

# District K-12 Comprehensive Evidence-Based Reading Plan

2023-2024

## FSU-Broward District

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. In order to assist districts, the Department has developed the attached format for district reading plans. Districts may utilize the Department’s format or an alternative developed by the district school board. The comprehensive reading plan must be approved by the applicable school board, charter school governing board, or lab school board of trustees, 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.**

Main Reading Contact	Lisa Sporillo	<a href="mailto:lsporillo@pinescharter.net">lsporillo@pinescharter.net</a>	954-499-4244
Data Element	Kimberly Pizzo/ Judith Founds	<a href="mailto:kpizzo@pinescharter.net">kpizzo@pinescharter.net</a> <a href="mailto:jfounds@pinescharter.net">jfounds@pinescharter.net</a>	954-499-4244
Third Grade Promotion	Lisa Sporillo	<a href="mailto:lsporillo@pinescharter.net">lsporillo@pinescharter.net</a>	954-499-4244
Multi-Tiered System of Supports	Diane Morrison/ Maria Marquez	<a href="mailto:dmorrison@pinescharter.net">dmorrison@pinescharter.net</a> <a href="mailto:mmarquez@pinescharter.net">mmarquez@pinescharter.net</a>	954-499-4244
Other (Enter Responsibility) Reading Curriculum	Judith Founds/ Rabia Yousuf	<a href="mailto:jfounds@pinescharter.net">jfounds@pinescharter.net</a> <a href="mailto:ryousuf@pinescharter.net">ryousuf@pinescharter.net</a>	954-499-4244
Assessment	Karine Miranda	<a href="mailto:kmiranda@pinescharter.net">kmiranda@pinescharter.net</a>	

### 2) District Budget for Evidence-Based Reading Allocation ([Rule 6A-6.053\(2\), F.A.C.](#))

#### 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	\$159,067	
Estimated proportional share distributed to district charters <i>*Charter schools must utilize their proportionate share of the evidence-based reading allocation in accordance with <a href="#">Section (s.) 1002.33(7)(a)2.a.</a> and <a href="#">s. 1008.25(3)(a), Florida Statutes (F.S.)</a>.  Note: All intensive reading interventions specified by the charter must be delivered by a teacher who has a literacy micro-credential or is certified or endorsed in reading.</i>		
<b>Elementary Expenses</b>		
Literacy coaches	\$159,067	699
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
Summer reading camps for grade 3 students		
<b>Secondary Expenses</b>		
Literacy coaches		
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
<b>K-12/PreK Expenses</b>		
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		
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Reading Endorsement or Certification		
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Emergent, Elementary, or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning		
Family engagement activities		
<b>Other – Please Describe</b>		
<b>Sum of Expenditures</b>	<b>\$159,067</b>	

### 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)
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Grade	Previous School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	<b>Urgent Intervention</b> <10 <sup>th</sup> percentile	<b>At &amp; Above Benchmark</b> 40 <sup>th</sup> percentile & above	<b>Urgent Intervention</b> <10 <sup>th</sup> percentile	<b>At &amp; Above Benchmark</b> 40 <sup>th</sup> percentile & above
<b>K</b>	5%	83%	3%	85%
<b>1</b>	26%	57%	24%	59%
<b>2</b>	1%	83%	0%	85%
<b>Florida Assessment of Student Thinking (FAST)</b>				
Grade	Previous School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	<b>Level 1</b>	<b>Levels 3-5</b>	<b>Level 1</b>	<b>Levels 3-5</b>
<b>3</b>	20%	54%	18%	56%
<b>4</b>	13%	67%	11%	69%
<b>5</b>	12%	65%	10%	67%

**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.**

The School Literacy Leadership Team (LLT) consists of the school administrators, curriculum specialist, reading specialist, team leaders, and media specialist. At the start of the school year, the roles and responsibilities are reviewed and discussed to ensure the full implementation of the K-12 CERP. The LLT provides support to teachers and learners using evidence-based practices and resources throughout the school year.

- 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.**

The LLT and administrators work collaboratively to establish literacy goals using data to make informed decisions. Action steps are created and monitored frequently to align with the strategic direction of the school improvement plan. Members of the LLT team meet regularly in data chat meetings, school-wide planning meetings, MTSS/Rtl meetings, and leadership meetings to make sure that the students' academic, physical, and social needs are met and that the school environment is conducive to learning and improving literacy achievement.

**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	<b>STAR Assessments</b> <b>FAST Progress Monitoring</b> <b>Data</b>	<b>STAR CBM</b> <b>Lexia Core5</b> <b>STAR Assessments</b> <b>STAR Early Literacy Assessments</b> <b>FAST Progress Monitoring</b>
Actions for continuous support and improvement	<b>Walkthroughs</b>	<b>Walkthroughs, data chats, PLC meetings</b>

<b>Grades 6-8</b>	<b>District Level</b>	<b>School Level</b>
Data that will be collected and frequency of review	N/A	N/A
Actions for continuous support and improvement	N/A	N/A
<b>Grades 9-12</b>	<b>District Level</b>	<b>School Level</b>
Data that will be collected and frequency of review	N/A	N/A
Actions for continuous support and improvement	N/A	N/A

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

The Leadership Team meets weekly to monitor the progress of the school improvement goals. During the meetings, action items are brought forward to the leadership team, via team leaders' minutes notes, data chat summary notes, or email conversations regarding implementation concerns or suggestions. Tabletop discussions, using data and other documents related to the items are conducted. Further, follow-up plans or action steps are developed, if needed.

