District K-12 Comprehensive Evidence-Based Reading Plan

Annually, school districts must submit a K-12 Comprehensive Evidence-Based Reading Plan (CERP) by June 15 for the purpose of supporting increased student achievement in literacy and closing achievement gaps. To assist districts, the Florida Department of Education developed the format for district reading plans. Districts may utilize the Department's format or an alternative developed by the district school board. The comprehensive reading plan must be approved by each district school board, charter school governing board, or lab school board, for the specific use of the evidence-based reading instruction allocation. By July 1 of each year, the Department will release to each school district its allocation of appropriated funds pending plan submission.

The District K-12 CERP depicts and details the role of administration (both district and school level), professional development, assessment, curriculum, and instruction in the improvement of student learning of the B.E.S.T. English Language Arts Standards as provided in Rule 6A-1.09401, Student Performance Standards, Florida Administrative Code (F.A.C.). 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 Florida Department of Education's contact for the District K-12 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
Multi-Tiered System of Supports	Rebecca Kasten	rkasten@fau.edu	561-297-0770
Administrator	Lauren Robinson	Lrobin15@fau.edu	561-297-0638

Reading Allocation Budget Items
The evidence-based reading instruction allocation is created to provide comprehensive reading instruction to students in prekindergarten (PreK) through grade 12. Districts will include salaries and benefits, professional development, assessment, programs/materials, tutoring, and incentives required to effectively implement the district's plan. Budget must prioritize K-3 students with substantial deficiencies in reading.

Reading Allocation Budget Item	Amount	FTE (where applicable)
Amount of District Evidence-Based Reading Instruction Allocation	$183,520	
Estimated proportional share distributed to district charters *Charter schools must utilize their proportionate share of the evidence-based reading allocation in accordance with [Section (s.) 1002.33(7)(a)2.a.](#) and [s. 1008.25(3)(a), Florida Statutes (F.S.)](#). 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.*	0	
Elementary Expenses		
Literacy coaches	$91,708	1.0
Intervention teachers	$72,090	1.0
Scientifically researched and evidence-based supplemental instructional materials	$6,193	
Summer reading camps for grade 3 students	$7,579	
Secondary Expenses		
Literacy coaches		
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials	$5,500	
K-12/PreK Expenses		
Professional development 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	$450	
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Reading Endorsement or Certification	0	
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Emergent, Elementary, or Secondary Literacy Micro-Credential	0	

Reading Allocation Budget Item	Amount	FTE (where applicable)
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)	0	
Tutoring programs to accelerate literacy learning	0	
Family engagement activities	0	
Other – Please Describe		
Sum of Expenditures	**$183,520**	

3) Literacy Leadership – District and School

A. Measurable Student Achievement Goals (Rule 6A-6.053(1)(d), F.A.C.)

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

Florida Assessment of Student Thinking (FAST)				
Grade	Previous School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	Urgent Intervention <10th percentile	At & Above Benchmark 40th percentile & above	Urgent Intervention <10th percentile	At & Above Benchmark 40th percentile & above
PreK	N/A	N/A	N/A	N/A
K	0	98%	0	98%
1	2%	90%	0	92%
2	0	94%	0	95%

Florida Assessment of Student Thinking (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	90%	0	92%
4	0	96%	0	96%
5	0	99%	0	99%
6	0	96%	0	96%
7	5%	83%	0	86%
8	5%	85%	0	88%
9	0	99%	0	100%
10	0	99%	0	100%

*FY22 Scores- FAST results were not available at the time of submission. Scores will be amended when finalized.

B. **School Literacy Leadership Teams (Rule 6A-6.053(3), F.A.C.)**

   Schools are required to establish a School Literacy Leadership Team.

1. **Describe the process the principal will use to form and maintain a School Literacy Leadership Team, consisting of a school administrator, literacy coach, media specialist, lead teachers, and other relevant team members, as applicable.**

   FAU-Palm Beach consists of one school, A.D. Henderson School & FAU High School. The Literacy Leadership Team (LLT) is responsible for spearheading all literacy initiatives in the school. The team consists of school administrators, the director of curriculum, instruction & professional learning, the literacy coach, literacy specialists, and exceptional student educators. The literacy coach serves as the chair of the team. The team meets bi-monthly to review data, program implementation, interventions, and parent involvement activities.

