

District Comprehensive Evidence-Based Reading Plan

FSU-Broward District

2025-2026

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 format below for district reading plans. Districts may utilize the Department's format or an alternative developed by the district. The CERP must be approved by the governing board or authority prior to being submitted to the Department by August 1 for approval. A charter school that elects to develop its own CERP must submit its CERP, approved by the governing board or authority, to the sponsoring district by July 15 and meet the requirements of sections (ss.) 1002.33(7)(a)2.a. and 1003.4201, Florida Statutes (F.S.).

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 must be 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. **Add additional rows as needed.**

Point of Contact	Name	Email	Phone
Main Reading Contact	Lisa Maraj	lmaraaj@pinescharter.net	954-499-4244
Data Element	Kimberly Pizzo/Judith Founds	kpizzo@pinescharter.net jfounds@pinescahrter.net	954-499-4244
Third Grade Promotion	Lisa Maraj	lmaraaj@pinescharter.net	954-499-4244
Multi-Tiered System of Supports	Diane Morrison/Maria Marquez	dmorrison@pinescharter.net mmarquez@pinescharter.net	954-499-4244
Other (Enter Responsibility) Reading Curriculum	Judith Founds/Rabia Yousuf	jfounds@pinescharter.net ryousuf@pinescharter.net	954-499-4244
Assessment	Karine Miranda	kmiranda@pinescharter.net	

2) District Expenditures

Comprehensive System of Reading Instruction Expenditures ([Rule 6A-6.053\(9\)\(b\)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 Voluntary Prekindergarten (VPK)

students who have a substantial deficiency in early literacy skills and K-3 students who have a substantial reading deficiency or characteristics of dyslexia.

Charter schools must utilize their proportionate share in accordance with ss. 1002.33(7)(a)2.a., 1003.4201 and 1008.25(3)(a), 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.*

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Elementary Expenses		
Literacy coaches (The school does not have literacy coaches. Instead, the school has a team of instructional leaders trained in the science of reading to perform the duties of a literacy coach.)	\$159,067	1 Reading Specialist and part of the salary for the Curriculum Specialist
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
Third grade summer reading camps		
Summer reading camps		
Secondary Expenses		
Literacy coaches		
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
PreK-Grade 12 Expenses		
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 obtain the Reading Endorsement or Certification		
Incentives for PreK-12 instructional personnel who obtain an 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		
Other – Please Describe (Add additional rows as needed.)		
Estimated Sum of Expenditures	\$159,067	

3) Literacy Leadership – District and School

A. Measurable Student Achievement Goals ([Rule 6A-6.053\(9\)\(b\)3.d., F.A.C.](#))

Goals for the plan year should increase from the previous year in order to meet statewide literacy achievement goals.

For VPK, establish clear and measurable student literacy achievement goals based on percentiles from the Florida Assessment of Student Thinking (FAST).

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Urgent Intervention <10 th percentile	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	At & Above Benchmark 40 th percentile & above
VPK	N/A	N/A	N/A	N/A

1. Describe how the district will improve literacy outcomes for VPK students based on an analysis of student performance data.

N/A

For K-10, establish clear and measurable student literacy achievement goals based on achievement levels from the FAST.

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Level 1	Level 1	Levels 3-5	Levels 3-5
K	0%	0%	86%	88%
1	5%	3%	80%	82%
2	4%	2%	80%	82%
3	4%	2%	84%	86%
4	9%	7%	76%	78%
5	5%	3%	82%	84%
6				
7				
8				
9				
10				

B. Plan Implementation and Monitoring ([Rule 6A-6.053\(10\), 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
Data that will be collected and frequency of review	Progress monitoring data, including the STAR assessments, FAST, and school usage data of the Lexia Core 5 program	Grade-level assessment progress monitoring data using Benchmark Advance to evaluate the effectiveness of Tier 1 instruction

