

FAU Lab School

District Comprehensive Evidence-Based Reading Plan

Annually, school districts must develop a Comprehensive Evidence-Based Reading Plan (CERP) that outlines the components of the district's comprehensive system of reading instruction. In order to assist districts, the Florida Department of Education (Department) has developed the 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	Tammy Bresnahan	tbresnah@fau.edu	561-297-3204
Data Element	Gina Hufty	gbove@fau.edu	561-297-0770
Third Grade Promotion	Rebecca Kasten	rkasten@fau.edu	561-297-0638
MTSS	Jessica Foreman	foremanj@fau.edu	561-297-0131
Administrator	Lauren Robinson	lrobin15@fau.edu	561-297-0638

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	\$108,333	1.0
Intervention teachers	\$80,120	1.0
Scientifically researched and evidence-based supplemental instructional materials	\$ 28,462	
Third grade summer reading camps	\$720	
Summer reading camps	\$6,460	
Secondary Expenses		
Literacy coaches	0	
Intervention teachers	0	
Scientifically researched and evidence-based supplemental instructional materials	0	
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	\$75	
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification	0	
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential	0	
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)	\$18,059	
Tutoring programs to accelerate literacy learning	0	
Family engagement activities	0	
Other – Please Describe (Add additional rows as needed.)		
Estimated Sum of Expenditures	\$242,225	

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 - The FAU school district does not have a VPK program.

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	100%	100%
1	3%	0	92%	95%
2	0	0	94%	95%
3	0	0	89%	95%
4	1%	0	94%	95%
5	1%	0	96%	100%
6	1%	0	98%	100%
7	0	0	95%	100%
8	0	0	96%	100%
9	0	0	100%	100%
10	0	0	99%	100%

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:

As a 1-school district, “district /school-based” assessments are one in the same.

Grades K-5	District / School Level	
Data that will be collected and frequency of review	FAST progress monitoring/summative assessment for ELA, 3x/year iReady diagnostic, 2x/year Phonics screener, 3x/year PA screener, 2x/year	
Actions for continuous support and improvement	Quarterly data review with principal and assistant principals Monthly data chats with teachers, literacy coach, and interventionists to identify areas for student growth.	
Grades 6-8	District / School Level	
Data that will be collected and frequency of review	FAST progress monitoring/summative assessment for ELA, 3x/year CommonLit 360 diagnostic 3x/year	
Actions for continuous support and improvement	Quarterly data review with principal and assistant principals Monthly data chats with teachers, instructional facilitators, and ESE	

	instructor to identify areas for student growth.	
Grades 9-12	District / School Level	
Data that will be collected and frequency of review	FAST progress monitoring/summative assessment for ELA, 3x/year. Students in grades 10-12 are fully dual enrolled at FAU. The school counselors monitor students' grades.	
Actions for continuous support and improvement	Data review with principal after the FAST PM1 and PM2 Data review with principal after the FAST PM1 and PM2	

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

FAU Lab School's CERP reflects evidence-based instruction, programs, and interventions. No major changes were made in the implementation of the 24-25 CERP and the assessment results were as successful as the year prior. Data analysis using PowerBi helped the Literacy Leadership Team (LLT) focus on intervention outcomes, identify students ready for acceleration, and ensure alignment with our school-based assessments and the FAST assessments.

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

Utilizing a literacy walkthrough tool, the administrative team and the literacy coach conduct monthly classroom walkthrough observations. Walkthrough data are collected and reviewed. These observations provide the basis for productive communication and to inform professional learning (PL) needs and improve students' literacy outcomes through impact coaching cycles.

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

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

Because FAU Lab School is a one-school district, the principal and other administrators are an integral part of the LLT. Reviewing and analyzing data to establish and track goals is a well-established component of the Team. Assistant principals, literacy coach, data specialist, and instructional facilitator meet quarterly with the principal and superintendent to monitor and discuss student data. All student data, including academic, behavioral, and attendance are shared and discussed.

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?

FAU Lab School consists of one school: A.D. Henderson University & FAU High School. The principal is part of the Literacy Leadership Team and assists with creating the CERP. The principal reviews the final CERP prior to the School Advisory Body's annual approval and provides feedback.

The literacy coach holds K-12 certification in reading as well as the Literacy Coach Endorsement. In addition, the literacy coach participates in a variety of literacy professional learning events (Reading League, Summer Literacy Institute, TLC Institute, and webinars provided by JRF!).

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

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

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

There is one literacy coach who, along with the school's principal, determines the coach's priorities for the upcoming school year. In addition, the literacy coach attends all state-supported training, monthly JRF! meetings, and reviews any changes in legislation with the "district" reading contact. The principal supported the literacy coach's participation in the Lastinger Centers' Literacy Coach Endorsement program to ensure full understanding of high-impact activities.