2. **Describe how the School Literacy Leadership Team requirement is communicated to principals, including how School Literacy Leadership Teams use data to establish literacy goals and take strategic action to improve literacy achievement for all 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. **Plan Implementation and Monitoring (Rule 6A-6.053(7), (8), F.A.C.)**

   Districts must monitor the implementation of the District K-12 CERP at the district and school level.

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

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	F.A.S.T. progress monitoring/summative assessment for ELA, 3x/year	iReady diagnostic, 3x/year Phonics screener (K-2), 3x/year PA screener (K-2), 3x/year BAS formative assessment, 2x/year
Actions for continuous support and improvement	Quarterly data review with superintendent, principal, assistant principal	Monthly data chats with teachers, literacy coach, interventionists to identify areas for student growth

Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	F.A.S.T. progress monitoring/summative assessment for ELA, 3x/year	CommonLit360 diagnostic 3x/year

Actions for continuous support and improvement	Quarterly data review with superintendent, principal, assistant principal	Monthly data chats with teachers, instructional facilitator, ESE instructor to identify areas for student growth
Grades 9-12	**District Level**	**School Level**
Data that will be collected and frequency of review	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.
Actions for continuous support and improvement	Data review with superintendent after the F.A.S.T. PM1 and PM2	Data review with superintendent after the F.A.S.T. PM1 and PM2

2. **How are concerns communicated if it is determined that the District K-12 CERP is not being implemented with fidelity?**

> Concerns about the fidelity of implementation of the CERP may arise during LLT meetings. Discussions may ensue during data chats, which include teachers, the literacy coach, the interventionist, and administrators, regarding any concerns about the CERP not meeting the academic needs of the students.

3. **Describe what has been revised to improve literacy outcomes for students in the district's K-12 CERP based upon the District K-12 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 can be made in the implementation of the CERP as a guiding tool for decision-making. During LLT meetings, the team will review outcomes of the school-based team meetings, where discussions of the interventions results occur, and review the CERP on an on-going basis to ensure that the plan is implemented with fidelity.

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

> Utilizing the School Leaders Literacy Walkthrough Tool, the administrative team and the literacy coach conduct frequent classroom walkthrough observation. Walkthrough data are collected and reviewed. This tool provides the basis for productive communication and to inform educator 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.

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

The literacy coach and administrators, along with classroom teachers, hold data meetings every 6-8 weeks to review student data collected (through F.A.S.T., iReady, interventions, etc.) to determine instructional support needed. Based on these data, the team will identify students in need of intervention and whether students currently in interventions are responding positively to those interventions. During administrative data review, the literacy coach and the administrator assess student progress and identify possible professional learning (coaching, modeling, training, workshops), coaching cycles, and other supports that may be needed to improve instruction and student outcomes.

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

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

Literacy coaches should be assigned to schools determined to have the greatest need based on student performance data in reading. Districts can use the Just Read, Florida! literacy coach model or explain the evidence-based coaching model used in the district and how the district will monitor the implementation and effectiveness of the coaching model.

Describe how schools with the greatest need based on student performance data in reading are selected for coach services and supports.

FAU-Palm Beach consists of one school: A.D. Henderson University & FAU High School. The literacy coach holds K-12 certification in reading and has participated in a variety of coaching professional learning, including the Literacy Coach Endorsement program.

B. The Just Read, Florida! Literacy Coach Model (Rule 6A-6.053(6)(c), F.A.C.)

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

- Provide professional development on the following:
  - Identifying the major reading components, as needed, based on an analysis of student performance data
  - Administering and analyzing instructional assessments
  - Differentiating instruction and intensive interventions
- Model effective instructional strategies for teachers in whole and small group instruction
- Collect and use data on instructional practices to inform and implement professional learning activities.
- Train teachers to administer assessments, analyze data, and use data to differentiate instruction.
- Coach and mentor teachers daily.
- Work with teachers to ensure that evidence-based reading strategies and programs grounded in the science of reading are implemented with fidelity.
- Participate in literacy leadership teams.

- Continue to grow professionally to increase knowledge of and ability to apply effective pedagogy and andragogy.
- Prioritize time to teachers, activities, and roles that will have the greatest impact on student achievement in reading.
- Work with school principals to plan and implement a consistent program of improving reading achievement using evidence-based strategies that demonstrate a statistically significant effect on improving student outcomes.

