# 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 | Suzanne Wilkinson | swilkinson@fsu.edu | 850-245-3700 |
| Data Element | Alice Raker | araker@admin.fsu.edu | 850-245-3700 |
| Third Grade Promotion | Suzanne Wilkinson | swilkinson@fsu.edu | 850-245-3700 |
| Multi-Tiered System of Supports | Monica Broome<br>Amber Helms | mbroome@fsu.edu<br>awhelms@fsu.edu | 850-245-3800<br>850-245-3700 |
| Other (Enter Responsibility) | Megan Crombie | mcrombie@fsu.edu | 850-245-3700 |

## 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 | 79,758 | 1 |
| Intervention teachers | | |
| Scientifically researched and evidence-based supplemental instructional materials | | |
| Third grade summer reading camps | | |
| Summer reading camps | | |
| **Secondary Expenses** | | |
| Literacy coaches | | |
| Intervention teachers | 159,516 | 2 |
| Scientifically researched and evidence-based supplemental instructional materials | | |
| **PreK-Grade 12 Expenses** | | |
| Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction | | |
| Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification | | |
| Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential | | |
| Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.) | | |
| Tutoring programs to accelerate literacy learning | | |
| Family engagement activities | | |
| **Other – Please Describe (Add additional rows as needed.)** | | |
| | | |
| **Estimated Sum of Expenditures** | 239,274 | |

## 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 <10th percentile | Urgent Intervention <10th percentile | At & Above Benchmark 40th percentile & above | At & Above Benchmark 40th 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.**

FSU Lab School (FSUS) does not have VPK students.

**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 Level 1 | Goal for Plan Year – % of Students Scoring Level 1 | Previous School Year – % of Students Scoring Levels 3-5 | Goal for Plan Year – % of Students Scoring Levels 3-5 |
| K | 4% | 2% | 58% | 61% |
| 1 | 13% | 10% | 74% | 77% |
| 2 | 9% | 6% | 74% | 77% |
| 3 | 4% | 2% | 81% | 84% |
| 4 | 4% | 2% | 79% | 82% |
| 5 | 4% | 2% | 82% | 85% |
| 6 | 3% | 2% | 85% | 88% |
| 7 | 4% | 2% | 85% | 88% |
| 8 | 2% | 1% | 83% | 86% |
| 9 | 5% | 3% | 80% | 83% |
| 10 | 2% | 1% | 84% | 87% |

B. **Plan Implementation and Monitoring ([Rule 6A-6.053(10), F.A.C.](#))**
Districts must monitor the implementation of the District CERP at the district and school level, including charter schools sponsored by a district.

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

| Grades K-5 | District Level | School Level |
|---|---|---|
| Data that will be collected and frequency of review | FSU-Lab is a K-12 school within our own district. | Progress monitoring meetings are scheduled monthly and the leadership team and teachers use the data based problem solving protocol to ensure that the data from formative assessments from classroom assessments, data from universal screener, FAST, and STAR Data are used to guide differentiation of reading instruction for all students. |
| Actions for continuous support and improvement | | The leadership team meets quarterly to review school-wide data from universal screener, FAST, and STAR Data in order to determine intervention and support needs of students. The leadership team and |

|  |  | administrators will informally assess classroom instruction throughout the school year, at least once per month. |
| --- | --- | --- |
| **Grades 6-8** | **District Level** | **School Level** |
| Data that will be collected and frequency of review | FSU-Lab is a K-12 school within our own district. | Progress monitoring meetings are scheduled monthly and the leadership team and teachers use the data based problem solving protocol to ensure that the data from formative assessments from classroom assessments, data from universal screener, FAST, and STAR Data are used to guide differentiation of reading instruction for all students. |
| Actions for continuous support and improvement |  | The leadership team meets quarterly to review school-wide data in order to determine intervention and support needs of students. The leadership team and administrators will informally assess classroom instruction throughout the school year, at least once per month. |
| **Grades 9-12** | **District Level** | **School Level** |
| Data that will be collected and frequency of review | FSU-Lab is a K-12 school within our own district. | Progress monitoring meetings are scheduled monthly and the leadership team and teachers use the data based problem solving protocol to ensure that the data from formative assessments from classroom assessments, data from universal screener, FAST, and STAR Data are used to guide differentiation of reading instruction for all students. |
| Actions for continuous support and improvement |  | The leadership team meets quarterly to review school-wide data in order to determine intervention and support needs of students. The leadership team and administrators will informally assess classroom instruction throughout the school year, at least once per month. |

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.**

Based upon the analysis conducted as part of the District K-12 CERP Reflection Tool, FSU-Lab would like to continue improving the tiered intervention process for grades K-12. As a way to increase literacy outcomes for our students, we will have a team that will focus on analyzing the effectiveness of interventions implemented and provide literacy coaching and guidance on curriculum and instructional strategies to increase literacy outcomes. We will implement the checklist for evaluating intervention fidelity and student progress form during walkthroughs. Our Problem-Solving Team will be working in collaboration with teachers and New K-12 ESE Interventionist.

As a way to strengthen FSU Lab School's Elementary Tier 1 instruction, we will begin full year's implementation of the 95 Phonics curriculum.

As a way to strengthen FSU Lab School's targeted ELA interventions, we will begin full year's implementation of the REWARDS in grades 3-12.

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

FSU Lab School is its own district. The K-8 principal serves as the reading contact. The school's literacy leadership team is responsible for supporting and monitoring compliance. Progress monitoring meetings are scheduled monthly and the leadership team and teachers use the data based problem solving protocol to ensure that the data from formative assessments are used to guide differentiation of reading instruction for all students. The leadership team meets quarterly to review school-wide data in order to determine intervention and support needs of students. The leadership team and administrators will informally assess classroom instruction throughout the school year, at least once per month.

The leadership team uses The Marzano's Observation and Evaluation model to monitor and ensure effective implementation of the District's CERP. The administrator that supervises elementary, middle and high school will use pre and post conferences as well as observations to assess classroom instruction. Administrators will Informally assess classroom instruction throughout the school year (once per month).

Teachers are expected to include standards within lesson plans. Observation results will showcase targeted Florida Best Standards within lessons. Administrators will do informal walk-throughs.

Administrators will Informally assess classroom instruction aligned to Florida Best Standards throughout the school year (once per month). Beginning teachers and new teachers to the district will be formally observed three times. Teachers with at least four years of service will be formally observed one time per year.

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.**

The administrator that supervises elementary, middle, and high school will conduct at least 6 progress-monitoring meetings with grade levels in grades K-8 and in grades 9-12 progress monitoring meetings occur monthly by the Department Chair who reports progress towards our

district goals to the principal monthly. FAST data is reviewed by the English Department and Principal after each administration. A plan for data analysis requires teachers to review data and set learning goals based on specific student's data. Administrators monitor to ensure that instruction aligns with set learning goals.

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- FSU-Lab is a K-12 school within our own district and does not have literacy coaches. |

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

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   |---|
   | |

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

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   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?**

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   |---|
   | |

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

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   |---|
   | |

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

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   |---|
   | |

## 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).

- o **Core Instruction (Tier 1)**: provides print-rich explicit and systematic, scaffolded, differentiated instruction and corrective feedback; builds background and content knowledge; incorporates writing in response to reading.
- o **Supplemental Instruction/Interventions (Tier 2)**: provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted still(s) and receive corrective feedback; occurs in addition to core instruction.
- o **Intensive, Individualized Instruction/Interventions (Tier 3)**: provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback and frequent progress monitoring; occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial deficiency in reading. All intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading or possess a literacy micro-credential as provided in s. 1003.485, F.S.