		Students' progress monitoring data using Star CBMs and Lexia Core 5 to monitor the progress of students receiving tiered interventions.
Actions for continuous support and improvement	<p>District LLT members will use classroom walkthrough tools during literacy blocks to ensure that effective instruction and evidence-based practices are implemented with fidelity.</p> <p>The LLTs will review instructional walkthrough data. Reading support will provide resources and support based on coaching data.</p>	<p>The Literacy Leadership Team will review and monitor school-wide data.</p> <p>LLT will review school improvement goals and monitor classroom instruction.</p> <p>The reading support staff and team leaders will support teachers through coaching, modeling, and mentoring in classrooms.</p>
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	N/A	N/A
Actions for continuous support and improvement	N/A	N/A
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	N/A	N/A
Actions for continuous support and improvement	N/A	N/A

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.

FSU-Broward District would like to focus on increasing students' listening comprehension skills. In addition, the team would like to focus on writing instruction. The leadership team would also like to focus on Tier 2 interventions to ensure that they are being delivered with fidelity.

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

Administrators monitor the implementation through informal classroom walkthroughs throughout the school year. Support staff pushes in to support the 90 minute literacy block and provide coaching in PLCs or team planning meetings. The School Literacy Leadership Team meets quarterly to review grade level and school data to identify and address policies and procedures that may post a barrier in the learning environment. The curriculum specialist tracks the data, including all subgroups, to ensure alignment with the BEST standards, assessment, and instruction.

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.

Performance Matters is a comprehensive data-management platform that houses assessment data, MTSS documents, and graphs and serves as an early warning system. (EWS).

Administrators have access to school, class, and individual student data to provide immediate support in a timely manner.

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 as defined in [Rule 6A-6.053\(4\), F.A.C.](#)?

☒ Yes

☐ No

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

N/A

3. How is the district's literacy coach model communicated to principals?

FSU-Broward District only has one school. The principal is the main district reading contact. The school does not have one person who performs the duties of a reading coach. Several people address the literacy coach requirements. There is a Reading Specialist who is certified in reading. In addition, the curriculum specialist and media specialist assist.

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

The school has a team of instructional leaders trained in the science of reading to perform the duties of a literacy coach. The instructional leaders are provided the opportunity to attend professional learning trainings and conferences. Time is dedicated to the master schedule for coaching and professional development. The administration team schedules frequent meetings and has open communication to support instructional leaders' progress goals toward improving student literacy outcomes.

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?

Administration and instructional leaders develop agreements to guide them, which include roles and responsibilities, coaching priorities, and expected results. The master schedule ensures dedicated time is set for professional learning communities (PLCs) facilitated by instructional leaders. The schedule also includes time for instructional leaders to conduct data analysis with teams or individuals and create action plans to improve instructional practice.

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

Leadership meetings are conducted and the classroom achievement data is reviewed. Classroom observation data is also analyzed.

7. How does the district measure the effectiveness of literacy coaches?

FSU-Broward District measures the effectiveness of the individuals who are performing the duties of a literacy coach by analyzing data. Administrators also conduct observations. Feedback from the teachers is also shared with administration.

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 deficiency in reading. All intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading or possess a literacy micro-credential as provided in [s. 1003.485, F.S.](#)

1. How does the district's strategic plan align with Florida's Formula for Reading Success for all students, including students with disabilities and students who are English language learners?

The district's strategic plan aligns with Florida's Formula for Reading Success. All students receive instruction in the six components of reading. The plan incorporates tiered instruction through Tier 1, Tier 2 and Tier 3 support levels. Accommodations and differentiated instruction are provided to students with disabilities and students who are English Language Learners. Students who identified with substantial reading deficiencies are provided with evidence-based interventions.

2. Describe your public school PreK (VPK, Exceptional Student Education (ESE) and other PreK) program's plan for assessment, standards, instruction and support to meet the needs of all learners.

N/A

2a. Describe the instructional materials your public school PreK (VPK, ESE and other PreK) program utilizes.