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

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

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

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

- Evaluates student data to identify gaps in achievement and learning gains.
- Initiates coaching impact cycles, collecting pre/post data
- Uses observational data to track teacher growth toward shared improvement goal
- Reviews coaching activity documentation including scheduled time for curriculum planning, impact cycles, modeling instruction, co-teaching, data analysis, etc.
- Evaluates teacher satisfaction through end-of-cycle coaching survey and year-end professional learning survey.

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?

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

All four assessment types (screening, progress monitoring, diagnostic, and summative) are used to continually monitor student progress. Oral language and phonemic awareness screeners and other classroom-based formative assessments determine students in need of support or enrichment. Diagnostic assessments are given twice annually. These data along with the State's progress monitoring data inform instruction. Data chats occur in 6-to-8-week cycles to assess student progress. Progress monitoring assessments are used to monitor the progress of students in Tier 2 & 3 interventions.

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

FAU Lab School does not have a PreK program.

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

FAU Lab School does not have a PreK program.

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.](#)

FAU Lab School does not have a PreK program.

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	☒ VPK	☒ Oral Language	☒ Screening	☒ 3 x Year

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
Star Early Literacy	☒ Grade K ☒ Grade 1	☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Progress Monitoring ☒ Summative	
FAST Star Reading	☒ Grade 1 ☒ Grade 2	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year
FAST ELA Reading	☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

Additional Assessments				
Name of the Assessment	Target Audience (Grades K-5)	What component of reading is assessed?	Assessment Type	How often is the data collected?
iReady Diagnostic	☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☐ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other 2 x/yr.
Heggerty Phonemic Awareness Skills Screener Assessment	☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☐ Grade 4 ☐ Grade 5 ☐ All Students ☐ Select Students	☐ Oral Language ☒ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☐ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed o ☐ Other 2 x/yr.
Letter Names, Letter Sounds, and Concepts of Print	☒ Grade K ☒ Grade 1 ☐ Grade 2	☐ Oral Language ☐ Phonological Awareness	☐ Screening ☒ Progress Monitoring	☐ Weekly ☐ 2 x Month ☐ Monthly

	☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☐ All Students ☐ Select Students	☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Diagnostic ☐ Summative	☐ Quarterly ☒ 3 x Year ☐ Annually ☒ As Needed ☐ Other 2 x/yr.
Foundations unit assessments	☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☐ Grade 4 ☐ Grade 5 ☐ All Students ☐ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☒ Weekly ☒ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other 2 x/yr.
Core reading curriculum, unit assessments	☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☒ 2 x Month ☒ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other 2 x/yr.
CORE Reading Assessments	☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☐ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other 2 x/yr.

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.

At FAU Lab School, students in grades K-3 are identified as needing Tier 2 interventions if they score Level 1 or 2 on any administration of the FAST assessment and/or score below the 39th percentile on the iReady diagnostic or the student has demonstrated, through other progress monitoring, formative assessments, or teacher observation data, reading skills below the minimum achievement levels for reading competency in one or more of the areas of reading: phonological awareness, phonics, vocabulary, including oral language skills, fluency, and comprehension. Action steps are detailed below:

Provide high-quality core instruction (Tier I) to all students.

- If the student has a poor response to Tier I, refer the student to the school-based team (SBT).
- The SBT will develop and implement an evidence-based Tier II intervention for 6-8 weeks while collecting progress monitoring data.
 - If the student responds positively to the intervention, maintain Tier II instruction until the learning gap is closed.
 - If the student does not respond positively, refer back to the SBT
- SBT will develop and implement an evidence-based Tier III intervention for 6-8 weeks while collecting progress monitoring data.
 - Positive response: Maintain Tier III until the learning gap is closed
 - Poor response: SBT team will schedule a meeting to consider the need for an initial ESE evaluation while continuing Tier II and Tier III interventions

Students who score Level 1 on any FAST assessment are identified as needing Tier 3 interventions. Tier 3 interventions are also provided to any student who fails to respond to interventions provided in Tier 2.

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

Students in grades 4-5 are identified as needing Tier 2 interventions if they score Level 2 on any administration of the FAST assessment and/or score between the 26th and 39th percentile on the iReady

diagnostic. Students who score Level 1 on any FAST assessment are identified as needing Tier 3 interventions. Tier 3 interventions are also provided to any student who fails to respond to interventions provided in Tier 2.

The same process for K-3 MTSS is used for students in grades 4 and 5.

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.