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

The FSUS Decision Tree Chart ensures alignment of K–12 reading instruction with Florida's Formula for Success, guiding the implementation of the three-tiered instructional model. This model is standards-aligned and incorporates the principles of Universal Design for Learning, ensuring that accommodations are embedded for students with disabilities, students with IEPs, and English language learners.

Instruction across all tiers focuses on the six essential components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Student progress is informed by our screening, progress monitoring, diagnostic, and summative assessments.

Students who are not making adequate academic progress or who demonstrate a substantial deficiency in reading will receive targeted, intensive support as outlined in the Reading Plan. The effectiveness of Tier 1 instruction is monitored by the leadership team through pre- and post- conferences and walkthrough observations to ensure alignment with the B.E.S.T. Standards and curriculum expectations.

At Tiers 2 and 3, the MTSS and Leadership Teams collaboratively analyze student data and progress monitoring documentation. Using the ICEL/RIOT matrix and a structured problem-solving process, they determine next steps to ensure every student receives the level of support necessary for success.

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

**N/A - FSU-Lab is a K-12 school within our own district.**

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

**N/A - FSU-Lab is a K-12 school within our own district.**

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

**N/A - FSU-Lab is a K-12 school within our own district.**

B.  **Assessment/Curriculum Decision Trees ([Rule 6A-6.053(9)(b)4., F.A.C.](#))**

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

The Decision Trees must contain the following information:

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

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

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

| Grades VPK-5 |
|:---:|

1.  **Grades VPK-5 Assessments**

| FAST | | | | |
|---|---|---|---|---|
| **Name of the Assessment** | **Target Audience** | **What component of reading is assessed?** | **Assessment Type** | **How often is the data collected?** |
| FAST Star Early Literacy | ☒ VPK<br>☒ Grade K<br>☒ Grade 1 | ☒ Oral Language<br>☒ Phonological Awareness<br>☒ Phonics | ☒ Screening<br>☒ Progress Monitoring<br>☒ Summative | ☒ 3 x Year |

| FAST | | | | |
|---|---|---|---|---|
| **Name of the Assessment** | **Target Audience** | **What component of reading is assessed?** | **Assessment Type** | **How often is the data collected?** |
| | | ☒ Fluency<br>☒ Vocabulary<br>☒ Comprehension | | |
| FAST<br>Star Reading | ☒ Grade 1<br>☒ Grade 2 | ☒ Vocabulary<br>☒ Comprehension | ☒ Screening<br>☒ Progress Monitoring<br>☒ Summative | ☒ 3 x Year |
| FAST<br>ELA Reading | ☒ Grade 3<br>☒ Grade 4<br>☒ Grade 5 | ☒ Vocabulary<br>☒ Comprehension | ☒ Screening<br>☒ Progress Monitoring<br>☒ Summative | ☒ 3 x Year |

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

| Additional Assessment(s) | | | | |
|---|---|---|---|---|
| **Name of the Assessment** | **Target Audience (Grades PreK-5) (Select all that apply.)** | **What component of reading is assessed? (Select all that apply.)** | **Assessment Type (Select all that apply.)** | **How often is the data collected?** |
| Other District Assessment (iReady Diagnostic) | ☐ VPK<br>☐ PreK<br>☒ Grade K<br>☒ Grade 1<br>☒ Grade 2<br><br>☒ Grade 3<br>☒ Grade 4<br>☒ Grade 5<br>☒ All Students<br>☐ Select Students | ☐ Oral Language<br>☒ Phonological Awareness<br>☒ Phonics<br>☒ Fluency<br>☒ Vocabulary<br>☒ Comprehension | ☒ Screening<br>☒ Progress Monitoring<br>☒ Diagnostic<br>☐ Summative | ☐ Weekly<br>☐ 2 x Month<br>☐ Monthly<br>☐ Quarterly<br>☐ 3 x Year<br>☐ Annually<br>☐ As Needed<br>☒ Other 2 x Year |
| Other District Assessment (CORE Assessing Reading Multiple Measures) | ☐ VPK<br>☐ PreK<br>☒ Grade K<br>☒ Grade 1<br>☒ Grade 2<br>☒ Grade 3<br>☒ Grade 4<br>☒ Grade 5<br><br>☒ All Students<br>☐ Select Students | ☒ Oral Language<br>☒ Phonological Awareness<br>☒ Phonics<br>☒ Fluency<br>☒ Vocabulary<br>☒ Comprehension | ☒ Screening<br>☒ Progress Monitoring<br>☒ Diagnostic<br>☐ Summative | ☐ Weekly<br>☐ 2 x Month<br>☐ Monthly<br>☐ Quarterly<br>☐ 3 x Year<br>☐ Annually<br>☒ As Needed<br>☐ Other |

| Other District Assessment (Heggerty Phonological Awareness) | ☐ VPK<br>☐ PreK<br>☒Grade K<br>☒Grade 1<br>☒Grade 2<br>☐ Grade 3<br>☐ Grade 4<br>☐ Grade 5<br><br>☐ All Students<br>☒Select Students | ☐ Oral Language<br>☒Phonological Awareness<br>☐ Phonics<br>☐ Fluency<br>☐ Vocabulary<br>☐ Comprehension | ☒Screening<br>☒Progress Monitoring<br>☒Diagnostic<br>☐ Summative | ☐ Weekly<br>☐ 2 x Month<br>☐ Monthly<br>☐ Quarterly<br>☐ 3 x Year<br>☐ Annually<br>☒As Needed<br>☐ Other |
| --- | --- | --- | --- | --- |
| Other District Assessment (DIBELS) | ☐ VPK<br>☐ PreK<br>☒Grade K<br>☒Grade 1<br>☒Grade 2<br>☒Grade 3<br>☒Grade 4<br>☒Grade 5<br>_____<br>☒All Students<br>Select Students | ☒Oral Language<br>☒Phonological Awareness<br>☒Phonics<br>☒ Fluency<br>☐ Vocabulary<br>☐ Comprehension | ☒Screening<br>☒Progress Monitoring<br>☒Diagnostic<br>☐ Summative | ☐ Weekly<br>☐ 2 x Month<br>☐ Monthly<br>☐ Quarterly<br>☐ 3 x Year<br>☐ Annually<br>☒As Needed<br>☐ Other |

2. **Students with a Substantial Deficiency in Reading (Rule 6A-6.053(6), F.A.C.)**
   Students identified with a substantial deficiency in reading must have an individualized progress monitoring plan that is designed to address the student's specific reading deficiency and that meets the minimum requirements set forth in s. 1008.25(4)(c), F.S. The individualized progress monitoring plan must be developed within forty-five (45) days after the results of the coordinated screening and progress monitoring system become available, and parents must be consulted in the development of the plan.

   Students with qualifying disabilities covered by an IEP or a 504 Plan are exempt from the requirement to have a progress monitoring plan, if the IEP or 504 Plan addresses the student's reading deficiency. Nothing in Rule 6A-6.053, F.A.C., should be construed to require or prohibit an IEP or 504 Plan or the contents of the CERP.