N/A

3. Describe the interventions provided to public school VPK students identified as having a substantial deficiency in early literacy skills as defined in [Rule 6A-6.053\(5\), F.A.C.](#)

N/A

B. Assessment/Curriculum Decision Trees ([Rule 6A-6.053\(9\)\(b\)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 instructional materials and strategies.
- Specific criteria for when a student is identified to receive intensive reading interventions (Tier 3), 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 deficiency in reading 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

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST Star Early Literacy	<input checked="" type="checkbox"/> VPK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1	<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 checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> 3 x Year
FAST Star Reading	<input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2	<input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> 3 x Year
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Summative	<input checked="" type="checkbox"/> 3 x Year

Indicate in the chart below any additional assessment(s) used to guide instructional decision-making for grades PreK-5 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Other District Assessment Benchmark Advance	<input type="checkbox"/> VPK <input type="checkbox"/> PreK <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 checked="" type="checkbox"/> All Students <input type="checkbox"/> Select Students	<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 checked="" type="checkbox"/> Monthly <input checked="" type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other
Other District Assessment Star/Star Early Literacy/Star CBMs	<input type="checkbox"/> VPK <input type="checkbox"/> PreK <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"/> 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 checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input checked="" type="checkbox"/> Monthly <input checked="" type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	<input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> All Students <input type="checkbox"/> Select Students			<input type="checkbox"/> Other
Other District Assessment Letter Names, Letter Sounds, and Concepts of Print	<input type="checkbox"/> VPK <input type="checkbox"/> PreK <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"/> All Students <input type="checkbox"/> Select Students	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input checked="" 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 checked="" type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other

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

Students identified with a substantial deficiency in reading 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.](#) The individualized progress monitoring plan must be developed within forty-five (45) days after the results of the coordinated screening and progress monitoring system become available, and parents must be consulted in the development of the plan.

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, F.A.C.](#), should be construed to require or prohibit an IEP or 504 Plan or the contents of the CERP.

A K-3 student is identified as having a substantial deficiency in reading 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 (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\(9\), F.S.](#);
 - 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\(9\), F.S.](#); 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\(9\), F.S.](#)
- A student in grade 3 scores Level 1 on the end-of-year statewide, standardized ELA assessment pursuant to [s. 1008.22\(3\)\(a\), F.S.](#)

Tier 3 interventions must be provided to students identified as having a substantial reading deficiency.

2a. Describe the district's process (e.g., Multi-Tiered System of Supports (MTSS)) for identifying grades K-3 students in need of Tier 2/Tier 3 interventions.

Students are identified as needing Tier 2/Tier 3 interventions if they are scoring at/or below the lowest benchmark/achievement level on the assessments listed on the FSU-Broward District CERP. Additionally, students may also be identified during the progress monitoring administration throughout the year as well as through consecutive formative assessments that show demonstrated minimum skill levels in the six areas of reading. FSU-Broward District will also identify students as having a substantial deficiency in reading by following the guidelines provided by Just Read, Florida.

2b. Describe the district's process (e.g., MTSS) for identifying grades 4-5 students in need of Tier 2/Tier 3 interventions.

Students are identified as needing Tier 2/Tier 3 interventions if they are scoring at/or below the lowest benchmark/achievement level on the assessments listed on the FSU-Broward District CERP. Additionally, students may also be identified during the progress monitoring administration throughout the year as well as through consecutive formative assessments that show demonstrated minimum skill levels in the six areas of reading.

3. Students with Characteristics of Dyslexia ([Rule 6A-6.053\(7\), 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.](#), and parents must be consulted in the development of the plan.

3a. If not included within the Decision Tree, describe the district's process (i.e., actionable steps) for identifying grades K-3 students with characteristics of dyslexia. Tier 3 interventions must be provided to students identified as having characteristics of dyslexia.