**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 CERP has been revised to include monitoring of tier 1, tier 2, and tier 3 to ensure that the instruction is done with fidelity. The root cause analysis of student performance data indicates that continuous improvement is needed to support teachers with instruction and tiered interventions.

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

The implementation is monitored by informal classroom walkthroughs by administrators 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 LLT meets quarterly to review grade level and school data to identify and address policies and procedures that may pose a barrier in the learning environment. The curriculum specialist tracks the data, including all subgroups, to ensure alignment with the B.E.S.T. standards, assessment, and instruction.

**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.**

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.

**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.**

FSU-Broward is only one school. The Reading Specialist guides teachers and is certified in reading.

**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:
  - The major reading components, as needed, based on an analysis of student performance data;
  - Administration and analysis of instructional assessments; and
  - Providing differentiated 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; and
- 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; and
- 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 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 reading 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 does not have one person who performs the duties of a reading coach. Several people address the reading coach requirements. There is a Reading Specialist who is certified in reading. Administration and the school's leadership team are responsible for supporting the needs of the individuals who perform the duties of the reading coach.

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?

Administration and the school's leadership team are responsible for supporting the coaching model. The reading specialist and the curriculum specialist are a part of the leadership team. They provide feedback to the other members of the team.

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

Leadership meetings are conducted and the data is reviewed.

## 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\(b\)\(2\)\(ii\)](#);

- **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; and
- **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.**

The FSU-Broward's Decision Tree chart ensures alignment of the K-5 reading instruction and Florida's Formula for Success. The 90 minute reading block consists of daily instruction in the six areas of reading. Tier 1 instruction is explicit and evidence-based. The Tier 2 and Tier 3 instruction is conducted in an intervention block in order to meet the needs of students needing supplemental or intensive instruction, including students with disabilities and English Language Learners. Data from screening, progress monitoring, diagnostic, and summative assessments is analyzed in order to determine the needs of the students.

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

N/A

**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; and
- 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	<input checked="" type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
FAST Star Reading	<input type="checkbox"/> PreK <input type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year

Name of the Assessment	Target Audience (Grades 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?
	<input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5	<input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension		<input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
FAST ELA Reading	<input type="checkbox"/> PreK <input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Other District Assessment (Enter name of assessment. Then, select all that apply.)  STAR Early Literacy and STAR	<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"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input checked="" type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> 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.**

Students are identified as needing Tier2/Tier3 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 for identifying grades 4-5 students in need of Tier 2/Tier 3 interventions.**

Students are identified as needing Tier2/Tier3 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.

<b>Grades K-5 Decision Tree</b>
<b>Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.</b>
<b>Beginning of year data</b>
<p><b>IF: Student meets the following criteria at the beginning of the school year:</b>            Score is above the 40<sup>th</sup> percentile on the FAST, Star Early Literacy, or Star reading assessment for grades K-2 and 4-5 and above the 50<sup>th</sup> percentile for third grade.</p>
<b>THEN TIER 1 Only</b>
<p><b>Core Instruction</b>            Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence.            Benchmark Advanced (state approved) Teachers use the textbook and digital resources to provide systematic instruction focusing on foundational skills, vocabulary, comprehension, and writing.</p>

<p><b>List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.</b> At least 80% of the students would score above the 40<sup>th</sup> percentile on the FAST, Star Early Literacy, or Star reading assessment for grades K-2 and 4-5 and above the 50<sup>th</sup> percentile for third grade.</p>
<p><b>Explain how the effectiveness of Tier 1 instruction is monitored.</b> Data chats are conducted. FAST, Star Early Literacy, and Star data are analyzed. In addition, Lexia instruction data is monitored.</p>
<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</b> Analyzing and interpreting data through Professional Learning Communities, walkthroughs, and collaborative grade level common planning will be in place.</p>
<p><b>Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:</b></p>
<p><b>Beginning of year data</b></p>
<p><b>IF: Student meets the following criteria at the beginning of the school year:</b> Score is below the 40<sup>th</sup> percentile on the FAST, Star Early Literacy, or Star reading assessment for grades K-2 and 4-5 and below the 50<sup>th</sup> percentile for third grade.</p>
<p style="text-align: center;"><b>THEN TIER 1 Instruction and TIER 2 Interventions</b></p>
<p><b>Supplemental Instruction/Interventions</b> Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.</p> <p>Lexia Core 5 Program, at least three times a week (State approved) Foundations (Wilson Reading System)-double dose, at least three times a week (State approved) Read Naturally/Reciprocal teaching at least three times a week (IES promising level of reading achievement) Rewards and Phonics for Reading (Voyager Sopris,) at least three times a week (ESSA strong level)</p>
<p><b>Indicate the evidence-based programs and practices</b> implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.</p> <p>Lexia Core 5 Program, at least three times a week (State approved) Foundations, Wilson, or Just Words (Wilson Reading System)-double dose, at least three times a week (State approved) Read Naturally/Reciprocal teaching at least three times a week (IES promising level of reading achievement) Rewards and Phonics for Reading (Voyager Sopris,) at least three times a week (ESSA strong level) Quick Reads (Savvas Learning Company) at least three times a week (ESSA strong level)</p>
<p><b>For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided.</b></p> <p>Lexia Core 5 Program, at least three times a week (State approved) Foundations (Wilson Reading System)-double dose, at least three times a week (State approved) Read Naturally/Reciprocal teaching at least three times a week (IES promising level of reading achievement) Rewards and Phonics for Reading (Voyager Sopris,) at least three times a week (ESSA strong level)</p>
<p><b>Number of times per week interventions are provided:</b> <b>3</b></p>