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

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

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

- o 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 FSUS, students who consistently score below the 25th percentile with a negative trend line on the interventions will be identified as students with a substantial deficiency in reading requiring Tier 2/Tier 3 interventions. At FSUS, students in need of Tier 2 and Tier 3 interventions are identified through a structured, data-based problem-solving process. The MTSS team meets regularly to review data from universal screeners such as FAST, iReady, and district/state assessments, along with classroom performance, behavior records, and attendance. Students demonstrating below-benchmark performance or concerning patterns are placed on a watch list and monitored through structured data meetings held throughout the year. Teacher input, diagnostic assessments, and progress monitoring tools guide the decision to initiate targeted (Tier 2) or intensive (Tier 3) interventions tailored to individual student needs.

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

At FSUS, students who consistently score below the 25th percentile with a negative trend line on the interventions will be identified as students with a substantial deficiency in reading requiring Tier 2/Tier 3 interventions. At FSUS, students in need of Tier 2 and Tier 3 interventions are identified through a structured, data-based problem-solving process. The MTSS team meets regularly to review data from universal screeners such as FAST, iReady, and district/state assessments, along with classroom performance, behavior records, and attendance. Students demonstrating below-benchmark performance or concerning patterns are placed on a watch list and monitored through structured data meetings held throughout the year. Teacher input, diagnostic assessments, and progress monitoring tools guide the decision to initiate targeted (Tier 2) or intensive (Tier 3) interventions tailored to individual student needs.

**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.**

**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.**

We conduct additional screening for students identified through the iReady diagnostic using CORE Assessing Reading: Multiple Measures and the Heggerty Phonemic Awareness curriculum and assessments. If a student continues to demonstrate difficulty with decoding despite receiving intensive, systematic, and frequent Tier 3 interventions, we administer the CTOPP-2 to assess phonological awareness, phonological memory, and rapid naming. Based on the results, we may recommend a psychoeducational evaluation with a focus on reading.

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

FSU Lab School is its own district. The K-8 principal serves as the reading contact. The school's literacy leadership team is responsible for supporting and monitoring compliance. Progress monitoring meetings are scheduled monthly, and the leadership team and teachers use the data-based problem-solving protocol to ensure that the data from formative assessments are used to
guide differentiation of reading instruction for all students.

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

The leadership team meets quarterly to review school-wide data to determine students' intervention and support needs. The leadership team and administrators will also informally assess classroom instruction at least once per month throughout the school year. The leadership team will also monitor the effectiveness of the Tier 2 interventions by using the "Checklist for Evaluating

Intervention Fidelity and Student Progress" form during their walkthroughs. At FSUS, monitoring the effectiveness of Tier 3 interventions is differentiated from Tier 1 and Tier 2 by its intensity, frequency, and individualization. While Tier 1 and Tier 2 monitoring may occur bi-weekly or monthly and often track group trends, Tier 3 monitoring involves more frequent, individualized progress monitoring—typically weekly or even twice weekly to closely track student response to targeted interventions. These interventions are delivered one-on-one or in very small groups and focus on specific skill deficits identified through diagnostic assessments. The data collected is used to make timely, data-driven decisions to adjust instruction and ensure that interventions are effectively closing academic or behavioral gaps.

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

The leadership team meets quarterly to review school-wide data to determine students' intervention and support needs. The leadership team and administrators will also informally assess classroom instruction at least once per month throughout the school year. The leadership team will also monitor the effectiveness of the Tier 3 interventions by using the "Checklist for Evaluating Intervention Fidelity and Student Progress" form during their walkthroughs.

| 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:** (Enter assessment criteria that will be used.) <br><br> Students in grades K-2 score at or above the 50th percentile on the FAST STAR Assessment PM1 and/or iReady Reading Diagnostic <br><br> Students in grades 3-5 score at or above the 50th percentile on the FAST Assessment PM1 and/or iReady Reading Diagnostic (FAST Achievement Level 3-5) |
| **List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students.** <br> Scoring at or above the 50th percentile and indicating mastery of the B.E.S.T. standards at or above 80%. Tier 1 instruction is considered sufficient when at least 80% of students meet grade-level expectations |

based on multiple data sources. Specific performance criteria include scoring at or above the 50th percentile on universal screeners such as FAST, iReady Diagnostic, and Benchmark Advance assessments, and demonstrating mastery of the B.E.S.T. standards at or above 80%. Additional indicators include classroom-level data (e.g., grades, formative assessments).

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

Analyzing and interpreting data through Progress Monitoring Meetings, walkthroughs, and collaborative grade-level common planning.

During monthly progress monitoring meetings, teachers and a member from the MTSS Team will analyze data and use the problem-solving process using the ICEL/RIOT matrix to create action steps.

**Core Instruction**
**Indicate the core curriculum utilized. Add additional rows as needed.**

| Name of Program | Year of Program Adoption |
|---|---|
| Benchmark Advance-Grades K-5 | 2022-2023 |
| 95 Phonics-Grades K-5-Supplemental | Mid-Year (2024-2025 School Year) |

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

Performance criteria that prompt the addition of Tier 2 interventions at FSUS include students scoring below the 40th percentile on universal screeners such as FAST, iReady Diagnostic, or Benchmark Advance, or demonstrating inconsistent progress toward the B.E.S.T. standards despite Tier 1 instruction and differentiation. Other indicators include low grades, classroom assessment data, work samples, and teacher observations showing skill gaps or lack of response to Tier 1 supports.

| 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.)

Students meet the following criteria if the score is below the 49th percentile on the FAST STAR Assessment PM1 and/or iReady Reading Diagnostic, and/or ORF is below grade level and in grades 3-5 if the score is below the 49th percentile on the FAST Assessment PM 1 and/or iReady Reading Diagnostic, and/or ORF is below grade level

(FAST Achievement Level is below 3)

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

**Number of minutes per intervention session:**
Between 20-30 minutes per intervention session

**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) |
|---|---|---|
| iReady Personalized Instruction | Every Student Succeeds Act (ESSA) Level 2 (Moderate) Evidence | |
| Benchmark Advance Intervention Program | | Benchmark Advance Intervention Program does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: The Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade, Recommendation(s):<br><br>1 Minimal Evidence<br><br>Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.<br><br>2 Strong Evidence<br><br>Develop awareness of the segments of sounds in speech and how they link to letters.<br><br>3 Strong Evidence<br><br>Teach students to decode words, analyze word parts, and write and recognize words.<br><br>4 Moderate Evidence<br><br>Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. These recommendations were built into the program by Benchmark Advance Intervention Program being a foundational skills reading program with intervention lessons that support students performing below grade level. Based on the latest Science of Reading research, Benchmark Intervention Program aligns with the tenets of Structured Literacy, shown to be beneficial for students with dyslexia and other learning disabilities. The district will support and monitor implementation of this program by conducting regular data reviews, classroom walkthroughs, and fidelity checks to ensure that Tiered interventions are being delivered consistently and effectively. The MTSS/Problem-Solving Team will use progress monitoring data and teacher input to guide instructional adjustments and identify areas in |