Literacy coaches must possess the following:
- A minimum of a bachelor's degree and reading endorsement or K-12 certification in reading
- Effective or highly effective rating from the most recently available evaluation that contains student performance data.
- Specialized knowledge of evidence-based reading instruction grounded in the science of reading, infusing evidence-based reading strategies into content area instruction.
- Special expertise in quality reading instruction and infusing reading strategies into content area instruction
- Data management skills
- Strong knowledge base in working with adult learners.
- Excellent communication skills
- Outstanding presentation, interpersonal, and time-management skills.

Note: Coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and must limit the time spent on administering or coordinating assessments.

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?**

The principal and assistant principals review the CERP, which outlines the expectation of the Just Read, Florida! coaching model. The administrative team is fully aware that coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and must limit the time spent on administering or coordinating assessments.

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

The literacy coach is freed up from serving in administrative roles (such as morning/afternoon duty, lunch duty, etc.) and is solely focused on supporting classroom teachers who are focused on student 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 development based on need?**

The literacy coach prioritizes time to those teachers, activities, and roles that will have the greatest impact on student achievement in reading, namely coaching and mentoring in classrooms. 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 literacy coach to administration allows for another layer of decision-making to be made 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 as well as a portfolio with evidence that aligns to the 6A-6.053(6)(c) F.A.C. requirements.

5) K-12 Assessment, Curriculum, and Instruction

A. **Florida's Formula for Success (Rule 6A-6.053(9)(a), F.A.C.)**
K-12 reading instruction will align with Florida's Formula for Success, 6 + 4 + T1 +T2 + T3, which includes the following:

- **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 C.F.R. 200.2(b)(2)(ii);

- o **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.
- o **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 still(s) and receive corrective feedback; occurs in addition to core instruction.
- o **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; and 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 Success for all students including students with a disability and students who are English language learners.**

Literacy instruction includes all six components of reading. All students, 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 in every classroom. 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 are used to continually monitor student progress. Oral language and phonemic awareness screeners are used as well as reading running records and other formative assessments to determine students in need of support or enrichment. Diagnostic assessments are given three times annually and used along with other summative data. 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(9)(d), 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 screening, progress monitoring, diagnostic, local assessment, statewide assessment, or teacher observations used within the district. For students in the Voluntary Prekindergarten Education Program through grade 10, the coordinated screening and progress monitoring system must be administered pursuant to s. 1008.25(8)(b), F.S., and included as a component of the Assessment/Curriculum Decision Trees.
- Targeted audience (grade level)
- Performance criteria used for decision-making for each instrument at each grade level
- Assessment/curriculum connection, including evidence-based curriculum materials and practices used in instruction and interventions that address the six components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension
- 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, 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 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 PreK-5

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

Name of the Assessment	Target Audience (Grades PreK-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	☒ PreK ☒ Grade K ☒ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
FAST Star Reading	☐ PreK ☐ Grade K ☒ Grade 1 ☒ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
FAST ELA Reading	☐ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other

Name of the Assessment	Target Audience (Grades PreK-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?
iReady Diagnostic	☒ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
PA Screener	☐ PreK ☒ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5	☒ Oral Language ☒ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☐ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☒ Other 2x/yr
Benchmark Assessment System (BAS)	☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☒ As Needed ☐ Other

2. **Identification of K-5 Students with a Substantial Reading Deficiency (Rule 6A-6.053(10), F.A.C.)**

In accordance with s. 1008.25(4)(c), F.S., students identified with a substantial reading deficiency must be covered by a federally required student plan, such as an individual education plan (IEP) or an individualized progress monitoring plan, or both, as necessary. A kindergarten through grade 3 student is identified as having a substantial reading deficiency if the following criteria are met:

- For kindergarten, the student scores below the tenth (10th) 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(8), F.S., and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension;
- For grades 1 and 2, the student scores below the tenth (10th) 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(8), F.S., and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or
- For grade 3, the student scores:
  - Below the twentieth (20th) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to s. 1008.25(8), F.S., and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or
  - Level 1 on the end of the year statewide, standardized English Language Arts 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 between the 26th and 39th percentile on the iReady diagnostic or the student has demonstrated, through other progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness, phonics, vocabulary, including oral language skills, fluency, and comprehension.