1. Administer phonemic awareness and phonics screeners at the start of the school year to all students in kindergarten through grade 3.
2. Analyze data to determine students who display difficulty with accurate and fluent word recognition, spelling, identifying letters and their sounds, and confusion in the sequence of letters and sounds.
3. Notify parents of students who are identified with the characteristics of dyslexia immediately and in writing and consult in the development of a plan for intensive intervention.
4. Implement appropriate interventions and evaluate outcomes as indicated above.

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.

Students with Characteristics of Dyslexia

Students with dyslexia may struggle with word recognition, decoding, spelling, handwriting, oral language, word retrieval, fluency, and comprehension.

FAU Lab Schools: K-5 Decision-Making Process

Grounded in the Science of Reading, the process begins with universal screening using Dibels 8th Edition and follows these steps:

1. Phonological Awareness → Provide Tier 1 small-group support; if no progress, move to Tier 2.
 2. Phonics → Same process as above.
 3. Fluency → Provide targeted intervention if a gap is found.
 4. Vocabulary → Provide targeted intervention if a gap is found.
 5. Comprehension → Address only after foundational skills are secure.
- FAU Lab Schools: Decision-Making Process for Students with Characteristics of Dyslexia
 - Step 1: Universal Screening
 - Identify potential areas of difficulty.
 - Step 2: Phonological Awareness
 - If a gap is found → provide Tier 1 small-group intervention.
 - If no progress → move to Tier 2 using evidence-based resources.
 - Step 3: Phonics
 - If a gap is found → provide Tier 1 intervention.
 - If no progress → move to Tier 2.

Step 4: Fluency
 If a gap is found → provide targeted intervention.
 Step 5: Vocabulary
 If a gap is found → provide targeted intervention.
 Step 6: Comprehension
 Address only after foundational skills are secure.

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

Utilizing State and District assessments outlined above in item 1, the effectiveness of Tier 1 instruction is monitored through data chats, literacy team meetings, classroom walkthroughs, phonics unit assessments, pre- and post- reading units of study, and writing assessments.

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

Tier 2 interventions are monitored throughout an 8-10 week cycle. The instructional facilitator or literacy coach and the MTSS coordinator monitor the implementation of each intervention to ensure fidelity. The instructional facilitator, literacy coach, and MTSS coordinator also ensure weekly or biweekly progress monitoring data are collected and analyzed. The MTSS coordinator meets with each interventionist at midcycle to review student response to intervention and make any necessary changes. Finally, the school-based team meets with teachers at the end of each cycle to analyze student progress and make decisions for the next intervention cycle.

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

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

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	
Students must meet the following criteria at the beginning of the school year FAST PM1 Score: At or above Level 3	
● iReady Diagnostic- at or above 40th percentile	
List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students.	
● FAST - At least 80% of the students score at Level 3 or above, or criteria for grade level performance set by the FDOE. ● iReady Reading Assessment - at least 80% of the students score at or above the 40th percentile	
What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?	

Data chats, coaching cycles, informal/formal classroom observations, literacy team meetings, school problem-solving team meetings, grade and department level collaboration, and PLCs are used to identify and solve problems in order to improve the effectiveness of Tier 1 instruction for all students.		
Core Instruction Indicate the core curriculum utilized. Add additional rows as needed.		
Name of Program	Year of Program Adoption	
Wilson's Language Training, Foundations	2025	
Teacher/District - Developed Units of Study for Teaching Reading aligned to the B.E.S.T. standards	N/A	
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: - Kindergarten - Grade 2: Scored "Below Benchmark" (below 40 PR) criteria on the FAST STAR Early Literacy or Reading Assessment for 2025-2026 PM1 or any of the PM assessments. - Grades 3-5: Scored below Level 3 during the FAST-Cambium Progress Monitoring from 2024-2025 FAST PM3 or 2025-2026 PM1 or any of the PM assessments.		
Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) - FAST Score Level 2 or below - iReady Diagnostic- below the 39th percentile		
Number of times per week interventions are provided: Interventions are provided 4 days per week. Number of minutes per intervention session: Each intervention session is 30 minutes.		
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)
The Heggerty Phonemic Awareness		The Heggerty Phonemic Awareness Program does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade Recommendation 3: Provide intensive, systematic instruction on foundational reading skills [including phonemic awareness]. These recommendations were built into the program by explicit, systematic instruction for phonemic and phonological awareness. The district supports and monitors implementation of this program by conducting data chats and observational walkthroughs, including ongoing PL provided by the literacy coach.
Lexia Core 5	Strong Evidence	Lexia is on the 25-26 State Adoption List