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| | | need of support. Teachers will be provided with professional learning opportunities to strengthen their implementation of the Benchmark Advance Intervention Program. Ongoing coaching and collaboration with the MTSS Specialist will further ensure high-quality, evidence-based reading instruction for all students. |
| Heggerty Phonemic Awareness | | Heggerty Phonemic Awareness does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: The Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade, Recommendation(s): <br><br> 1 Minimal Evidence <br><br> Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. <br><br> 2 Strong Evidence <br><br> Develop awareness of the segments of sounds in speech and how they link to letters. <br><br> 3 Strong Evidence <br><br> Teach students to decode words, analyze word parts, and write and recognize words. <br><br> 4 Moderate Evidence <br><br> Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. These recommendations were built into the program by Heggerty's Phonemic Awareness Curriculum being a systematic and explicit instruction in phonemic awareness which is foundational. Heggerty Phonemic Awareness follows the Reading Rope framework. It targets language comprehension and word recognition. The district will support and monitor implementation of this program by conducting regular data reviews, classroom walkthroughs, and fidelity checks to ensure that Tiered interventions are being delivered consistently and effectively. The MTSS/Problem-Solving Team will use progress monitoring data and teacher input to guide instructional |

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| | | adjustments and identify areas in need of support. Teachers will be provided with professional learning opportunities to strengthen their implementation of Heggerty Phonemic Awareness Curriculum. These opportunities include access to webinars, videos of lesson components, and other online resources designed to model best practices and enhance instructional delivery. Ongoing coaching and collaboration with the MTSS Specialist will further ensure high-quality, evidence-based reading instruction for all students. |

**Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.**

**Students with Disabilities**

| Name of Program | | Verbiage (as needed) |
|---|---|---|
| UFLI Foundations | | UFLI Foundations does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: The Foundational Skills to Support Reading for Understanding in Kindergarten through 3<sup>rd</sup> Grade, Recommendation(s): 1 Minimal Evidence Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. 2 Strong Evidence Develop awareness of the segments of sounds in speech and how they link to letters. 3 Strong Evidence Teach students to decode words, analyze word parts, and write and recognize words. 4 Moderate Evidence Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.. These recommendations were built into the program by UFLI Foundations being an explicit and systematic program which introduces students to the foundational reading skills necessary for proficient reading. It follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity. UFLI Foundations targets the following foundational reading skills: Phoneme blending and segmentation practice, Accuracy and automaticity of grapheme-phoneme correspondences, Decoding automaticity of words with previously learned concepts, Explicit introduction of new concepts, Decoding and encoding practice, Reading and |

spelling irregular words, Reading and spelling connected text. The district will support and monitor implementation of this program by conducting regular data reviews, classroom walkthroughs, and fidelity checks to ensure that Tiered interventions, including UFLI Foundations, are being delivered consistently and effectively. The MTSS/Problem-Solving Team will use progress monitoring data and teacher input to guide instructional adjustments and identify areas in need of support. Teachers will be provided with professional learning opportunities to strengthen their implementation of UFLI Foundations. These opportunities include access to webinars, videos of lesson components, and other online resources designed to model best practices and enhance instructional delivery. Ongoing coaching and collaboration with the MTSS Specialist will further ensure high-quality, evidence-based reading instruction for all students.

## English Language Learners

| Name of Program | ESSA Evidence Level | Verbiage (as needed) |
|---|---|---|
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**For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided.**

For students who have a substantial reading deficiency,. FSUS uses UFLI Foundations- UFLI incorporates multisensory interventions by engaging visual, auditory, and kinesthetic-tactile pathways during instruction. Students see and hear sounds and words, use hand motions to segment and blend, and manipulate letter tiles or trace letters to reinforce learning. These strategies support stronger retention, improve decoding and encoding skills.

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

At FSUS, performance criteria that prompt the addition of Tier 3 interventions include students who continue to score below the 25th percentile on universal screeners such as FAST, iReady Diagnostic, or Benchmark Advance, and show minimal or no progress after receiving Tier 2 interventions with fidelity. Additional indicators include persistent skill deficits identified through diagnostic assessments, lack of response to targeted small-group instruction, and ongoing classroom performance concerns. These students require more intensive, individualized support, and are referred for Tier 3 interventions with frequent progress monitoring (weekly or more) to evaluate effectiveness and guide instructional adjustments.

## 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 who meet any of the following criteria may be identified for additional support:

- Scoring below the 25th percentile on the iReady Diagnostic and/or the FAST assessment PM1;

- Receiving Tier 3 interventions during the previous school year; or
- Receiving multiple years of Tier 2 interventions with minimal progress, as determined by the MTSS/Problem-Solving Team.
  At the beginning of the school year, students may be identified for Tier 3 support if they meet any of the following criteria:
- Scoring below the 25th percentile on the iReady Diagnostic and/or the FAST assessment PM1;
- Receiving Tier 3 interventions during the previous school year;
- Receiving multiple years of Tier 2 interventions with minimal progress, as determined by the MTSS/Problem-Solving Team; and
- Pursuant to Rule 6A-6.053, F.A.C., any student in grades K–3 who scores Level 1 on the end-of-year administration of the coordinated screening and progress monitoring system (FAST) is identified with a substantial reading deficiency and must receive Tier 3 intervention in addition to Tier 2; and
- Students in grades K-3 are identified with a substantial deficiency in reading and in need of Tier 3 interventions when they have been previously retained.
- These criteria ensure that students with persistent or significant academic needs are identified early and provided with intensive, individualized instructional support aligned to their skill deficits.

**Number of times per week interventions are provided:**
4 to 5 times per week

**Number of minutes per intervention session:**
Between 15-20 minutes per intervention session

**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) |
|---|---|---|
| UFLI Foundations | | UFLI Foundations does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: The Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade, Recommendation(s): 1 Minimal Evidence Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. 2 Strong Evidence Develop awareness of the segments of sounds in speech and how they link to letters. 3 Strong Evidence Teach students to decode words, analyze word parts, and write and recognize words. 4 Moderate Evidence Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.. These recommendations were built into the program by UFLI Foundations being an explicit and systematic program which |

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| | | introduces students to the foundational reading skills necessary for proficient reading. It follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity. UFLI Foundations targets the following foundational reading skills: Phoneme blending and segmentation practice, Accuracy and automaticity of grapheme-phoneme correspondences, Decoding automaticity of words with previously learned concepts, Explicit introduction of new concepts, Decoding and encoding practice, Reading and spelling irregular words, Reading and spelling connected text. The district will support and monitor implementation of this program by conducting regular data reviews, classroom walkthroughs, and fidelity checks to ensure that Tiered interventions, including UFLI Foundations, are being delivered consistently and effectively. The MTSS/Problem-Solving Team will use progress monitoring data and teacher input to guide instructional adjustments and identify areas in need of support. Teachers will be provided with professional learning opportunities to strengthen their implementation of UFLI Foundations. These opportunities include access to webinars, videos of lesson components, and other online resources designed to model best practices and enhance instructional delivery. Ongoing coaching and collaboration with the MTSS Specialist will further ensure high-quality, evidence-based reading instruction for all students. |
| Heggerty Phonemic Awareness | | Heggerty Phonemic Awareness does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: The Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade, Recommendation(s): <br> 1 Minimal Evidence <br>   Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. <br> 2 Strong Evidence <br>   Develop awareness of the segments of sounds in speech and how they link to letters. <br> 3 Strong Evidence <br>   Teach students to decode words, analyze word parts, and write and recognize words. <br> 4 Moderate Evidence <br>   Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.. These recommendations |

