents. For students in VPK through grade 10, the FAST must be administered pursuant to [s. 1008.25\(9\)\(b\), F.S.](#)
- and included as a component of the Assessment/Curriculum Decision Trees.
- Performance criteria used for decision-making for each assessment at each grade level.
- Evidence-based instruction and strategies.
- Specific criteria for when a student is identified to receive intensive reading interventions, what intensive reading interventions will be used, how the intensive reading interventions are provided and assurance that intensive reading interventions are delivered by a teacher who is certified or endorsed in reading or instructional personnel who possess a literacy micro-credential.
- Identification of the multisensory interventions provided to students in grades K-3 who have a substantial reading deficiency or characteristics of dyslexia, including a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

Note: Evidence-based instructional materials and strategies have a significant effect on improving student outcomes and meet strong, moderate or promising levels of evidence as defined in [20 United States Code \(U.S.C.\) s. 7801\(21\)\(A\)\(i\)](#):

- (A) ...an activity, strategy or intervention that –
- (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on –
    - (I) strong evidence from at least 1 well-designed and well-implemented experimental study;
    - (II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
    - (III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias.



## Grades VPK-5

### 1. Grades VPK-5 Assessments

Indicate in the chart below the assessment(s) used to screen and progress monitor grades VPK-5 students. Add additional rows as needed.

Name of the Assessment	Target Audience (Grades VPK-5)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST Star Early Literacy	<input type="checkbox"/> VPK <input checked="" type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
FAST Star Reading	<input type="checkbox"/> VPK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
FAST ELA Reading	<input type="checkbox"/> VPK <input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Other District Assessment - (iReady)	<input type="checkbox"/> VPK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input checked="" type="checkbox"/> Other 2 x/yr.



Name of the Assessment	Target Audience (Grades VPK-5)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
Other District Assessment - PA Screener	<input type="checkbox"/> VPK <input checked="" type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input checked="" type="checkbox"/> Other 2 x/yr
Other District Assessment - Benchmark Assessment System	<input type="checkbox"/> VPK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other 2 x/yr

**2. Students with a Substantial Reading Deficiency ([Rule 6A-6.053\(5\), F.A.C.](#))**

Students identified with a substantial reading deficiency must have an individualized progress monitoring plan that is designed to address the student’s specific reading deficiency and that meets the minimum requirements set forth in [s. 1008.25\(4\)\(c\), F.S.](#)

Students with qualifying disabilities covered by an IEP or a 504 Plan are exempt from the requirement to have a progress monitoring plan, if the IEP or 504 Plan addresses the student’s reading deficiency. Nothing in Rule 6A-6.053(5), F.A.C., should be construed to require or prohibit an IEP or 504 Plan or the contents of the CERP. Districts and charter schools are authorized to develop individualized progress monitoring plans for students with IEPs or 504 Plans that address the student’s reading deficiency.

A K-3 student is identified as having a substantial reading deficiency if:

- The student is identified as in need of Tier 3 interventions;
- A student in grades K-3 demonstrates through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading; and
  - For kindergarten, the student scores below the tenth (10<sup>th</sup>) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning, middle or end of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#);
  - For grades 1 and 2, the student scores below the tenth (10<sup>th</sup>) percentile or is unable to complete the practice items on the designated grade-level assessment for the

specified testing window of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or

- o For grade 3, the student scores below the twentieth (20<sup>th</sup>) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#)
- A student in grade 3 scores a Level 1 on the end-of-year statewide, standardized ELA assessment pursuant to [s. 1008.22\(3\)\(a\), F.S.](#)

**2a. Describe the district’s process for identifying grades K-3 students in need of Tier 2/Tier 3 interventions. Tier 3 interventions must be provided to students identified as having a substantial reading deficiency.**

FAU Palm Beach students in grades K-3 are identified as needing Tier 2 interventions if they score level 1 or 2 on any administration of the F.A.S.T. assessment and/or score below the 39<sup>th</sup> percentile on the iReady diagnostic or the student has demonstrated, through other progress monitoring, formative assessments, or teacher observation data, reading skills below the minimum achievement levels for reading competency in one or more of the areas of reading: phonological awareness, phonics, vocabulary, including oral language skills, fluency, and comprehension.

Students who score below the 10<sup>th</sup> percentile in grades K-2 or in the 20<sup>th</sup> percentile in grade 3, or Level 1 on the end-of-year F.A.S.T. assessments are identified as needing Tier 3 interventions. Tier 3 interventions are also provided to any student who fails to respond to interventions provided in Tier 2.

**2b. Describe the district’s process for identifying grades 4-5 students in need of Tier 2/Tier 3 interventions.**

Students in grades 4-5 are identified as needing Tier 2 interventions if they score Level 2 on any administration of the F.A.S.T. assessment and/or score between the 26<sup>th</sup> and 39<sup>th</sup> percentile on the iReady diagnostic.