Students who score below the 10th percentile in grades K-2 or in the 20th 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 26th and 39th 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.

Grades K-5 Decision Tree
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.
Beginning of year data
IF: Student meets the following criteria at the beginning of the school year: • F.A.S.T. Score: At or above Level 3   • STAR Early Literacy/Reading- at or above the 40th percentile   • iReady Diagnostic- at or above 40th percentile
THEN TIER 1 Only
Core Instruction   **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 Fundations as their primary resource to implement this instruction.

List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.
- 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.
- iReady Reading Assessment - at least 80% of the students score at or above the 40th percentile
- STAR Early Literacy/STAR Reading- at least 80% of the students score at or above the 40th percentile
- RRR assessment - student demonstrates "meeting" or "exceeding" grade level text gradient according to the running record assessment, Instructional Level Expectations for Reading

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. PM 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:
- F.A.S.T. Score Level 2
- iReady Diagnostic- between the 26th and 39th percentile
- STAR Early Literacy/Reading- between the 26th and 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.

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.

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

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 Fundations 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

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

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.

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

When appropriate, and to meet the need 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, identify the multisensory interventions provided.

Wilson's Fundations – 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 Sonday 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.

Number of times per week interventions are provided:
Interventions are provided 4 days per week

Number of minutes per intervention session:
Each intervention session is 30 minutes long

Explain how the effectiveness of Tier 2 interventions are monitored.
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 regularly. The MTSS coordinator meets with each intervention teacher at midcycle to review students' response to intervention and make any necessary changes to intervention groups. 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.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?
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.

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:

Through the school/district-wide progress monitoring, students who score in the lowest 10% or 20% (depending on their grade level) may need an additional layer of intensive supports. 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 peer. Individual diagnostic assessments may be administered to help plan the intervention.

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 1
- iReady Diagnostic- at or below the 25th percentile*
- STAR Early Literacy/Reading- at or below the 25th percentile*

*FAU-Palm Beach uses a higher percentile criterion than recommended to identify and remediate the district's lowest performing students.

THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions

Intensive, Individualized Instruction/Interventions

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 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 Just Words 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 Sonday System provides a structured, systematic, multisensory reading intervention for readers who are at the beginning stages of reading. The instruction helps to

develop an awareness of the segments of sounds in speech and how they link to letters. Students also learning to decode words, analyze word parts, and write and recognize words. This has strong evidence to support continued use as indicated in the IES Practice Guide.

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

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

When appropriate, and to meet the need 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, identify the multisensory interventions provided.

Wilson's Fundations – 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 Sonday 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.

Number of times per week interventions are provided:
4-5 times per week

Number of minutes per intervention session:
30 minutes per session

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 trainings are also held at the beginning of each intervention cycle to ensure that each instructor understands how to implement programs with fidelity.

3. **Summer Reading Camps (Rule 6A-6.053(12), F.A.C.)**
    Requirements of Summer Reading Camps pursuant to s. 1008.25(7), 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.

3a. Describe the district's plan to meet each requirement for Summer Reading Camps required by s. 1008.25(7), 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 five weeks, at least 4 days per week, and four hours per day. The instruction will focus on identified deficits 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 Fundations 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).

3b. Districts have the option of providing summer reading camps to students in grades K-2 who demonstrate a reading deficiency and students in grades 4-5 who score Level 1 on the statewide, standardized ELA assessment. Will the district implement this option? Yes/No

> Yes

3c. If yes, describe the district's instructional plan. Include a description of the evidence-based instructional materials that will be utilized.

The district will also hold a summer literacy remediation program that includes the lowest performing students in grades K-2 and 4-5. The literacy team will use statewide data as well as school/district-idea progress monitoring data to determine inclusion in the program.

The summer reading program will occur for five weeks, and at least four days per week, for four hours per day. The instruction will focus on students' identified deficits in the six components of reading.

Materials include: i-Ready materials: i-Ready Research Efficacy Brief 2019 (sbsd.k12.ca.us)

Wilson Fundations, 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).

Grades 6-8

4. **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	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Other District Assessment (Enter name of assessment. Then, select all that apply.)	☐ Grade 6 ☐ Grade 7 ☐ Grade 8	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☐ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other

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

   Students who meet the following criteria at beginning of school year:

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
Beginning of year data
IF: Student meets the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) Level 3 or higher on the F.A.S.T. ELA PM3 from the previous school year.