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| | | were built into the program by Heggerty's Phonemic Awareness Curriculum being a systematic and explicit instruction in phonemic awareness which is foundational. Heggerty Phonemic Awareness follows the Reading Rope framework. It targets language comprehension and word recognition. The district will support and monitor implementation of this program by conducting regular data reviews, classroom walkthroughs, and fidelity checks to ensure that Tiered interventions are being delivered consistently and effectively. The MTSS/Problem-Solving Team will use progress monitoring data and teacher input to guide instructional adjustments and identify areas in need of support. Teachers will be provided with professional learning opportunities to strengthen their implementation of Heggerty Phonemic Awareness Curriculum. These opportunities include access to webinars, videos of lesson components, and other online resources designed to model best practices and enhance instructional delivery. Ongoing coaching and collaboration with the MTSS Specialist will further ensure high-quality, evidence-based reading instruction for all students. |
| **Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.** | | |
| **Students with Disabilities** | | |
| **Name of Program** | | **Verbiage (as needed)** |
| REWARDS (Grades 4-5) by Voyager Sopris | | REWARDS does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: The Effective Classroom and Intervention Practices, Recommendation(s): 1 Strong Evidence Provide explicit vocabulary instruction. 2 Strong Evidence Provide direct and explicit comprehension strategy instruction. 3 Moderate Evidence Provide opportunities for extended discussion of text meaning and interpretation. 4 Moderate Evidence Increase student motivation and engagement in literacy learning. 5 Strong Evidence Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. These recommendations were built into REWARDS by Improving students' abilities to decode large, |

| | | multisyllabic words yielding significant increase in fluency, and by giving students access to the meaning of words through careful decoding and deliberate pacing. Academic vocabulary and comprehension are natural outcomes and components of the explicit, systematic instruction. The district will support and monitor implementation of this program by conducting regular data reviews, classroom walkthroughs, and fidelity checks to ensure that Tiered interventions are being delivered consistently and effectively. The MTSS/Problem-Solving Team will use progress monitoring data and teacher input to guide instructional adjustments and identify areas in need of support. Teachers will be provided with ongoing coaching and collaboration with the MTSS Specialist will further ensure high-quality, evidence-based reading instruction for all students. |
|---|---|---|
| **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.** FSUS uses UFLI Foundations- UFLI incorporates multisensory interventions by engaging visual, auditory, and kinesthetic-tactile pathways during instruction. Students see and hear sounds and words, use hand motions to segment and blend, and manipulate letter tiles or trace letters to reinforce learning. These strategies support stronger retention, improve decoding and encoding skills. | | |
| **What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?** The MTSS/Problem Solving Team, Leadership Team, and teachers will analyze data and use the problem-solving process using the ICEL/RIOT matrix to create action steps. | | |

7. **Summer Reading Camps (Rule 6A-6.053(8), F.A.C.)**
   Requirements of Summer Reading Camps pursuant to s. 1008.25(8), F.S., include:

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

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

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| **Schedule:**<br>June 2nd-July 17th, Mondays-Thursday, 8-12 pm. |
| **Evidence-Based Instructional Materials to be used, as defined in <u>20 U.S.C. s. 7801(21)(A)(i)</u>:**<br>Benchmark Advance |
| **Alternative Assessment Used:**<br>iReady Diagnostic |
| **Additional Information (optional):** |

**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?**<br>☒Yes ☐No |
| **If yes, please describe the grade level(s) that will be invited to participate.**<br>Grades K-5 Camp: We will have Practicing Academic and Learning Skills (PALS) K-8 this summer. It will be reading and math. |

| 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<br>ELA Reading | ☒ Grade 6<br>☒ Grade 7<br>☒ Grade 8 | ☒ Vocabulary<br>☒ Comprehension | ☒ Screening<br>☒ Progress Monitoring<br>☒ 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?** |
| Other District Assessment (iReady | ☒Grade 6<br>☒Grade 7<br>☒Grade 8 | ☐ Oral Language<br>☒Phonological | ☒Screening<br>☒Progress Monitoring | ☐ Weekly<br>☐ 2 x Month |

| | | | | |
|---|---|---|---|---|
| Diagnostic) | ☒All Students<br>☐ Select Students | Awareness<br>☒Phonics<br>☒Fluency<br>☒Vocabulary<br>☒ Comprehension | ☒Diagnostic<br>☐ Summative | ☐ Monthly<br>☐ Quarterly<br>☐ 3 x Year<br>☐ Annually<br>☐ As Needed<br>☒Other 2 x Year |
| Other District Assessment (CORE Assessing Reading Multiple Measures) | ☒Grade 6<br>☒Grade 7<br>☒Grade 8<br>☒All Students<br>☐ Select Student | ☒Oral Language<br>☒Phonological Awareness<br>☒Phonics<br>☒Fluency<br>☒Vocabulary<br>☒ Comprehension | ☒Screening<br>☒Progress Monitoring<br>☒Diagnostic<br>☐ Summative | ☐ Weekly<br>☐ 2 x Month<br>☐ Monthly<br>☐ Quarterly<br>☐ 3 x Year<br>☐ Annually<br>☒As Needed<br>☐ Other |
| Other District Assessment (DIBELS) | ☒Grade 6<br>☒Grade 7<br>☒Grade 8<br>All Students<br>☒Select Student | ☒Oral Language<br>☒Phonological Awareness<br>☒Phonics<br>☒Fluency<br>☐ Vocabulary<br>☐ Comprehension | ☒Screening<br>☒Progress Monitoring<br>☒Diagnostic<br>☐ Summative | ☐ Weekly<br>☐ 2 x Month<br>☐ Monthly<br>☐ Quarterly<br>☐ 3 x Year<br>☐ Annually<br>☒As Needed<br>☐ Other |

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

At FSUS, students who consistently score below the 25th percentile with a negative trend line on the interventions will be identified as students with a substantial deficiency in reading requiring Tier 2/Tier 3 interventions. At FSUS, students in need of Tier 2 and Tier 3 interventions are identified through a structured, data-based problem-solving process. The MTSS team meets regularly to review data from universal screeners such as FAST, iReady Diagnostic, and district/state assessments, along with classroom performance, behavior records, and attendance. Students demonstrating below-benchmark performance or concerning patterns are placed on a watch list and monitored through structured data meetings held throughout the year. Teacher input, diagnostic assessments, and progress monitoring tools guide the decision to initiate targeted (Tier 2) or intensive (Tier 3) interventions tailored to individual student needs.

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

The leadership team will use pre- and post-conferences as well as walkthrough observations to ensure the effectiveness of classroom instruction and alignment to grade-level B.E.S.T. Standards and curriculum.

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

The MTSS/Problem Solving team members monitor the effectiveness of small group, differentiated instruction, and Tier 2 interventions through ongoing data chats and observations.