Students who score Level 1 on the end-of-year F.A.S.T. assessments are identified as needing Tier 3 interventions. Tier 3 interventions are also provided to any student who fails to respond to interventions provided in Tier 2.

**3. Students with Characteristics of Dyslexia ([Rule 6A-6.053\(6\), F.A.C.](#))**

Students who have characteristics of dyslexia must be covered by one of the plans described in [s. 1008.25\(4\)\(b\), F.S.](#)

**3a. Describe the district’s process for identifying grades K-3 students with characteristics of dyslexia. Tier 3 interventions must be provided to students identified as having characteristics of dyslexia.**

Within the first month of school, phonemic awareness and phonics screeners are given to all students in kindergarten through grade 3. Data are analyzed and used to determine those students who have difficulty with accurate and fluent word recognition, spelling, identifying letters and their sounds, and confusion in the sequence of letters and sounds.

Parents of students who are identified with the characteristics of dyslexia are notified immediately in writing and consulted in the development of a plan for intensive intervention.

**3b. Describe the district’s process for providing additional screening to students with characteristics of dyslexia pursuant to [s. 1008.25\(9\), F.S.](#)**

Additional screening will be conducted for any student identified as having characteristics of dyslexia through the coordinated screening and progress monitoring system. Immediately following identification, these students will be provided dyslexia-specific interventions such as structured literacy approaches that are intensive, explicit, systematic, and multisensory.

<b>Grades K-5 Decision Tree</b>
<b>Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.</b>
<b>Beginning of year data</b>
<b>IF student meets the following criteria at the beginning of the school year:</b> <ul style="list-style-type: none"><li>● F.A.S.T. Score: At or above Level 3</li><li>● STAR Early Literacy/Reading- at or above the 40th percentile</li><li>● iReady Diagnostic- at or above 40th percentile</li></ul>
<b>THEN TIER 1 Only</b>
<b>Core Instruction</b> Indicate the core curriculum and how the program is supported by strong, moderate or promising levels of evidence.  K-5 instructors teach students to decode words, analyze word parts, and write and recognize words. This practice has strong evidence to support a continued use and focus as indicated in the IES Practice Guide entitled “Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade.”  Teachers also ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. This has moderate evidence to support a continued use and focus as indicated in the IES Practice Guide entitled “Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade.” Teachers use the Units of Study for Teaching Reading and Writing and Wilson’s Foundations as their primary resource to implement this instruction
<b>List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.</b> <ul style="list-style-type: none"><li>● F.A.S.T. - At least 80% of the students score at Level 3 or above, or criteria for grade level performance set by the FDOE.</li><li>● iReady Reading Assessment - at least 80% of the students score at or above the 40th percentile</li><li>● STAR Early Literacy/STAR Reading- at least 80% of the students score at or above the 40th percentile</li><li>● RRR assessment - student demonstrates “meeting” or “exceeding” grade level text gradient according to the running record assessment, Instructional Level Expectations for Reading</li></ul>

- Students in K-2 also meet the age expectations on other phonics and phonemic awareness screeners

**Explain how the effectiveness of Tier 1 instruction is monitored.**

The effectiveness of Tier 1 instruction is monitored through data chats, literacy team meetings, classroom walkthroughs, phonics unit assessments, pre- and post- reading units of study, and writing assessments.

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

Data chats, coaching cycles, informal/formal classroom observations, literacy team meetings, school problem-solving team meetings, grade and department level collaboration, and PLCs are used to identify and solve problems in order to improve the effectiveness of Tier 1 instruction for all students.

**Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:**

Students who score Level 1 on any F.A.S.T. progress monitoring assessments, and students who are not "meeting" or "approaching" the expected grade level benchmark during the progress monitoring period will prompt the addition of Tier 2 supplemental instruction and interventions.

**Beginning of year data**

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

(Enter assessment criteria that will be used.)

- F.A.S.T. Score Level 2 or below
- iReady Diagnostic- below the 39th percentile
- STAR Early Literacy/Reading- below the 39th percentile

## THEN TIER 1 Instruction and TIER 2 Interventions

**Supplemental Instruction/Interventions: Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence.**

### The Heggerty Phonemic Awareness

-Focuses on the 8 phonemic awareness skills.

-Develops awareness of the segments of sounds in speech and how they link to letters.

-Teaches students to decode words, analyze word parts, and write and recognize words.

\*This has strong evidence to support a continued use and focus as indicated in the IES Practice Guide

### Wilson's Foundations Intervention

-Provides explicit, systematic, and multisensory approach to phonics

-Develops awareness of the segments of sounds in speech and how they link to letters.