Fundations Fun in Focus		Fundations Fun in Focus does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 3. Fundations Fun in Focus teaches students to decode words, analyze word parts, and write and recognize words. This practice has Strong Evidence of effectiveness. These recommendations were built into the program by explicit, systematic instruction for phonological awareness, decoding practice and reading texts with phonetically controlled vocabulary. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including two initial professional learning sessions (provided by the publisher) and bi-weekly check-ins.
Megawords: Multisyllabic Words for Reading, Spelling and Vocabulary		Megawords does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide, Foundational Skills to support Reading for Understanding in K-3 rd grade, Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words. These recommendations were built into the program by explicit, systematic instruction for phonemic and phonological awareness. The district supports and monitors implementation of this program by conducting data chats and observational walkthroughs, including ongoing PL provided by the literacy coach.
95 Comprehension		95 Comprehension does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Foundational Skills to support Reading for Understanding in K-3 rd grade, Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. These recommendations were built into the program by explicit, systematic instruction for phonological awareness, decoding practice and reading texts with phonetically controlled vocabulary. The district supports and monitors implementation of this program by conducting data chats and observational walkthroughs, including ongoing PL provided by the literacy coach.
Indicate the evidence-based programs and/or practices implemented for students with a disability,		
Name of Program	ESSA Evidence Level	Verbiage (as needed)

English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided. Explicit, systematic and multisensory approach to phonics develops awareness of the segments of sounds in speech and how they link to letters and teaches students to decode words, analyze word parts, and write and recognize words. Decodable readers along with the interventions above provide comprehensive, evidenced-based instruction. Lexia Core 5 utilizes an explicit, systematic and multisensory approach to phonics, develops awareness of the segments of sounds in speech and how they link to letters and teaches students to decode words, analyze word parts, and write and recognize words. The teacher supported lessons utilize finger tapping, letter tiles and other multisensory media to blend and read words.		
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Through the school/district-wide progress monitoring process, students who score Level 1 on any FAST assessment are provided an additional layer of intensive support through Tier 3 interventions Tier 3 interventions may also be recommended for students who fail to respond positively (score below 80% of PM tool) to Tier 2 interventions or despite the results of the interventions continue to fall significantly below his/her peers. Individual diagnostic assessments may be administered to help identify the specific difficulty to accurately plan the intervention.		
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: (Enter assessment criteria that will be used.) ● Students retained in grade 3 ● FAST Score Level 1 in any administration of the FAST ESA ● iReady Diagnostic- at or below the 25th percentile* Because of the high expectations for FAU Lab School students, a broader criterion than required is used to identify and remediate the district's lowest performing students. This is in compliance legislation requiring schools to provide Tier 3 interventions for students in grades K-3 with a substantial deficiency in reading and in need of Tier 3 interventions when they have been previously retained. Students in grades K-2 are identified if they score below the 10th percentile on the coordinated screening and progress monitoring system or a level 1 on the end of the year assessment. Students in grade 3 are identified if they score below the 20th percentile on the coordinated screening and progress monitoring system or a level 1 on the end of the year assessment.		
Number of times per week interventions are provided: These interventions are provided 4-5 times per week, in addition to Tier 1 instruction and Tier 2 interventions. Number of minutes per intervention session: Each session is 30 minutes.		
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		Verbiage (as needed)
Windsor Learning Sondag System		Windsor Learning Sondag System does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence; Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence; and Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. The Windsor Learning Sondag System demonstrates the recommendations from the What Works Clearinghouse (WWC) practice guides by using a systematic, explicit, and multisensory approach to foundational reading instruction. The program's design aligns with key WWC recommendations, particularly those focused on developing phonological awareness and phonics skills, and providing effective instruction for struggling readers. These recommendations were built into the program by explicit, systematic instruction for phonological awareness, decoding practice and reading texts with phonetically controlled vocabulary. The district supports and monitors implementation of this program by conducting data chats and observational walkthroughs, including ongoing PL provided by the literacy coach.
Lexia Core 5 Teacher-led lessons.	Strong	State adoption list
FlyLeaf Publishing Intervention System		FlyLeaf Publishing does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence; Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence; and Recommendation 4: Ensure that each student reads

		connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. These recommendations were built into the program by explicit, systematic instruction for phonological awareness, decoding practice and reading texts with phonetically controlled vocabulary. Flyleaf Publishing's intervention system demonstrates the recommendations from the What Works Clearinghouse (WWC) practice guides by providing explicit and systematic instruction in foundational reading skills through a structured, evidence-based approach. The program aligns with key WWC recommendations by focusing on phonemic awareness, systematic decoding, fluency, comprehension, and vocabulary development, using decodable texts and ongoing assessments to monitor student progress. The district supports and monitors implementation of this program by conducting data chats and observational walkthroughs, including ongoing PL provided by the literacy coach.
Indicate the evidence-based programs and/or practices implemented for students with a disability,		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided. Explicit, systematic and multisensory approach to phonics develops awareness of the segments of sounds in speech and how they link to letters and teaches students to decode words, analyze word parts, and write and recognize words. Decodable readers along with the interventions above provide comprehensive, evidenced-based instruction. Lexia Core 5, teacher-led lessons utilize an explicit, systematic and multisensory approach to phonics, develops awareness of the segments of sounds in speech and how they link to letters and teaches students to decode words, analyze word parts, and write and recognize words. The teacher supported lessons utilize finger tapping, letter tiles and other multisensory media to blend and read words.		
What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? The MTSS problem-solving process is utilized. Fidelity checks and data chats with teachers occur every month regarding the progress of students in a Tier 3 intervention. Teachers are trained how to use intervention programs at the beginning of the school year and during Professional Learning Days. The		