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

The effectiveness of Tier 3 interventions will be monitored through progress monitoring meetings, walk-throughs, MTSS/Problem Solving Team meetings, and professional development. The MTSS/Problem Solving Team, Leadership Team, teachers will analyze data and use the problem-solving process using the ICEL/RIOT matrix to create action 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:**<br>(Enter assessment criteria that will be used.)<br><br>Students in grades 6-8 score in the 50th percentile on the FAST Assessment (FAST Achievement Level 3-5) PM1, and/or Students scoring at or above the 50th percentile on the iReady Diagnostic |
| **List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.**<br><br>Tier 1 instruction is considered sufficient when at least 80% of students meet grade-level expectations based on multiple data sources. Specific performance criteria include scoring at or above the 50th percentile on universal screeners such as FAST, iReady Diagnostic, and myPerspectives assessments, and demonstrating mastery of the B.E.S.T. standards at or above 80%. Additional indicators include classroom-level data (e.g., grades, formative assessments. |
| **What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?**<br><br>Analyzing and interpreting data through Progress Monitoring Meetings, walkthroughs, and collaborative grade-level common planning. During monthly progress monitoring meetings, teachers and a member from the MTSS Team will analyze data and use the problem-solving process using the ICEL/RIOT matrix to create action steps. |

| Core Instruction |  |
|---|---|
| **Indicate the core curriculum utilized. Add additional rows as needed.** | |
| **Name of Program** | **Year of Program Adoption** |
| myPerspectives Grades 6-8 | 2022-2023 |
|  |  |

| **Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:**<br><br>Performance criteria that prompt the addition of Tier 2 interventions at FSUS include students scoring below the 40th percentile on universal screeners such as FAST, iReady Diagnostic, or myPerspectives, or demonstrating inconsistent progress toward the B.E.S.T. standards despite Tier 1 instruction and differentiation. Other indicators include low grades, classroom assessment data, work samples, and teacher observations showing skill gaps or lack of response to Tier 1 supports. |
|---|


| Tier 1 Instruction + Tier 2 Interventions |
|---|
| Beginning of Year Data |
| **Students who meet the following criteria at the beginning of the school year:**<br>(Enter assessment criteria that will be used.)<br>Students meet the following criteria if the score is between the 49th and 26th percentile on the FAST PM1 Assessment and iReady Reading Diagnostic. (FAST Achievement Level is below 3) |
| **Number of times per week interventions are provided:**<br>3 times per week |

**Number of minutes per intervention session:**
Between 20 and 30 minutes per intervention session
**Course(s) where interventions take place:**
Content-area Reading Class or intensive Reading Class (in addition to ELA Class) –Daily.
Learning Strategies Class-Daily

<table>
<tr><td colspan="3"><strong>Supplemental Instruction/Interventions</strong><br><strong>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.</strong></td></tr>
<tr><td><strong>Name of Program</strong></td><td></td><td><strong>Verbiage (as needed)</strong></td></tr>
<tr><td>Reciprocal Teaching (Intensive Reading Small Group)</td><td></td><td>Reciprocal Teaching does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) supports the program: The Effective Classroom and Intervention Practices, Recommendation(s):<br>1 Strong Evidence<br>  Provide explicit vocabulary instruction.<br>2 Strong Evidence<br>  Provide direct and explicit comprehension strategy instruction.<br>3 Moderate Evidence<br>  Provide opportunities for extended discussion of text meaning and interpretation.<br>4 Moderate Evidence<br>  Increase student motivation and engagement in literacy learning.<br>5 Strong Evidence<br>  Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. These recommendations were built into reciprocal teaching by being an interactive instructional practice that aims to improve students' reading comprehension by teaching strategies to obtain meaning from a text. The teacher and students take turns leading a dialogue regarding segments of the text. Students discuss with their teacher how to apply four comprehension strategies—generating questions, summarizing, clarifying, and predicting—to passages of text. During the early stages of reciprocal teaching, the teacher assumes primary responsibility for modeling how to use these strategies. As students become more familiar with the strategies, there is a gradual shift toward student responsibility for talking through the application of the strategies to the text. The district will support and monitor implementation of this program by conducting regular data reviews, classroom walkthroughs, and fidelity checks to ensure that Tiered interventions are being delivered consistently and effectively. The MTSS/Problem-Solving</td></tr>
</table>

| | | |
|---|---|---|
| | | Team will use progress monitoring data and teacher input to guide instructional adjustments and identify areas in need of support. Teachers will be provided with ongoing coaching and collaboration with the MTSS Specialist will further ensure high-quality, evidence-based reading instruction for all students. |
| **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** | | **Verbiage (as needed)** |
| REWARDS by Voyager Sopris | | REWARDS does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: The Effective Classroom and Intervention Practices, Recommendation(s): 1 Strong Evidence Provide explicit vocabulary instruction. 2 Strong Evidence Provide direct and explicit comprehension strategy instruction. 3 Moderate Evidence Provide opportunities for extended discussion of text meaning and interpretation. 4 Moderate Evidence Increase student motivation and engagement in literacy learning. 5 Strong Evidence Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. These recommendations were built into REWARDS by Improving students' abilities to decode large, multisyllabic words yielding significant increase in fluency, and by giving students access to the meaning of words through careful decoding and deliberate pacing. Academic vocabulary and comprehension are natural outcomes and components of the explicit, systematic instruction. The district will support and monitor implementation of this program by conducting regular data reviews, classroom walkthroughs, and fidelity checks to ensure that Tiered interventions are being delivered consistently and effectively. The MTSS/Problem-Solving Team will use progress monitoring data and teacher input to guide instructional adjustments and identify areas in need of support. Teachers will be provided with ongoing coaching and collaboration with the MTSS Specialist will further ensure high-quality, evidence-based reading instruction for all students. |

| Name of Program | ESSA Evidence Level | Verbiage (as needed) |
|---|---|---|
|  |  |  |
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**Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:**

At FSUS, performance criteria that prompt the addition of Tier 3 interventions include students who continue to score below the 25th percentile on universal screeners such as FAST, iReady Diagnostic, or Benchmark Advance, and show minimal or no progress after receiving Tier 2 interventions with fidelity. Additional indicators include persistent skill deficits identified through diagnostic assessments, lack of response to targeted small-group instruction, and ongoing classroom performance concerns. These students require more intensive, individualized support, and are referred for Tier 3 interventions with frequent progress monitoring (weekly or more) to evaluate effectiveness and guide instructional adjustments.

### 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 who meet any of the following criteria may be identified for additional support:

- Scoring below the 25th percentile on the iReady Diagnostic and/or the FAST assessment PM1 (Scoring a level 1 on the diagnostic and/or FAST);
- Receiving Tier 3 interventions during the previous school year; or
- Receiving multiple years of Tier 2 interventions with minimal progress, as determined by the MTSS/Problem-Solving Team.

**Number of times per week interventions are provided:**
 4 to 5 times per week

**Number of minutes per intervention session:**
 Between 15-30 minutes per intervention session

**Course(s) where interventions take place:**
Core Instruction + Targeted Intervention + Intensive Intervention; in Content-area Reading Class or intensive Reading Class (in addition to ELA Class) and Learning Strategies Class –Daily.

**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) |
|---|---|---|
| Reciprocal Teaching (Intensive Reading Small Group) |  | Reciprocal Teaching does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: The Effective Classroom and Intervention Practices, Recommendation(s): 1 Strong Evidence |

|  |  | Provide explicit vocabulary instruction. |
|  |  | 2 Strong Evidence |
|  |  | Provide direct and explicit comprehension strategy instruction. |
|  |  | 3 Moderate Evidence |
|  |  | Provide opportunities for extended discussion of text meaning and interpretation. |
|  |  | 4 Moderate Evidence |
|  |  | Increase student motivation and engagement in literacy learning. |
|  |  | 5 Strong Evidence |
|  |  | Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. These recommendations were built into reciprocal teaching by being an interactive instructional practice that aims to improve students' reading comprehension by teaching strategies to obtain meaning from a text. The teacher and students take turns leading a dialogue regarding segments of the text. Students discuss with their teacher how to apply four comprehension strategies—generating questions, summarizing, clarifying, and predicting—to passages of text. During the early stages of reciprocal teaching, the teacher assumes primary responsibility for modeling how to use these strategies. As students become more familiar with the strategies, there is a gradual shift toward student responsibility for talking through the application of the strategies to the text. The district will support and monitor implementation of this program by conducting regular data reviews, classroom walkthroughs, and fidelity checks to ensure that Tiered interventions are being delivered consistently and effectively. The MTSS/Problem-Solving Team will use progress monitoring data and teacher input to guide instructional adjustments and identify areas in need of support. Teachers will be provided with ongoing coaching and collaboration with the MTSS Specialist will further ensure high-quality, evidence-based reading instruction for all students. |