-Teaches students to decode words, analyze word parts, and write and recognize words

\*This has strong evidence to support a continued use and focus as indicated in the IES Practice Guide

### Megawords: Multisyllabic Words for Reading, Spelling and Vocabulary

-Provides explicit, systematic, and multisensory approach to phonics

-Develops awareness of the segments of sounds in speech and how they link to letters.

-Teaches students to decode words, analyze word parts, and write and recognize words

\*This has strong evidence to support a continued use and focus as indicated in the IES Practice Guide

### Primary Phonics Decodable Readers & Intervention System

-Teaches students to decode words, analyze word parts, and write and recognize words

-Ensures that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

\*These practices have strong and moderate evidence, respectively, to support a continued use and focus as indicated in the IES Practice Guide.

### Flyleaf Publishing Decodable Readers & Intervention System

-Provides authentic decodable books and comprehensive, evidence- based instruction.

-Teaches students to decode words, analyze word parts, and write and recognize words

-Ensures that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

These practices have strong and moderate evidence, respectively, to support a continued use and focus as indicated in the IES Practice Guide.

### Fountas and Pinnell's Leveled Literacy Intervention (LLI)

-Teaches students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.

-Ensures that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

\*This has moderate evidence to support a continued use and focus as indicated in the IES Practice Guide.

#### 95 Comprehension

-Teaches direct, explicit, and systematic instruction on comprehension processes  
-Ensures that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

\*This has moderate evidence to support a continued use and focus as indicated in the IES Practice Guide.

#### 95 Vocabulary Surge

-Provides explicit, systematic, and multisensory approach to phonics  
-Develops awareness of the segments of sounds in speech and how they link to letters.  
-Teaches students to decode words, analyze word parts, and write and recognize words

\*This has strong evidence to support a continued use and focus as indicated in the IES Practice Guide.

#### Wilson Fluency

-Provides additional reading practice with explicit fluency instruction to develop the application of skills with connected text.  
-Ensures that each student reads connected text to support reading accuracy, fluency, and comprehension.

\*This has moderate evidence to support a continued use and focus as indicated in the IES Practice Guide.

**Indicate the evidence-based programs and practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable.**

When appropriate, and to meet the needs of the individual learner, each of the intervention systems above can be used for students with a disability, students who have an IEP, and students who are English language learners.

**For K-3 students who have a substantial reading deficiency or characteristics of dyslexia, identify the multisensory interventions provided.**

Wilson's Foundations – used for explicit, systematic and multisensory approach to phonics (3-5 day intervention plan) develops awareness of the segments of sounds in speech and how they link to letters and teaches students to decode words, analyze word parts, and write and recognize words.

Windsor Learning Souday System - structured, systematic, multisensory reading intervention for readers at the beginning stages of reading

Flyleaf Publishing Decodable Readers & Intervention System – authentic decodable books and comprehensive, evidence- based instruction.

Lexia Core 5 - used for explicit, systematic and multisensory approach to phonics, develops awareness of the segments of sounds in speech and how they link to letters and teaches students to decode words, analyze word parts, and write and recognize words.

<p><b>Number of times per week interventions are provided:</b> Interventions are provided 4 days per week.</p>
<p><b>Number of minutes per intervention session:</b> Each intervention session is 30 minutes.</p>
<p><b>Explain how the effectiveness of Tier 2 interventions are monitored.</b> Tier 2 interventions are monitored throughout an 8-10 week cycle. The instructional facilitator and MTSS coordinator monitor the implementation of each intervention to ensure fidelity. The instructional facilitator and MTSS coordinator also ensure weekly or biweekly progress monitoring data is collected and analyzed. The MTSS coordinator meets with each interventionist at midcycle to review students' response to intervention and make any necessary changes. Finally, the school-based team meets with teachers at the end of each cycle to analyze student progress and make decisions for the next intervention cycle.</p>
<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?</b> FAU-Palm Beach utilizes the MTSS problem-solving process to identify and solve problems that impact the effectiveness of Tier 2 interventions. Fidelity checks and data chats with teachers occur every 8-10 weeks to assess the progress of students in Tier 2 interventions. At least 70% of students should be progressing to be transitioned back to Tier 1. Teachers receive training for using intervention programs at the beginning of the school year and during Professional Development Days. The literacy coach and MTSS coordinator monitors the fidelity of implementation of the interventions, as well as Tier 1 instruction. At the beginning of each intervention cycle, the team meets to ensure that each teacher understands how to implement intervention programs with fidelity.</p>
<p><b>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</b> Through the school/district-wide progress monitoring process, students who score in the lowest 10% or 20% (depending on their grade level) may need an additional layer of intensive support. Tier 3 interventions may also be recommended for students who fail to respond positively to Tier 2 interventions or despite the results of the interventions continue to fall significantly below his/her peers. Individual diagnostic assessments may be administered to help identify the specific difficulty to accurately plan the intervention.</p>
<p><b>Beginning of year data</b></p>
<p><b>IF student meets the following criteria at the beginning of the school year:</b> (Enter assessment criteria that will be used.)</p> <ul style="list-style-type: none"> <li>● F.A.S.T. Score Level 1</li> <li>● iReady Diagnostic- at or below the 25<sup>th</sup> percentile*</li> <li>● STAR Early Literacy/Reading- at or below the 25<sup>th</sup> percentile*</li> </ul> <p>*FAU-Palm Beach uses a higher percentile criterion than recommended to identify and remediate the district's lowest performing students.</p>
<p style="text-align: center;"><b>THEN TIER 1 Instruction, TIER 2 Interventions and TIER 3 Intensive Interventions</b></p>
<p><b>Intensive, Individualized Instruction/Interventions:</b> Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. In addition to Tiers 1 and 2, students provided with Tier 3 interventions receive the most intensive support based on individual need. The differences between Tier 3 and Tiers 1 and 2 may include</p>