literacy coach and the MTSS coordinator conduct periodic fidelity checks. Meetings and training are also held with the MTSS coordinator and the literacy coach at the beginning of each intervention cycle to ensure that each instructor understands how to implement programs with fidelity.

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.
 - o *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.](#)

Schedule: Monday - Friday, 4 weeks in June from 8:00am to 12:30pm
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): Tier 2 and Tier 3 interventions will be utilized according to the student(s) specific need for instruction. Summer materials include Lexia Core5 Reading,
Alternative Assessment Used: iReady or SAT 10

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

Will the district implement this option? ✓ Yes
If yes, please describe the grade level(s) that will be invited to participate. Students who completed Kindergarten, grade 1, and grade 2 who score below Level 3 of PM 3 of FAST will be invited to participate in a summer reading program.

Grades 6-8

8. Grades 6-8 Assessments

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST ELA Reading	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

Indicate in the chart below the assessment(s) used to guide instructional decision-making for grades 6-8 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-8) (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?
CommonLit Diagnostic	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☒ As Needed ☐ Other 2 x/yr.
CORE Reading Assessment	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☐ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other 2 x/yr.
Standards-aligned unit assessments	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☒ Vocabulary ☒ Comprehension	☒ Summative	☒ As Needed

9. Describe the district's process (e.g., MTSS) for identifying grades 6-8 students in need of Tier 2/Tier 3 interventions.

Students who score Level 1 or Level 2 on the FAST assessment are identified as needing Tier 2 interventions. Students who fail to respond to Tier 2 interventions are provided Tier 3 interventions. The action steps are below:

Provide high-quality core instruction (Tier I) to all students.

- If the student has a poor response to Tier I, refer the student to the school-based team (SBT).
- The SBT will develop and implement an evidence-based Tier II intervention for 6-8 weeks while collecting progress monitoring data.
 - If the student responds positively to the intervention, maintain Tier II instruction until the learning gap is closed.
 - If the student does not respond positively, refer back to the SBT
- SBT will develop and implement an evidence-based Tier III intervention for 6-8 weeks while collecting progress monitoring data.
 - Positive response: Maintain Tier III until the learning gap is closed

- o Poor response: SBT team will schedule a meeting to consider the need for an initial ESE evaluation while continuing Tier II and Tier III interventions

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

Data from FAST progress monitoring and diagnostic and formative assessments during core instruction are analyzed to ensure student progress toward attaining grade level standards. School administrators conduct data chats and classroom monthly walkthroughs to ensure fidelity of implementation of the ELA curriculum, including interventions. The assistant principal meets with the middle school team to review student classroom grades, intervention progress, and data from PM testing each quarter. The literacy coach and instructional facilitators, and assistant principal meet each quarter with the school principal and superintendent for a data review.

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

The Tier 2 instructor/interventionist collects formative assessment data on a daily basis. These data include an analysis of the students' reading comprehension and fluency. Each month, a report on student growth is created and shared with appropriate teachers and administrators. The interventionist meets each quarter with the level administrator to review the student data to make decisions about the instruction and interventions.

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

Tier 3 interventions are monitored monthly. The instructional facilitator and MTSS coordinator monitor the implementation of each intervention to ensure fidelity. The instructional facilitator and MTSS coordinator also ensure weekly progress monitoring data is collected and analyzed regularly. The MTSS Coordinator meets with each intervention teacher throughout the month to review student response to intervention and make any necessary changes. The MTSS coordinator communicates with the parents regarding their child's response to intervention. Finally, the MTSS team meets with teachers at the end of each 8 week cycle to analyze student progress and make decisions for the next steps.

Grades 6-8 Decision Tree

Tier 1 (Core) Only

Beginning of Year Data

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

Score Level 3 or higher on the FAST ELA PM3 from the previous school year. Score a scale score of 205 or higher on the Common Lit fall diagnostic, indicating on or above grade level.

List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.

At least 80% of students score Level 3 or above on the FAST ELA PM3 assessment.

At least 80% of students score 75% or above on standards-aligned unit assessments.