| Students with Disabilities | | |
|---|---|---|
| **Name of Program** | **ESSA Evidence Level** | **Verbiage (as needed)** |
| **REWARDS by Voyager Sopris** |  | REWARDS does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: The Effective Classroom and Intervention Practices, |

| | | Recommendation(s): |
|---|---|---|
| | | 1 Strong Evidence<br>  Provide explicit vocabulary instruction.<br>2 Strong Evidence<br>  Provide direct and explicit comprehension strategy instruction.<br>3 Moderate Evidence<br>  Provide opportunities for extended discussion of text meaning and interpretation.<br>4 Moderate Evidence<br>  Increase student motivation and engagement in literacy learning.<br>5 Strong Evidence<br>  Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. These recommendations were built into REWARDS by Improving students' abilities to decode large, multisyllabic words yielding significant increase in fluency, and by giving students access to the meaning of words through careful decoding and deliberate pacing. Academic vocabulary and comprehension are natural outcomes and components of the explicit, systematic instruction. The district will support and monitor implementation of this program by conducting regular data reviews, classroom walkthroughs, and fidelity checks to ensure that Tiered interventions are being delivered consistently and effectively. The MTSS/Problem-Solving Team will use progress monitoring data and teacher input to guide instructional adjustments and identify areas in need of support. Teachers will be provided with ongoing coaching and collaboration with the MTSS Specialist will further ensure high-quality, evidence-based reading instruction for all students. |

| 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?**

The MTSS/Problem Solving Team, Leadership Team, teachers will analyze data and use the problem-solving process using the ICEL/RIOT matrix to create action steps.

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<br>☒ Grade 10 | ☒ Vocabulary<br>☒ Comprehension | ☒ Screening<br>☒ Progress Monitoring<br>☒ 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) | | | | |
|---|---|---|---|---|
| **Name of the Assessment** | **Target Audience (Grades 9-12) (Select all that apply.)** | **What component of reading is assessed? (Select all that apply.)** | **Assessment Type (Select all that apply.)** | **How often is the data collected?** |
| Other District Assessment (CORE Assessing Reading Multiple Measures) | ☒Grade 9<br>☒Grade 10<br>☒Grade 11<br>☒Grade 12<br>☒All Students<br>☐ Select Students | ☒Oral Language<br>☒Phonological Awareness<br>☒Phonics<br>☒Fluency<br>☒Vocabulary<br>☒Comprehension | ☒Screening<br>☒Progress Monitoring<br>☒Diagnostic<br>☐ Summative | ☐ Weekly<br>☐ 2 x Month<br>☐ Monthly<br>☐ Quarterly<br>☐ 3 x Year<br>☐ Annually<br>☒As Needed<br>☐ Other |
| Other District Assessment (DIBELS) | ☒Grade 9<br>☒Grade 10<br>☒Grade 11<br>☒Grade 12<br>All Students<br>☒Select Students | ☒Oral Language<br>☒Phonological Awareness<br>☒Phonics<br>☒Fluency<br>☐ Vocabulary<br>☐ Comprehension | ☒Screening<br>☒Progress Monitoring<br>☒Diagnostic<br>☐ Summative | ☐ Weekly<br>☐ 2 x Month<br>☐ Monthly<br>☐ Quarterly<br>☐ 3 x Year<br>☐ Annually<br>☐ ☒ As Needed<br>☐ Other |

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

At FSUS, students in need of Tier 2 and Tier 3 interventions are identified through a structured, data-based problem-solving process. The MTSS team meets regularly to review data from universal screeners such as FAST, EOCs, and district/state assessments, along with classroom performance, behavior records, and attendance. Students demonstrating below-benchmark performance or concerning patterns are placed on a watch list and monitored through structured data meetings held throughout the year. Teacher input, diagnostic assessments, and progress monitoring tools guide the decision to initiate targeted (Tier 2) or intensive (Tier 3) interventions tailored to individual student needs.

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

| |
|---|
| The leadership team will use pre- and post-conferences as well as walkthrough observations to ensure the effectiveness of classroom instruction and alignment to grade-level B.E.S.T. Standards and curriculum. |

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

| |
|---|
| The MTSS/Problem Solving team members, through ongoing data chats and observations, monitor the effectiveness of small group, differentiated instruction, and Tier 2 interventions. |

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

| |
|---|
| The effectiveness of Tier 3 interventions will be monitored through progress monitoring meetings, walk-throughs, MTSS/Problem Solving Team meetings, and professional development. The MTSS/Problem Solving Team, Leadership Team, and teachers will analyze data and use the problem- solving process using the ICEL/RIOT matrix to create action steps. |

| 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:**<br>(Enter assessment criteria that will be used.)<br>Students in grades 9-10 score in the 50th percentile on the FAST Assessment PM1(FAST Achievement Level 3-5), and/or students scoring at or above the 50th percentile on the iReady Diagnostic |
| **List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.**<br><br>Tier 1 instruction is considered sufficient when at least 80% of students meet grade-level expectations based on multiple data sources. Specific performance criteria include scoring at or above the 50$^{th}$ percentile on universal screeners such as FAST, Dreambox, Perfection Learning assessments, and Pre-AP Assessments, and demonstrating mastery of the B.E.S.T. standards at or above 80%. Additional indicators include classroom-level data (e.g., grades, formative assessments). |
| **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?**<br>Analyzing and interpreting data through Progress Monitoring Meetings, walkthroughs, and collaborative grade-level common planning. During monthly progress monitoring meetings, teachers and a member from the MTSS Team will analyze data and use the problem-solving process using the ICEL/RIOT matrix to create action steps. |
| **Core Instruction**<br>**Indicate the core curriculum utilized. Add additional rows as needed.** |

| Name of Program | Year of Program Adoption |
|---|---|
| Perfection Learning Grades 9-12 | 2022-2023 |
| Pre-Advance Placement Grades 9-10 | 2022-2023 |

| |
|---|
| **Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:**<br><br>Performance criteria that prompt the addition of Tier 2 interventions at FSUS include students scoring below the 40th percentile on universal screeners such as FAST, Perfection Learning Assessments, or Pre-AP Placement Assessments, or demonstrating inconsistent progress toward the B.E.S.T. standards despite Tier 1 instruction and differentiation. Other indicators include low grades, classroom assessment data, work samples, and teacher observations showing skill gaps or lack of response to Tier 1 supports. |

| 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.)<br><br>Student meets the following criteria if the score is below the 40th percentile on the FAST Assessment PM1 (FAST Achievement Level is below 3). Students meet the following criteria if the score is between the 49th and 26th percentile on the FAST Assessment and/or Dreambox Reading Diagnostic. (FAST Achievement Level is below 3) | | |
| **Number of times per week interventions are provided:**<br> 3 times per week<br><br>**Number of minutes per intervention session:**<br> Between 20-30 minutes per intervention session<br><br>**Course(s) where interventions take place:**<br><br>Core Instruction + Targeted Intervention;<br><br>Content-Area Reading Class or Intensive Reading Class, and Learning Strategies Class. | | |
| **Supplemental Instruction/Interventions**<br>**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)** |
| Reciprocal Teaching (Intensive Reading Small Group) | | Reciprocal Teaching does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: The Effective Classroom and Intervention Practices, Recommendation(s):<br>1 Strong Evidence<br> Provide explicit vocabulary instruction.<br>2 Strong Evidence<br> Provide direct and explicit comprehension strategy instruction.<br>3 Moderate Evidence<br> Provide opportunities for extended discussion of text meaning and interpretation.<br>4 Moderate Evidence<br> Increase student motivation and engagement in literacy learning.<br>5 Strong Evidence<br> Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. These recommendations were built into reciprocal teaching by being an interactive instructional practice that aims to improve students' reading comprehension by teaching strategies to obtain meaning from a text. The teacher and students take turns leading a dialogue |