increased frequency and duration of the intervention, smaller groups of students, and/or a narrowed focus of instruction. Using similar resources, but with a keener focus, students receive instruction that is targeted to their individual needs.

The Heggerty Phonemic Awareness Curriculum focuses on the 8 phonemic awareness skills. Targeted skills include segmenting sounds in speech and how they link to letters. This has strong evidence to support its use as indicated in the IES Practice Guide.

Wilson's Foundations Intervention provides an explicit, systematic, and multisensory approach to phonics to develop awareness of the segments of sounds in speech and how they link to letters. Students learn to decode words, analyze word parts, and write and recognize words. This practice is supported with strong evidence as indicated in the IES Practice Guide.

Wilson Fluency provides additional reading practice with explicit fluency instruction to develop the application of skills with connected text. This helps to ensure that each student reads connected text to support reading accuracy, fluency, and comprehension. This practice is shown to have moderate evidence for use as indicated in the IES Practice Guide.

Windsor Learning Souday System provides structured, systematic, multisensory reading intervention for readers at the beginning stages of reading. This program offers authentic decodable books and comprehensive, evidence-based instruction. Students learn to decode words, analyze word parts, and write and recognize words. This practice has strong evidence to support its use as indicated in the IES Practice Guide. Using this resource also ensures that each student reads connected text every day to support reading accuracy, fluency, and comprehension, which is supported by moderate evidence for use as indicated in the IES Practice Guide.

Flyleaf Publishing Decodable Readers & Intervention System offers authentic decodable books and comprehensive, evidence-based instruction. Students learn to decode words, analyze word parts, and write and recognize words. This practice has strong evidence to support its use as indicated in the IES Practice Guide. Using this resource also ensures that each student reads connected text every day to support reading accuracy, fluency, and comprehension, which is supported by moderate evidence for use as indicated in the IES Practice Guide.

95 Comprehension utilizes direct, explicit, and systematic instruction on comprehension processes and ensures that each student reads connected text every day to support reading accuracy, fluency, and comprehension. \*This has moderate evidence to support a continued use and focus as indicated in the IES Practice Guide

Lexia Core 5 is an explicit, systematic and multisensory approach to phonics, develops awareness of the segments of sounds in speech and how they link to letters and teaches students to decode words, analyze word parts, and write and recognize words. Students learn to decode words, analyze word parts, and write and recognize words. This practice has strong evidence to support its use as indicated in the IES Practice Guide.

**Indicate the evidence-based programs and practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable.**

When appropriate, and to meet the needs of the individual learner, each of the intervention systems above can be used for students with a disability, students who have an IEP, and students who are ELLs.

**For K-3 students who have a substantial reading deficiency or characteristics of dyslexia, identify the multisensory interventions provided.**

Wilson’s Foundations – used for explicit, systematic and multisensory approach to phonics (3-5 day intervention plan) develops awareness of the segments of sounds in speech and how they link to letters and teaches students to decode words, analyze word parts, and write and recognize words.

Windsor Learning Souday System - structured, systematic, multisensory reading intervention for readers at the beginning stages of reading.

Flyleaf Publishing Decodable Readers & Intervention System – authentic decodable books and comprehensive, evidence- based instruction.

Lexia Core 5 - used for explicit, systematic and multisensory approach to phonics, develops awareness of the segments of sounds in speech and how they link to letters and teaches students to decode words, analyze word parts, and write and recognize words.

**Number of times per week interventions are provided:**

These interventions are provided 4-5 times per week.

**Number of minutes per intervention session:**

Each session is 30 minutes.

**Explain how the effectiveness of Tier 3 interventions are monitored.**

Tier 3 interventions are monitored each month. The instructional facilitator and MTSS coordinator monitor the implementation of each intervention to ensure fidelity. The instructional facilitator and MTSS coordinator also ensure weekly progress monitoring data is collected and analyzed regularly. The MTSS Coordinator meets with each intervention teacher throughout the month to review student response to intervention and make any necessary changes. The MTSS coordinator communicates with the parents regarding their child’s response to intervention. Finally, the MTSS team meets with teachers at the end of each cycle to analyze student progress and make decisions for the next steps.