<p><b>Number of minutes per intervention session:</b> 20-30 minutes</p>
<p><b>Explain how the effectiveness of Tier 2 interventions are monitored.</b> Data chats are conducted. FAST, Star Early Literacy, and Star data are analyzed. In addition, Lexia instruction data is monitored.</p>
<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?</b> The members of the MTSS/Rtl team and Literacy Leadership Team analyze data and review Data Chats notes on action steps to determine next steps.</p>
<p><b>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</b></p>
<p><b>Beginning of year data</b></p>
<p><b>IF: Student meets the following criteria at the beginning of the school year:</b> Students who received Tier 3 interventions in the previous school year or students who received multiple years of Tier 2 interventions with minimal progress as determined by the MTSS/Rtl team.</p>
<p style="text-align: center;"><b>THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions</b></p>
<p><b>Intensive, Individualized Instruction/Interventions</b> Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence. Lexia Core 5 Program, at least four times a week (State approved) Foundations (Wilson Reading System)-double dose, at least four times a week (State approved) Read Naturally/Reciprocal teaching at least four times a week (IES promising level of reading achievement) Rewards and Phonics for Reading (Voyager Sopris,) at least four times a week (ESSA strong level)</p>
<p><b>Indicate the evidence-based programs and practices</b> implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable. Lexia Core 5 Program, at least four times a week (State approved) Foundations, Wilson, or Just Words (Wilson Reading System)-double dose, at least four times a week (State approved) Read Naturally/Reciprocal teaching at least four times a week (IES promising level of reading achievement) Rewards and Phonics for Reading (Voyager Sopris,) at least four times a week (ESSA strong level) Quick Reads (Savvas Learning Company) at least four times a week (ESSA strong level)</p>
<p><b>For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided.</b> Lexia Core 5 Program, at least four times a week (State approved) Foundations (Wilson Reading System)-double dose, at least four times a week (State approved) Read Naturally/Reciprocal teaching at least four times a week (IES promising level of reading achievement) Rewards and Phonics for Reading (Voyager Sopris,) at least four times a week (ESSA strong level)</p>
<p><b>Number of times per week interventions are provided:</b> 4-5</p>
<p><b>Number of minutes per intervention session:</b> 20-30 minutes</p>
<p><b>Explain how the effectiveness of Tier 3 interventions are monitored.</b></p>

Data chats are conducted. FAST, Star Early Literacy, and Star data are analyzed. In addition, Lexia instruction data is monitored.

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

The members of the MTSS/RtI team and Literacy Leadership Team analyze data and review Data Chats notes on action steps to determine next steps.

**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\(21\)\(A\)\(i\)](#).**

FSU-Broward District will use Lexia (state approved), Read Naturally (reciprocal teaching #27, 0.74), Foundations (State approved)

**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 summer academy program will focus on students in grades K-4. FSU-Broward District will use Lexia (state approved), Read Naturally (reciprocal teaching #27, 0.74), Foundations (State approved)

**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.

- FSU-Broward District partners with the Professional Development Center (PDC) through Panhandle Area Education Consortium (PAEC) to provide professional development to teachers which includes training to help teachers integrate the six areas of reading, including multisensory intervention strategies, and structured literacy.
- The leadership team utilizes progress monitoring data to identify what professional skills need further development and provides ample opportunities and a timeline to accomplish set goals.
- Mentor teachers and model classrooms are identified.
- A staff development schedule reflects the weekly meetings that are set aside for professional development.

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

Teachers may sign up to take the Reading Endorsement classes through PAEC.

**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.).**

Tutoring programs are offered for students who need extra support for all grades, grades K-5.

**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 Read-at-Home Plan will be distributed to all students with a substantial reading deficiency. The Read-at-Home Plan is sent to all parents electronically. A hard copy is sent home with students who are on a PMP or have an IEP. The Read-at-Home Plan is a plan that describes strategies and suggestions for helping students with reading skills. The plan includes multisensory strategies, an overview of the components of reading, and reading activities and resources for students. In addition, students who are reading below grade level are invited to participate in the New Worlds Reading Initiatives.