THEN TIER 1 Only
Core Instruction Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence. 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.
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. At least 80% of students in grades 6-8 score Level 3 or higher on the F.A.S.T. PM3.
Explain how the effectiveness of Tier 1 instruction is monitored. Data from F.A.S.T. progress monitoring, as well as diagnostic and formative assessments through 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, as well as student progress monitoring data are discussed during the Literacy Leadership Team (LLT) meetings. 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:
(Enter assessment criteria that will be used.)
Level 1 or Level 2 on the F.A.S.T. PM3 assessment from 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.

The iReady Toolbox resources are all used to target individual instruction to meet students' needs. iReady instruction has shown to accelerate growth for student groups, including students with disabilities.

Leveled Literacy Intervention (LLI) is used for small group instruction across a variety of genres. The instruction focuses on vocabulary and academic language development. IES reports findings that LLI had positive effects on general reading achievement.

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

The iReady Toolbox resources are all used to target individual instruction to meet students' needs. iReady instruction has shown to accelerate growth for student groups, including students with disabilities.

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 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.

Number of times per week interventions are provided:
2 to 3 times/week (90-minute block schedule)

Number of minutes per intervention session:
90 minutes

Explain how the effectiveness of Tier 2 interventions are monitored.
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.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?
Procedures to ensure the effectiveness of Tier 2 interventions include regular Literacy Walk Throughs, coaching, and data tracking and reporting.

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:
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.

Beginning of year data

IF: Student meets the following criteria at the beginning of the school year:
(Enter assessment criteria that will be used.)
Level 1 on any administration of the F.A.S.T. ELA assessment.

THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions

Intensive, Individualized Instruction/Interventions
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 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.

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

The iReady Toolbox resources are all used to target individual instruction to meet student's needs. iReady instruction has shown to accelerate growth for student groups, including students with disabilities.

Number of times per week interventions are provided:
Tier 3 interventions occur 3 times per week.

Number of minutes per intervention session:
Each tutoring/Tier 3 intervention session lasts 50 minutes
Explain how the effectiveness of Tier 3 interventions are monitored.
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

6. **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	☒ Grade 9 ☒ Grade 10 ☐ Grade 11 ☐ Grade 12	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Other District Assessment (Enter name of assessment.	☐ Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12	☐ Oral Language ☐ Phonological Awareness ☐ Phonics	☐ Screening ☐ Progress Monitoring ☐ Diagnostic	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly

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?
Then, select all that apply.)		☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Summative	☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other

7. **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 dual-enrollment 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 FSA 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.

Grades 9-12 Decision Tree
Beginning of year data
IF: Student meets the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) Level 3 and above (100% of entering 9th grade and 97% of 10th grade students met these criteria in 2022-2023)
THEN TIER 1 Only
Core Instruction Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence. 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. In the 9th 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, aligned with graduation requirements and beyond, at FAU.

List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.
100% of grade 9 students scored Level 3 or higher on the FY22 FSA
97% of grade 10 students scored Level 3 or higher on the FY22 FSA

Explain how the effectiveness of Tier 1 instruction is monitored.
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 assure students are on track for the PM3 summative assessment**.**

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction and/or curriculum provided to students?
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.

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:
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 nineth grade students meet this criterion.

Beginning of year data

IF: Student meets the following criteria at the beginning of the school year:
(Enter assessment criteria that will be used.)

Level 1 on the F.A.S.T. ELA assessment.

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.

N/A

Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.
N/A

Number of times per week interventions are provided:
N/A

Number of minutes per intervention session:
N/A
Explain how the effectiveness of Tier 2 interventions are monitored.
N/A
What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?
N/A
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:
N/A
Beginning of year data
IF: Student meets the following criteria at the beginning of the school year:
(Enter assessment criteria that will be used.)
THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions
Intensive, Individualized Instruction/Interventions
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.
N/A
Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.
N/A
Number of times per week interventions are provided:
N/A
Number of minutes per intervention session:
N/A
Explain how the effectiveness of Tier 3 interventions are monitored.
N/A
What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? N/A

6) Professional Development (Rule 6A.6.053(4), F.A.C.)