**What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?**

The MTSS problem-solving process is utilized. Fidelity checks and data chats with teachers occur every month regarding the progress of students in a Tier 3 intervention. Teachers are trained how to use intervention programs at the beginning of the school year and during Professional Development Days. The literacy coach and the MTSS coordinator conduct periodic fidelity checks Meetings and training are also held with the MTSS coordinator and the literacy coach at the beginning of each intervention cycle to ensure that each instructor understands how to implement programs with fidelity.

**4. Summer Reading Camps (Rule 6A-6.053(7), F.A.C.)**

Requirements of Summer Reading Camps pursuant to [s. 1008.25\(8\), F.S.](#), include:

- Providing instruction to grade 3 students who score Level 1 on the statewide, standardized ELA assessment;
- Implementing evidence-based explicit, systematic and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension; and
- Providing instruction by a highly effective teacher endorsed or certified in reading.
  - *Note: Instructional personnel who possess a literacy micro-credential **may not** be assigned to these students.*

**4a. Describe the district's plan to meet each requirement for Summer Reading Camps required by [s. 1008.25\(8\), F.S.](#) Include a description of the evidence-based instructional materials that will be utilized, as defined in [20 U.S.C. s. 7801\(21\)\(A\)\(i\)](#).**

The district will hold a summer literacy remediation program specifically for students in grade 3 who are at risk of retention or score level 1 on the F.A.S.T. The summer reading program will run for four weeks, 5 days per week, and four hours per day. The instruction will focus on the identified deficit(s) in the six components of reading through small group instruction utilizing the following materials: i-Ready materials: i-Ready Research Efficacy Brief 2019 ([sbsd.k12.ca.us](#)) and Wilson Foundations which provides explicit instruction in phonological awareness and phonics, as indicated in "Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades" (2009) and "Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade" (2016).

**4b. Districts have the option of providing Summer Reading Camps to students in grades K-5 with a reading deficiency. Will the district implement this option?**

Yes/No

Yes

**Grades 6-8**

**5. Grades 6-8 Assessments**

Indicate in the chart below the assessment(s) used to screen and progress monitor grades 6-8 students. Add additional rows as needed.

Name of the Assessment	Target Audience (Grades 6-8)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year

Name of the Assessment	Target Audience (Grades 6-8)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
		<input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension		<input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Other District Assessment - CommonLit Diagnostic	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other

**6. Describe the district’s process for identifying grades 6-8 students in need of Tier 2/Tier 3 interventions.**

Students who score Level 1 and Level 2 on F.A.S.T. ELA from the previous school year will enroll in a 90-minute intensive reading class in addition to ELA class, where they will receive small group differentiated instruction. Students who score Level 1 or Level 2 on the previous year’s F.A.S.T. ELA assessment and who failed to make adequate progress during Tier 2 interventions will receive Tier 3 interventions.

During the school year, students who score Level 1 or Level 2 on any administration of the F.A.S.T. ELA (PM1 or PM2) and were not previously identified as requiring interventions will qualify for Tier 2 interventions.

Grades 6-8 Decision Tree
<b>Beginning of year data</b>
<b>IF student meets the following criteria at the beginning of the school year:</b> Level 3 or higher on the F.A.S.T. ELA PM3 from the previous school year.
<b>THEN TIER 1 Only</b>
<b><u>Core Instruction:</u> Indicate the core curriculum and how the program is supported by strong, moderate or promising levels of evidence.</b> The core ELA curriculum in grades 6-8 is CommonLit 360. This curriculum provides instruction in reading comprehension, along with explicit vocabulary and grammar instruction. Text structure-based instruction has yielded positive outcomes in reading comprehension at all grade levels in small and large studies.
<b>List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.</b> At least 80% of students in grades 6-8 score Level 3 or above as indicated on the F.A.S.T. PM3. Results from the 2024 PM3 indicated that 96% of students in grades 6 through 8 scored Level 3, 4 or 5.
<b>Explain how the effectiveness of Tier 1 instruction is monitored.</b>

Data from F.A.S.T. progress monitoring, as well as diagnostic and formative assessments during core instruction, are analyzed to ensure student progress toward attaining grade level standards. The literacy coach, instructional facilitators, and school administrators conduct quarterly data chats and classroom walkthroughs to ensure fidelity of implementation.

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

Classroom walkthrough data and student progress monitoring data are discussed during the Literacy Leadership Team (LLT) meetings. During those meetings, students who are struggling with grade level content are identified for further intervention. Participants of the LLT include the literacy coach, classroom teachers/interventionists, instructional facilitators, and administrators.

**Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:**

Students who score a Level 1 or Level 2 on F.A.S.T. during PM1 or PM2, or those who are not meeting grade level requirements as indicated by course grades and formative assessment data are targeted for Tier 2 interventions.

**Beginning of year data**

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

Student scores of Level 1 or Level 2 on the F.A.S.T. PM3 assessment during the previous school year

**THEN TIER 1 Instruction and TIER 2 Interventions**

**Supplemental Instruction/Interventions: Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence.**

A variety of resources are used within the Intensive Reading course, which is where Tier 2 interventions take place.

Voyager Sopris REWARDS provides systematic literacy intervention with a focus on decoding multisyllabic words, identifying and understanding prefixes and suffixes, increasing fluency, building vocabulary, and deepening reading comprehension. This instruction is shown to have ESSA strong evidence (2011) in improving student outcomes in reading.

95 Vocabulary Surge provides systematic literacy intervention with a focus on decoding multisyllabic words, identifying and understanding prefixes and suffixes, increasing fluency, building vocabulary, and deepening reading comprehension. This instruction is shown to have ESSA strong evidence (2011) in improving student outcomes in reading.

Megawords provides systematic literacy intervention with a focus on decoding multisyllabic words, identifying and understanding prefixes and suffixes, increasing fluency, building vocabulary, and deepening reading comprehension. This instruction is shown to have ESSA strong evidence (2011) in improving student outcomes in reading.

**Indicate the evidence-based programs and practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable.**

Voyager Sopris REWARDS, 95 Vocabulary Surge, and Lexia Power Up are used. The students with IEPs and/or students classified as ELLs also participate in a Learning Strategies course. Through this course, the instructor focuses on organization, note taking, and study habits and strategies. In

<p>addition to the learning strategies course and the intensive reading course, the ESE instructor also pushes-in to the grade level ELA classes to provide additional support and guidance.</p>
<p><b>Number of times per week interventions are provided:</b> Interventions are provided 2 to 3 times/week in a 90-minute block schedule.</p>
<p><b>Number of minutes per intervention session:</b> 90 minutes</p>
<p><b>Explain how the effectiveness of Tier 2 interventions are monitored.</b> The Tier 2 instructor/interventionist collects formative assessment data on a daily basis. These data include an analysis of the students' reading comprehension and fluency. Each month, a report on student growth is created and shared with appropriate teachers and administrators. The interventionist meets each quarter with the level administrator to review the student data to make decisions about the instruction and interventions.</p>
<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?</b> Procedures to ensure the effectiveness of Tier 2 interventions include regular Literacy WalkThroughs, coaching, and data tracking and reporting</p>
<p><b>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</b> Students who are in Tier 2 interventions and fail to respond to those interventions will be provided with Tier 3 interventions. In addition, students who score Level 1 or Level 2 on the F.A.S.T. ELA and who did not show growth from PM1 to PM 2 will be provided with Tier 3 interventions.</p>
<p><b>Beginning of year data</b></p>
<p><b>IF student meets the following criteria at the beginning of the school year:</b> Level 1 on any administration of the F.A.S.T. ELA assessment.</p>
<p><b>THEN TIER 1 Instruction, TIER 2 Interventions and TIER 3 Intensive Interventions</b></p>
<p><b><u>Intensive, Individualized Instruction/Interventions:</u> Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence.</b> In addition to students' Tier 1 support in class, intensive reading course, and the learning strategies class, students will receive additional Tier 3 interventions through tutoring after school. The tutoring is provided or supervised by an instructor who is certified or endorsed in reading. One-to-one or small group "high dosage" tutoring (several times per week) has been shown to work best.</p>
<p><b>Indicate the evidence-based programs and practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable.</b> Voyager Sopris REWARDS,, 95 Vocabulary Surge, and Lexia Power Up are used. The students with IEPs and/or students classified as ELLs also participate in a Learning Strategies course. In addition to the learning strategies course and the intensive reading course, the ESE instructor also provides support in the grade level ELA classes to provide additional support and guidance.</p>
<p><b>Number of times per week interventions are provided:</b> Tier 3 interventions occur 3 times per week.</p>
<p><b>Number of minutes per intervention session:</b> Each tutoring/Tier 3 intervention session lasts 50 minutes</p>
<p><b>Explain how the effectiveness of Tier 3 interventions are monitored.</b></p>

A pre/post assessment is used to monitor the effects of the intervention. If the student fails to respond to the intervention, a different approach is initiated. If the student responds positively to the intervention, an analysis of formative assessment data in the classroom and F.A.S.T. progress monitoring ensures that the student is making academic growth and that new learning is generalized in the core instruction.

**What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?**

Data collected from interventions are closely monitored by the interventionist and the student support team. Frequent observation of instruction during Tier 3 instruction ensures the fidelity of implementation of the intervention. Utilizing a coaching cycle, the literacy coach can support the instructor(s) with best practices in reading instruction when warranted.