Results from the 2025 FAST ELA PM3 indicated that 97% of students in grades 6 through 8 scored Level 3, 4 or 5, with 86% of students scoring Level 4 or Level 5. This is well over the 80% threshold indicating the Tier 1 curriculum sufficiently meets nearly all students' needs.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? Classroom walkthrough data and student progress monitoring data are discussed during the Literacy Leadership Team (LLT) meetings. During those meetings, students who are struggling with grade level content are identified for further intervention. Participants of the LLT include the literacy coach, classroom teachers, interventionists, instructional facilitators, and administrators.	
Core Instruction Indicate the core curriculum utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
CommonLit 360	CommonLit 360 does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the use of CommonLit 360 - Improving Adolescent Literacy: Effective Classroom and Intervention Practices, Recommendation 1 - Provide explicit vocabulary instruction. And recommendation 2-Provide direct and explicit comprehension strategy instruction. Both recommendations have shown to have strong evidence. These recommendations were built into the program by providing explicit vocabulary, direct and explicit comprehension strategies, provides opportunities for extended discussion of text meaning, and increases student motivation and engagement by exposing them to multiple genres. These strategies have strong evidence according to this guide. The district will support and monitor implementation of this program by monitoring students classroom assessments and FAST PM scores at monthly data chats and data review with the superintendent quarterly), Teachers are provided with professional learning review each year. If a new teacher joins the staff, they will be provided more intense PL on the use of the program, associated assessments, and data analysis
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Student scores Level 1 or Level 2 on the FAST PM3 assessment during the previous school year or any FAST ELA PM assessment .Student scores at or below 204 scale score on the fall or winter CommonLit diagnostic assessment.	

Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: Students score Level 1 or Level 2 on the FAST PM3 assessment during the previous school year or scores “below or approaching grade level” (at or below a 204 scale score) on the CommonLit Diagnostic beginning of the year assessment.		
Number of times per week interventions are provided: Interventions are provided 2 to 3 times/week Number of minutes per intervention session: 90 minutes Course(s) where interventions take place: Interventions take place during the critical thinking course.		
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		Verbiage (as needed)
Lexia PowerUp	Strong	25-26 State adoption list
95 Vocabulary Surge		95 Vocabulary Surge does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide - <i>Providing Reading Interventions for Students in Grades 4-9</i> – 95 Vocab Surge is in alignment with Recommendation 3- Provide explicit vocabulary instruction, which has strong evidence. This is built into the program as it assists students with building decoding skills to read complex multisyllabic words and providing purposeful fluency-building activities to help student read effortlessly has strong evidence for improving students’ reading ability. The district will support and monitor implementation of this program by monitoring data and engaging in data chats with instructors, and conducting observational walkthroughs.
MegaWords		Megawords does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide - <i>Providing Reading Interventions for Students in Grades 4-9</i> – In line with recommendation 3- Routinely use a set of comprehension-building practices to help students make sense of the text, which has shown strong evidence. This is built into the program by providing decoding skills for reading complex multisyllabic words and providing purposeful fluency-building activities to help student read effortlessly has strong evidence for improving students’ reading ability. The district will support and monitor implementation of this program by monitoring data and engaging in data chats with instructors, and conducting observational walkthroughs.

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, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Name of Program		
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Students who score Level 1 on the FAST ELA assessment from the previous year or students who score Level 1 or Level 2 on any administration of the FAST ELA test and who did not show growth from PM1 to PM 2 will be provided with Tier 3 interventions. Additionally, if students score at or below a 177 scale score on the fall or winter Common Lit diagnostic, this will prompt the addition of a Tier 3 intervention.		
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: Level 1 on the FAST ELA assessment from the previous year or students who score Level 1 or Level 2 on any administration of the FAST ELA test and who did not show growth from PM1 to PM 2 will be provided with Tier 3 interventions. Additionally, if students score at or below a 177 scale score on the fall or winter Common Lit diagnostic, this will prompt the addition of a Tier 3 intervention.		
Number of times per week interventions are provided: 3 times per week Number of minutes per intervention session: 50 minutes Course(s) where interventions take place: For students not enrolled in the critical thinking course or the learning strategies course, the intervention will take place after school and be provided by an instructor who is certified or endorsed in reading.		
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 PowerUp	Strong	25-26 State adoption list
95 Vocabulary Surge		95 Vocabulary Surge does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide - <i>Providing Reading Interventions for Students in Grades 4-9</i> - 95 Vocab Surge is in alignment with Recommendation 3- Routinely use a set of comprehension-building practices to help students make sense of the text, which has shown strong evidence. This is built into the program by building decoding skills to read complex multisyllabic words and providing purposeful fluency-building activities to help student read effortlessly has strong evidence for improving students' reading ability. The district will support and monitor