FSU-Broward District identifies students with characteristics of dyslexia by first looking at the STAR assessment data. Then, the district utilizes the STAR CBM, the Diagnostic Assessment of Reading, or the CORE Assessing Reading Multiple Measures to further screen students.

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

In addition to the STAR CBM, the Diagnostic Assessment of Reading, or the CORE Assessing Reading Multiple Measures, the FSU-Broward District will also utilize a Dyslexia Teacher Observation Checklist. If a student continue to struggle with decoding, even after providing intensive and systematic frequent Tier 3 interventions, we propose a psychoeducational evaluation with a focus on reading.

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

The effectiveness of Tier 1 instruction is monitored by conducting data chats and analyzing the FAST, Star Early Literacy, and Star data. In addition, Lexia instruction data is monitored.

5. Explain how the effectiveness of Tier 2 interventions is monitored.

The effectiveness of Tier 2 instruction is monitored by conducting data chats and analyzing data. Intervention data is also monitored.

6. Explain how the effectiveness of Tier 3 interventions is monitored.

The effectiveness of Tier 3 instruction is monitored by conducting data chats and analyzing data. Intervention data is also monitored.

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.	
Tier 1 (Core) Only	
Beginning of Year Data	
<p>Students must meet the following criteria at the beginning of the school year: Score is above the 40th percentile on the FAST, Star Early Literacy, or Star reading assessment for grades K-2 and 4-5 and above the 50th percentile for third grade.</p>	
<p>List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students. At least 80% of the students would score above the 40th percentile on the FAST, Star Early Literacy, or Star reading assessment for grades K-2 and 4-5 and above the 50th percentile for third grade.</p>	
<p>What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? Analyzing and interpreting data through Professional Learning Communities, walkthroughs, and collaborative grade level common planning will be in place.</p>	
Core Instruction	
Indicate the core curriculum utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
Benchmark Advanced	Current program
<p>Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Multiple data sources will be reviewed to get an accurate picture of the student's abilities and skills. A member of the MTSS team will meet with the teacher and use the Tier 1 problem-solving process, which may require additional testing/screening, use of different evidence-based strategies, and push-in support to provide guidance or model the Tier 1 teacher-led-center. If the data is below the benchmark level, the student will be referred for Tier 2 intervention.</p>	
Tier 1 Instruction + Tier 2 Interventions	
Beginning of Year Data	
<p>Students who meet the following criteria at the beginning of the school year: Score is below the 40th percentile on the FAST, Star Early Literacy, or Star reading assessment for grades K-2 and 4-5 and below the 50th percentile for third grade.</p>	
<p>Number of times per week interventions are provided: 3</p> <p>Number of minutes per intervention session: 20-30 minutes</p>	

Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Lexia Core 5	State approved	
Foundations (Wilson Reading System)	ESSA promising level	
Read Naturally/Reciprocal teaching	IES promising level of reading achievement	
Rewards and Phonics for Reading (Voyager Sopris)	ESSA strong level	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Benchmark Intervention Program	State approved	
Quick Reads (Savvas Learning Company)	ESSA strong level	
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Embedded in the other programs		
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided. Foundations (Wilson Reading System)		
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: If Tier 2 criteria identified above are not being met, the CPS team will convene and through the problem-solving process, utilize ICEL (Instruction, Curriculum, Environment, and Learner)/RIOT (Review, Interview, Observation, and Test) Framework, review fidelity of implementation and exclusionary factors, make instructional adjustments, which may include a new goal, intervention and/or a change in intensity.		
Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: Score is below the 40 th percentile on the FAST, Star Early Literacy, or Star reading assessment for grades K-2 and 4-5 and below the 50 th percentile for third grade.		