**Grades 9-12**

**7. Grades 9-12 Assessments**

Indicate in the chart below the assessment(s) used to screen and progress monitor grades 9-12 students. Add additional rows as needed.

Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Other District Assessment none	<input checked="" type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input checked="" type="checkbox"/> Other - Accuplacer



**8. Describe the district’s process for identifying grades 9-12 students in need of Tier 2/Tier 3 interventions.**

FAU High School is an intensive early-college program whereby students must meet the selection criteria to be admitted into the program. One admission criterion is that the student scores Level 4 or 5 on the FAST ELA tests and score in the top 25% on the Accuplacer (a college-readiness exam). Because of the admission criteria, FAU High School students do not need reading interventions.

<b>Grades 9-12 Decision Tree</b>
<b>Beginning of year data</b>
<p><b>IF student meets the following criteria at the beginning of the school year:</b>                      Level 3 and above (100% of entering 9<sup>th</sup> grade and 99% of 10<sup>th</sup> grade students met these criteria in 2023-2024)</p>
<b>THEN TIER 1 Only</b>
<p><b>Core Instruction</b>  <b>Indicate the core curriculum and how the program is supported by strong, moderate or promising levels of evidence.</b>                      The district-developed core curriculum for students in grade 9 focuses on the Florida B.E.S.T. Standards. In addition to standards-focused alignment, instruction is designed to prepare students for their early college experience, where they spend grades 10-12 fully dual-enrolled at Florida Atlantic University (FAU). According to IES, dual enrollment programs have a positive effect on college access, high school completion, and general academic achievement.</p> <p>In the 9<sup>th</sup> grade ELA class, students engage in reading literature from historical time periods, analyzing informational text, and reading across multiple genres. Students improve their communication ability through writing, enhancing their academic vocabulary, researching, and collaborating. Students in grades 10-12 take all reading/language arts/writing courses that are aligned with graduation requirements and beyond at the college-level and on the university campus.</p>
<p><b>List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.</b>                      100% of grade 9 students scored Level 3 or higher on the FY24 F.A.S.T. ELA                      99% of grade 10 students scored Level 3 or higher on the FY24 F.A.S.T. ELA</p>
<p><b>Explain how the effectiveness of Tier 1 instruction is monitored.</b>                      The ELA instructors engage in student data chats and collect evidence of student attainment of grade level B.E.S.T. standards. Students’ grades in ELA are monitored quarterly. Results from F.A.S.T. PM1 AND PM 2 are reviewed to ensure students are on track for the PM3 summative assessment.</p>
<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction and/or curriculum provided to students?</b>                      Classroom observations and student data reviews help to identify and solve problems, if any, to improve the effectiveness of Tier 1 instruction. Given the nature of the FAU High School program, students have been historically successful with Tier 1 instruction.</p>

<p><b>Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:</b></p> <p>If any grade 9 or 10 student scores a Level 1 on any administration of the F.A.S.T. ELA assessment, they would qualify for Tier 2 intervention. Historically, zero ninth grade students meet this criterion.</p>
<p><b>Beginning of year data</b></p>
<p><b>IF student meets the following criteria at the beginning of the school year:</b></p> <p>Level 1 on the F.A.S.T. ELA assessment</p>
<p style="text-align: center;"><b>THEN TIER 1 Instruction and TIER 2 Interventions</b></p>
<p><b>Supplemental Instruction/Interventions</b></p> <p>Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence.</p>
<p>Indicate the evidence-based programs and practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable.</p>
<p>Number of times per week interventions are provided:</p>
<p>Number of minutes per intervention session:</p>
<p>Explain how the effectiveness of Tier 2 interventions are monitored.</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?</p>

<p><b>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</b></p>
<p><b>Beginning of year data</b></p>
<p><b>IF student meets the following criteria at the beginning of the school year:</b></p> <p>Enter assessment criteria that will be used.)</p>
<p style="text-align: center;"><b>THEN TIER 1 Instruction, TIER 2 Interventions and TIER 3 Intensive Interventions</b></p>
<p><b>Intensive, Individualized Instruction/Interventions</b></p> <p>Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence.</p>
<p>Indicate the evidence-based programs and practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable.</p>
<p>Number of times per week interventions are provided:</p>

**Number of minutes per intervention session:**

**Explain how the effectiveness of Tier 3 interventions are monitored.**

**What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?**

#### **5) Professional Learning ([Rule 6A-6.053\(8\)\(b\)3.f.-j., F.A.C.](#))**

**Describe the literacy professional learning that will be provided by the district and/or schools, aligned to the requirements below:**

- Provide professional learning required by ss. [1012.585\(3\)\(f\)](#) and [1012.98\(5\)\(b\)11., F.S.](#), which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary and text comprehension strategies into an explicit, systematic and sequential approach to reading instruction, including multisensory intervention strategies;
- Provide professional learning in B.E.S.T. ELA Standards and evidence-based reading practices and programs;
- Provide professional learning to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction;
- Differentiate and intensify professional learning for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional learning.