		implementation of this program by monitoring data and engaging in data chats with instructors, and conducting observational walkthroughs.
MegaWords		Megawords does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide - <i>Providing Reading Interventions for Students in Grades 4-9</i> - Recommendation 1 – Build students’ decoding skills so they can read complex multisyllabic words. This is shown to have strong evidence and is built into the program by explicitly teaching students the routine to use when they encounter unfamiliar multi-syllabic words. The district will support and monitor implementation of this program by monitoring data and engaging in data chats with instructors, and by conducting observational walkthroughs. For additional support and professional learning, the instructor may be guided by the literacy coach.
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, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? Data collected from interventions are closely monitored by the interventionist and the student support team. Frequent observation of instruction during Tier 3 instruction ensures the fidelity of implementation of the intervention. Utilizing a coaching cycle, the instructional facilitator, who is endorsed in reading, supports the instructor(s) with best practices in reading instruction when warranted.		

Grades 9-12

13. Grades 9-12 Assessments

FAST				
Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST ELA Reading	☒ Grade 9 ☒ Grade 10	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

Indicate in the chart below the assessment(s) used to guide instructional decision-making for grades 9-12 students. Add additional rows as needed.

Additional Assessment(s)				
Curricular teacher-developed end-of-unit assessments	☒ Grade 9 ☐ Grade 10 ☐ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other 2 x/yr.

14. Describe the district's process (e.g., MTSS) for identifying grades 9-12 students in need of Tier 2/Tier 3 interventions.

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

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

The ELA instructors engage in student data chats and collect evidence of student attainment of grade level B.E.S.T. standards. Students' grades in ELA-related courses are monitored quarterly. Results from FAST PM1 AND PM 2 are reviewed to ensure students are on track for the PM3 summative assessment. **The high school counselor/advisor monitors the students' university grades and resulting GPA to ensure they are on track for graduation.**

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

School counselors and administrators monitor students' grades on an on-going basis. One of the high school admission criteria is that the student scores Level 4 or 5 on the FAST ELA PM3 test and scores in the top 25% on the Accuplacer (a college-readiness exam). Because of the admission criteria, FAU High School students do not require reading interventions.

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

School counselors and administrators monitor students' grades on an on-going basis. FAU High School is an intensive early-college program whereby students must meet the selection criteria to be admitted into the program. One admission criterion is that the student scores Level 4 or 5 on the FAST ELA PM3 test and scores in the top 25% on the Accuplacer (a college-readiness exam). Because of the admission criteria, FAU High School students do not require reading interventions.

Grades 9-12 Decision Tree	
Tier 1 (Core) Only	
Beginning of Year Data	
Students must meet the following criteria at the beginning of the school year: Level 3 and above (FAU High requires students to have earned Level 4, at a minimum to be accepted into the program. 100% of students entering 9 th and 10 th grades meet this criteria.	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. The criteria that indicate the curriculum is sufficient for at least 80% of students are scores of Level 3 or above on the FAST ELA. All students in grades 9-12 maintain a minimum 3.0 GPA. Results from the 2025 FAST ELA PM3 indicated that 100% of students in grades 9 and 99% of students in grade 10 scored above Level 3, with 100% and 94% of students scoring Level 4 or Level 5, respectively. This is well over the 80% threshold, indicating the Tier 1 curriculum sufficiently meets nearly all students' needs.	
What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction and/or curriculum provided to students? The assistant principal conducts walkthroughs at least once per month. Classroom observation and student data reviews help to identify and solve problems, if any, to improve the effectiveness of Tier 1 instruction. Given the nature of the FAU High School program, students have been historically successful with Tier 1 instruction.	
Core Instruction	
Indicate the core curriculum utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
Perrine's Literature Structure, Sound, & Sense	Perrine's Literature Structure, Sound, & Sense does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices Recommendation 3 - Provide opportunities for extended discussion of text meaning and interpretation shows moderate evidence. These recommendations were built into the program by providing instruction in whole and small groups, engaging in discussions that promote comprehension of complex text. The district will support and monitor implementation of this program by monitoring students course grades and results on state assessments. The instructor

	engages in ongoing <u>professional learning opportunities</u> offered through the university and the FDOE.	
Students in grade 10 are fully dual-enrolled at the university and take ENC 1101 and ENC 1102 at Florida Atlantic University.	n/a	
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Level 1 on the FAST ELA assessment		
Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: No student would be accepted into FAU High School, an early college program, if they scored below level 3 at the beginning of the school year. However, if a student in grades 9 or 10 scores below the Level 3 threshold on the FAST ELA during PM1 or PM2, or the student earns below a grade of “C” on any ELA-related course, the student would be required to participate in after-school tutoring. High quality tutoring is an evidence-based strategy that can make a positive impact (Fong, REL 2021).		
Number of times per week interventions are provided: 1 to 2 Number of minutes per intervention session: 60 minutes Course(s) where interventions take place: outside of class time		
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)
N/A		
as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
N/A		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
N/A		
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year		
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: Historically, this criteria is not found at FAU High. However, if a student scores a Level 1 on the current year FAST PM1 or PM2 assessment or the student earns below a grade of “D” on any ELA-related course in grades 11 and 12, the student would be required to participate in after-school tutoring. High quality tutoring is an evidence-based strategy that can make a positive impact (Fong, REL 2021).		