Number of times per week interventions are provided: 4-5 Number of minutes per intervention session: 20-30		
Intensive, Individualized Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Lexia Core 5	State Approved	
Foundations (Wilson Reading System)	ESSA promising level	
Read Naturally/Reciprocal Teaching	IES promising level of reading achievement	
Rewards and Phonics for Reading (Voyager Sopris)	ESSA strong level	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Benchmark Intervention Program	State Approved	
Quick Reads (Savvas Learning Company)	ESSA strong level	
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Embedded in the other programs		
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided. Foundations		
What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? The members of the MTASS/RtI team and Literacy Leadership Team analyze data and review Data Chats notes on action steps to determine the next steps.		

7. Summer Reading Camps ([Rule 6A-6.053\(8\), 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.*

7a. Provide a description of the district's plan to meet each requirement for Summer Reading Camps required by [s. 1008.25\(8\), F.S.](#) As a reminder, instructional personnel providing services to retained third grade students, including those attending Summer Reading Camp, must be certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under [s. 1012.34, F.S.](#)

Summer Reading Camps for Retained Grade 3 Students
Schedule: June 23-July 17 (Mondays-Thursdays)
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): Lexia (State Approved,) Read Naturally (reciprocal teaching #27, 0.74,) and Wordly Wise (ESSA Level 3)
Alternative Assessment Used: PM3, State Approved Assessment
Additional Information (optional):

7b. Districts have the option of providing Summer Reading Camps to students in grades K-5 with a reading deficiency.

Summer Reading Camps for Students in Grades K-5
Will the district implement this option? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, please describe the grade level(s) that will be invited to participate.

5) Professional Learning ([Rule 6A-6.053\(9\)\(b\)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.

Provide the Name of Professional Learning, Target Audience and Description. Add additional rows as needed.

Name of Professional Learning	Target Audience	Description
Reading Instruction through Panhandle Area Education Consortium (PAEC)	Teachers	As offered
Reading trainings conducted by trained staff members and curriculum specialist with a literacy coach endorsement	Teachers	As offered
BEES independent courses	Teachers	
Instructional Personnel and Certified PreK Teachers Describe how professional learning is provided to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential or credentials, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction. FSU-Broward District partners with the Professional Development Center (PDC) through the Panhandle Area Education Consortium (PAEC) to provide professional development for teachers. This includes training to help teachers integrate the six components of reading, including multisensory intervention strategies and structured literacy.		
Differentiated Professional Learning Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data. The support staff pushes into the classrooms and models effective evidence-based reading instruction grounded in the science of reading for the teachers who need more support. The curriculum specialist differentiates PLCs and support based on classroom walk-through data and school improvement goals.		
Mentor Teachers Describe how mentor teachers are identified and how model classrooms are established and utilized within the school. New teachers are paired with mentor teachers at the beginning of the year. The mentor teachers are highly effective teachers who have their reading endorsement or reading certification. Model classrooms are identified based on student achievement data and walk-through data.		
Professional Learning Time Describe how time is provided for teachers to meet weekly for professional learning. Professional development is conducted on Tuesday mornings before the instructional day. Additional trainings are provided in the summer, during employee planning days, and after early release days. At times, professional development is also provided during the day. In addition, the teachers participate in professional learning communities during their common planning times.		

6) Tutoring Programs to Accelerate Literacy Learning ([Rule 6A-6.053\(9\)\(b\)3.b., F.A.C.](#))

Describe any tutoring programs available within your district and include targeted grade levels (e.g., Reading Achievement Initiative for Scholastic Excellence (RAISE) High School Tutoring). Add additional rows as needed.

Name of Tutoring Program	Target Audience	Description
Extended Learning Tutoring program is offered for students who need extra support	Grades K-5	Before school or after school.

7) Family Engagement ([Rule 6A-6.053\(9\)\(b\)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 immediately notifying parents of students identified with a substantial deficiency in reading.

Students identified as having a substantial deficiency in reading will receive an individualized progress monitoring plan (PMP) within 45 days after the screening results. The parent will also be notified in writing and will receive resources to help them to support their children at home.