**Explicit, systematic, and sequential approach to reading instruction, focused on the science of reading including multisensory intervention strategies.**

#### Coaching

- Provide professional learning (PL) in the explicit, systematic, and sequential approach to reading instruction through coaching cycles with the literacy coach and reading interventionist during pre-planning days at the start of the school year and on Professional Learning Days (PLDs).
- Provide on-going coaching, training, and guidance on best practices for multisensory phonics and phonemic awareness instruction.
- Provide support for technology integration instruction.
- Hold weekly collaborative meetings that include the literacy coach and a small group of educators to set goals and monitor progress on their individual and grade-level instructional goals. Plan weekly collaborations with the literacy coach.

#### Training

- Provide multisensory phonics training through a professional learning plan in consultation with a Wilson's Foundations Literacy Specialist.

- Offer training through The Flamingo Literacy Matrix, a fully online, competency-based professional learning that teaches educators how to deliver effective literacy instruction resulting in higher student achievement and to satisfy reading endorsement requirements.

PLCs and Lesson Planning Conferences

- Differentiate and intensify professional learning for teachers based on progress monitoring data.
- Conduct data chats with administrators and the literacy coach.
- Utilize the new educator program (GATE) and monthly meetings to communicate liupdates.
- Schedule common planning time at grade levels.
- Provide time for vertical grade level meetings and lesson planning conferences to ensure alignment.

Literacy Walks

- Identify mentor teachers and establish model classrooms with the school.
- Schedule literacy walks for teachers to observe master teachers’ instruction in their classrooms.
- Provide modeling and coaching during the literacy block.
- Ensure that time is provided for teachers to meet weekly for professional learning.

**6) Tutoring Programs to Accelerate Literacy Learning ([Rule 6A-6.053\(9\)\(b\), F.A.C.](#))**

**Describe any tutoring programs available within your district and include targeted grade levels (e.g., RAISE High School Tutoring).**

After school tutoring is available for middle school students who are struggling with grade level content. Elementary school students are provided additional support during the school day in a district program called WIN (What I Need).

**7) Family Engagement ([Rule 6A-6.053\(8\)\(b\)3.o., F.A.C.](#))**

**In accordance with the list outlined in [s. 1008.25\(5\)\(d\), F.S.](#), describe the district’s plan for notifying parents of students identified with a substantial reading deficiency. Include literacy partnerships or programs the district utilizes to increase support for families to engage in literacy activities and reading at home (e.g., New Worlds Reading Initiative).**




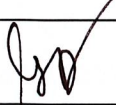


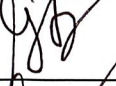


For students with a substantial reading deficiency, parents are notified immediately. A progress monitoring plan is developed within 45 days after the results of the coordinated screening and progress monitoring system become available. The plan includes the student’s specific reading deficiency, goals and benchmarks for growth, the measures used to evaluate and monitor, and the specific evidence-based literacy instruction that will be utilized that is grounded in the science of reading.

Parents will receive the New Worlds Reading initiative information and support will be provided by the literacy coach to help parents enroll students for the free, monthly book delivery to support literacy in the home. Additionally, parents will receive support in applying for the New Worlds Scholarship. The program benefits students in grades K-5 by providing families with access to an education savings account (ESA) of \$500 to pay for programs and materials designed to boost reading skills.

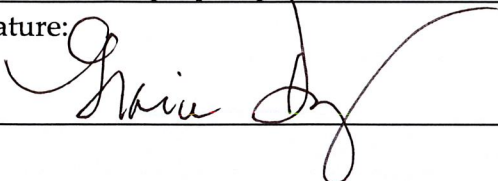


**8) Assurances (Rule 6A-6.053(8)(b)2., F.A.C.)**

**District Comprehensive Evidence-Based Reading Plan (CERP) Assurances: Initial next to each assurance (a.—i.). The [Local Educational Agency Chief Executive Officer, or his/her authorized representative] assures the following:**

Initials	Assurance
	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that includes phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
	b. All students identified with a substantial reading deficiency are covered by an individualized progress monitoring plan that meets the requirements of s. 1008.25(4)(c), F.S., to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with Rule 6A-6.053(5)(c), F.A.C.
	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score a Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S. All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
	d. Each school has a Literacy Leadership Team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
	f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.
	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

Local Educational Agency Chief Executive Officer or Authorized Representative (Printed Name):  
**Gracie Diaz, Deputy Superintendent**

Signature: 	Date: 6/11/24
------------------------------------------------------------------------------------------------	---------------