Number of times per week interventions are provided: 1 to 2 Number of minutes per intervention session: 60 minutes Course(s) where interventions take place: outside of class time		
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)
N/A		
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, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
N/A		
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
N/A		
What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? The assistant principal and academic advisor provide continuous monitoring of students' progress in their college-level courses. If a student's GPA falls below 3.25, they are placed on monitoring and must attend tutoring. The student must maintain a GPA of at least 3.0 to continue at FAU High School, according to the Student Progression Plan.		

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.

Name of Professional Learning	Target Audience	Description
Literacy Series	K-5 teachers	Small Group Instruction
Coaching Impact Cycles	K-5 teachers	Individualized Instructional Goals
Foundations Renew & Refresh	K-5 teachers	Science of Reading - Phonics
Collaborative Lesson Planning	K-8 teachers	Planning effective lessons for student growth

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.

- Teachers and paraprofessionals can earn literacy micro credentials through UF Lastinger.
- All teachers can access FAU's Employee Educational Scholarship Program for advanced degrees after 6 months of service.
- The professional learning catalog includes options for teachers to earn the reading endorsement (FCRR and UF Lastinger) currently 94% of K-5 teachers are either reading endorsed or certified.

Differentiated Professional Learning - Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data.

FAU Lab School uses Professional Learning Communities (PLCs) that adapt to each teacher's needs and experience level. Teachers identify what they need to learn to help their students improve in specific areas. They set goals, gather data through student assessments and classroom observations, then collaboratively share and evaluate the results.

Mentor Teachers - Describe how mentor teachers are identified and how model classrooms are established and utilized within the school.

Mentor teachers are selected based on these criteria: At least 3 years of experience working at FAU Lab Schools, rated highly effective, and have participated in clinical educator training. Model classrooms are selected based on administrator and literacy coach walkthroughs and observations. Teachers who exhibit mastery in a particular area (literacy, identifying and providing small group instruction, classroom management for example) are highlighted during literacy walks and provide a learning space for observations by new or struggling teachers.

Professional Learning Time - Describe how time is provided for teachers to meet weekly for professional learning.

Elementary teachers have common planning daily. Other opportunities for learning include Teach-Me-Tuesday where educators come together after school to learn a new skill, management technique, or to take a deeper dive into other instructional best practices. Wednesday afternoons are held sacred to meet with teams, PLCs, and new teacher support. Each fall, the Literacy Coach provides a Literacy Series, focused on explicit, systematic, and sequential approach to reading instruction, centered on the science of reading including multisensory intervention strategies. Finally, literacy learning walks, lesson planning conferences and coaching impact cycles further support teachers' ongoing professional learning.

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
n/a		

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.

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

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

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).

New Worlds Reading Initiative
Literacy Night for Parents provides resources to support families to help their children with at-home reading.

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.
	f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.
	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

Local Educational Agency Chief Executive Officer or Authorized Representative (Printed Name):	
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.

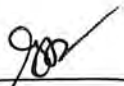
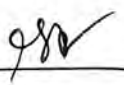
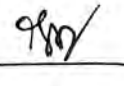
9) Highly Effective Teachers

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

The FAU Lab School prioritizes the assignment of highly effective and reading endorsed or certified teachers to grades K through 2. In addition, the K-2 teachers have teacher assistants, and they are supported by a full-time Literacy Coach.

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

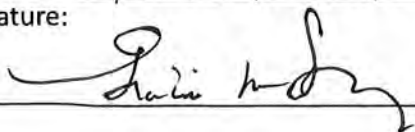
District CERP Assurances: Initial next to each assurance (a.—i.). The [Local Educational Agency Chief Executive Officer, or his/her authorized representative] assures the following:

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 <u>s. 1008.25(4)(c), F.S.</u> , to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with <u>Rule 6A-6.053(6)(c), F.A.C.</u>
	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 <u>s. 1012.34, F.S.</u> 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 <u>Rule 6A-6.053(4), F.A.C.</u>
	f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.
	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

Local Educational Agency Chief Executive Officer or Authorized Representative (Printed Name):

GRACIE M. DIAZ

Signature:



Date:

7-1-25