Describe the 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 District Read-At-Home Plan is a plan that includes multisensory strategies, an overview of the components of reading, and reading activities and resources for students. The District Read-At-Home Plan, a parent resource, is distributed to all students who exhibit a substantial deficiency in reading. The Read At-Home Plan is sent to all parents electronically and is available on the school's website. A hard copy is sent home with students who are on a PMP or have an IEP.

In addition, students who are reading below grade level are invited to participate in the New Worlds Reading Initiative. The school also participates in the Bookworm program through Broward Reads in which all Kindergarten students are provided information about obtaining free books.

Furthermore, FSU-Broward District partnered with New Worlds Reading Initiative to provide three literacy parent trainings/events last school year. The plan is to continue this during the 2025-2026 school year.

8) Assurances ([Rule 6A-6.053\(9\)\(b\)2., F.A.C.](#))

District 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 deficiency in reading 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(6)(c), F.A.C.
	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score 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.
N/A	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.
N/A	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):	
Signature:	Date:

House Bill 1255 amends section 1003.4201, Florida Statutes, and adds a component of the reading instruction plan to provide a description of how the district prioritizes the assignment of highly effective teachers from kindergarten to grade 2.

9) Highly Effective Teachers

Describe how the district prioritizes the assignment of highly effective teachers, as identified in [s. 1012.34\(2\)\(e\)](#), from kindergarten to grade 2.

All of the teachers who are assigned to students from Kindergarten to Grade 2 are currently identified as highly effective teachers. If a teacher is determined not to be highly effective, then administration would review the placement, change assignments as needed, and provide additional support.

MEMORANDUM

TO: Mayor and Commissioners
THRU: Charles Dodge, City Manager
FROM: Katherine Borgstrom, Board Secretary
DATE: June 11, 2025 for the meeting date of June 5, 2025

SUMMARY

FSU/PINES CHARTER ELEMENTARY SCHOOL ADVISORY BOARD/PROFESSIONAL DEVELOPMENT COUNCIL

Present: Chair Jones, Vice Chair Founds; Members Bonilla, Cayson, Jeffries, Gregory, Garfield and Miranda

Absent: Member Roman

Also Present: Principal Dr. Maraj, Nalini Sohit-Vazquez, Controller and Katherine Borgstrom, Board Secretary

CITY MANAGER'S REPORT

Jonathan Bonilla and Nalini Sohit-Vazquez, on behalf of the City Manager's Office, presented the 2025-2026 Charter FSU School Budget to the board members. They covered the projected income and expenses for the Charter FSU in all areas, showing a balanced budget. They answered questions and explained items due to change. The board members approved the budget and sets to send it to the City Commission for final approval.

PRINCIPAL'S REPORT

Dr. Maraj presented Grace Perez, who presented the results of the 2024-2025 A+ Funds Distribution Committee voting. The monies will be distributed if the state releases the funds and the school is an A school. The board approved the results and will send to City Commission for final approval as the funds are announced to be released.

Dr. Maraj presented the Comprehensive Evidence Based Reading Plan for 2025-2026 and noted the past accomplishments and how the school will continue to improve the reading for all students by implementing strategies for improvement and success. The board approved the plan.

Dr. Maraj passed out certificates of appreciation to the board members and each member also received a 2024-2025 Charter FSU Year Book.

OPEN FORUM

No one spoke during the Open Forum.

NEXT MEETING

The next meeting was set for Thursday, October 16, 2025.

ACTIONS TAKEN

- Motion passed to approve the April 10, 2025 minutes, as received
- Motion passed to excuse Member Roman
- Motion passed to approve the 2025-2026 Charter FSU Elementary School Budget and to send to City Commission for final approval.
- Motion passed to approve the final results of the A+ Funds Distribution Committee and the voting by the school staff and to send to City Commission for final approval.
- Motion passed to approve the 2025-2026 Comprehensive Evidence Based Reading Plan.
- By consensus, the next meeting date was set for October 16, 2025 at the Charter FSU Elementary School Campus.