A. **Describe the literacy professional development that will be provided by the district and/or schools, aligned to the requirements below:**
*   Provide professional development required by s. 1012.98(4)(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;
*   Differentiate and intensify professional development 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 development.

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

Coaching
*   Provide professional learning (PL) in explicit, systematic, and sequential approach to reading instruction through coaching cycles with the literacy coach and reading interventionist during Professional Development Days (PDDs) and preplanning days at the start of the school year.
*   Provide on-going coaching and guidance on best practices for multisensory phonics instruction.
*   Provide phonemic awareness training through Heggerty and supported during the school year by the literacy coach.
*   Support instruction and technology integration through literacy coach, instructional facilitators, and technology support.
*   Hold weekly grade level meetings with literacy coach to set goals and monitor progress on teachers' individual goals.
*   Plan weekly collaborations with the literacy coach.

Training
*   Provide multisensory phonics training through a professional learning plan in consultation with Wilson's Fundations.
*   Offer training through The Flamingo Literacy Matrix, a fully online, competency-based professional development 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 development for teachers based on progress monitoring data.
- Conduct data chats with administration and literacy coach.
- Utilize the new teacher program (GATE) and monthly meetings to communicate updates.
- 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 visit classrooms within our school to observe master teachers.
- Visit model schools to observe reading instruction implementation.
- Provide modeling and coaching during the literacy block with the literacy coach.
- Ensure that time is provided for teachers to meet weekly for professional learning.

B. List the pathways that are available in your district for earning the Reading Endorsement.

1. Complete the 5 competencies through FCRR or the UF Lastinger Center
2. Complete the 5 competencies through our consortia, PAEC.
3. Enroll in Florida Atlantic University to complete a master's degree in reading or complete the coursework that leads to the endorsement through the university's Employee Education Scholarship Program.
4. Take and pass the Reading K-12 subject-area exam (through June 30, 2024). The district will pay for the exam and for adding the endorsement to a professional certificate.

7) Tutoring Programs to Accelerate Literacy Learning (Rule 6A-6.053(2), F.A.C.)

Describe any tutoring programs available within your district and include targeted grade levels (e.g., K-3 Reading Tutoring, RAISE High School Tutoring, etc.).

The K-3 tutoring plan utilized in 22-23 was 2-fold. The literacy coach trains high school students to provide tutoring to students who score on the "bubble" between level 2 and level 3 on any F.A.S.T. administration. Students who need more intense tutoring, those who are working with reading certified or endorsed interventionists during the school day, engage in tutoring with certified or endorsed educators.

Students in grades 6-8 are identified for tutoring during data analysis of F.A.S.T. PM scores, school-based progress monitoring, and course grades. These students participate in tutoring throughout the school year until an improvement in PM is evident.

8) Family Engagement (Rule 6A-6.053(11), F.A.C.)

In accordance with s. 1008.25(5)(e), F.S., parents of students identified with a substantial reading deficiency must be provided a read-at-home plan, including multisensory strategies, that the parent can use to help with reading at home.

Describe the district's plan for providing a read-at-home plan to 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).

The purpose of the Read-at-Home Plan is to support parents with promoting literacy at home. The Literacy Leadership Team (LLT) committee will hold a Literacy Night with parents to share research-based strategies for supporting phonemic awareness, phonics skills, building vocabulary, and reading fluency and comprehension. The literacy team will compile parent resources on the school/district website that will consist of phonemic awareness and phonics videos that will help families to support the skills being taught in each unit. This will also contain suggested activities to help build and support literacy at home.

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.

The Read-at-Home Plan will include the creation of teacher-made videos, modeling and explaining strategies for parents to support the science of reading at home. Additionally, the literacy team will present the reading curriculum during a back-to-school event. The expectations for our reading curriculum will be shared. The LLT will also share the Florida Benchmarks for Excellent Student Thinking (B.E.S.T) Standards Parent Guides.

At least quarterly, teachers will provide parents with an extension activity connected to the work that students are doing in the classroom in order to support the home-school partnership.
In January, the literacy team rolls out several Literacy Week events to motivate and engage students and their families throughout the week. In the spring, schoolwide Reading Spirit Week challenges further promote and celebrate literacy in school and at home. Prior to the end of the school year, the LLT develops a reading challenge to help motivate and support literacy all summer long.