| | | |
|---|---|---|
| | | regarding segments of the text. Students discuss with their teacher how to apply four comprehension strategies—generating questions, summarizing, clarifying, and predicting—to passages of text. During the early stages of reciprocal teaching, the teacher assumes primary responsibility for modeling how to use these strategies. As students become more familiar with the strategies, there is a gradual shift toward student responsibility for talking through the application of the strategies to the text. The district will support and monitor implementation of this program by conducting regular data reviews, classroom walkthroughs, and fidelity checks to ensure that Tiered interventions are being delivered consistently and effectively. The MTSS/Problem-Solving Team will use progress monitoring data and teacher input to guide instructional adjustments and identify areas in need of support. Teachers will be provided with ongoing coaching and collaboration with the MTSS Specialist will further ensure high-quality, evidence-based reading instruction for all students. |
| **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** | | **Verbiage (as needed)** |
| REWARDS by Voyager Sopris | | REWARDS does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: The Effective Classroom and Intervention Practices, Recommendation(s):<br>1 Strong Evidence<br> Provide explicit vocabulary instruction.<br>2 Strong Evidence<br> Provide direct and explicit comprehension strategy instruction.<br>3 Moderate Evidence<br> Provide opportunities for extended discussion of text meaning and interpretation.<br>4 Moderate Evidence<br> Increase student motivation and engagement in literacy learning.<br>5 Strong Evidence<br> Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. These recommendations were built into REWARDS by Improving students' abilities to decode large, |

| | | multisyllabic words yielding significant increase in fluency, and by giving students access to the meaning of words through careful decoding and deliberate pacing. Academic vocabulary and comprehension are natural outcomes and components of the explicit, systematic instruction. The district will support and monitor implementation of this program by conducting regular data reviews, classroom walkthroughs, and fidelity checks to ensure that Tiered interventions are being delivered consistently and effectively. The MTSS/Problem-Solving Team will use progress monitoring data and teacher input to guide instructional adjustments and identify areas in need of support. Teachers will be provided with ongoing coaching and collaboration with the MTSS Specialist will further ensure high-quality, evidence-based reading instruction for all students. |
|---|---|---|

**English Language Learners**

| Name of Program | ESSA Evidence Level | Verbiage (as needed) |
|---|---|---|
| | | |
| | | |

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

At FSUS, performance criteria that prompt the addition of Tier 3 interventions include students who continue to score below the 25th percentile on universal screeners and show minimal or no progress after receiving Tier 2 interventions with fidelity. Additional indicators include persistent skill deficits identified through diagnostic assessments, lack of response to targeted small-group instruction, and ongoing classroom performance concerns. These students require more intensive, individualized support, and are referred for Tier 3 interventions with frequent progress monitoring (weekly or more) to evaluate effectiveness and guide instructional adjustments.

| 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 who meet any of the following criteria may be identified for additional support:

- Scoring below the 25th percentile on the Dreambox Diagnostic and/or the FAST assessment PM1 (Scoring a level 1 on the diagnostic and/or FAST);
- Receiving Tier 3 interventions during the previous school year; or
- Receiving multiple years of Tier 2 interventions with minimal progress, as determined by the MTSS/Problem-Solving Team.

**Number of times per week interventions are provided:**
4 to 5 times per week

| Number of minutes per intervention session: |
| :--- |
| Between 15-30 minutes per intervention session |

| Course(s) where interventions take place: |
| :--- |
| Core Instruction + Targeted Intervention + Intensive Intervention; Intensive Reading Class; Learning Strategies Class. Intensive Targeted classroom instruction occurs daily to build basic skills while continuing participation in core instruction. |

**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) |
| :--- | :--- | :--- |
| Dreambox Learning-Teacher directed lessons | | The following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9 (Recommendation(s): 1. Build students' decoding skills so they can read complex multisyllabic words- Strong Evidence. 2. Provide purposeful fluency-building activities to help students read effortlessly- Strong Evidence. 3. Routinely use a set of comprehension-building practices to help students make sense of the text- Strong Evidence

Part 3A. Build students' world and word knowledge so they can make sense of the text,

Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read,

Part 3C. Teach students a routine for determining the gist of a short section of text,

Part 3D. Teach students to monitor their comprehension as they read.

4. Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information- Moderate Evidence. These recommendation(s) were built into the program by description of program design. The district will support and monitor implementation of this program by supporting and monitoring implementation, including professional learning activities for professional learning. |

| Reciprocal Teaching (Intensive Reading Small Group) | | Reciprocal Teaching does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: The Effective Classroom and Intervention Practices, Recommendation(s): |
|---|---|---|
| | | 1 Strong Evidence<br>  Provide explicit vocabulary instruction. |
| | | 2 Strong Evidence<br>  Provide direct and explicit comprehension strategy instruction. |
| | | 3 Moderate Evidence<br>  Provide opportunities for extended discussion of text meaning and interpretation. |
| | | 4 Moderate Evidence<br>  Increase student motivation and engagement in literacy learning. |
| | | 5 Strong Evidence<br>  Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. These recommendations were built into reciprocal teaching by being an interactive instructional practice that aims to improve students' reading comprehension by teaching strategies to obtain meaning from a text. The teacher and students take turns leading a dialogue regarding segments of the text. Students discuss with their teacher how to apply four comprehension strategies—generating questions, summarizing, clarifying, and predicting—to passages of text. During the early stages of reciprocal teaching, the teacher assumes primary responsibility for modeling how to use these strategies. As students become more familiar with the strategies, there is a gradual shift toward student responsibility for talking through the application of the strategies to the text. The district will support and monitor implementation of this program by conducting regular data reviews, classroom walkthroughs, and fidelity checks to ensure that Tiered interventions are being delivered consistently and effectively. The MTSS/Problem-Solving Team will use progress monitoring data and teacher input to guide instructional adjustments and identify areas in need of support. Teachers will be provided with ongoing coaching and collaboration with the MTSS Specialist will further ensure high-quality, evidence-based reading instruction for all students. |

| 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)** |
| REWARDS (Voyager Sopris) | | REWARDS does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: The Effective Classroom and Intervention Practices, Recommendation(s):<br>1 Strong Evidence<br> Provide explicit vocabulary instruction.<br>2 Strong Evidence<br> Provide direct and explicit comprehension strategy instruction.<br>3 Moderate Evidence<br> Provide opportunities for extended discussion of text meaning and interpretation.<br>4 Moderate Evidence<br> Increase student motivation and engagement in literacy learning.<br>5 Strong Evidence<br> Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. These recommendations were built into REWARDS by Improving students' abilities to decode large, multisyllabic words yielding significant increase in fluency, and by giving students access to the meaning of words through careful decoding and deliberate pacing. Academic vocabulary and comprehension are natural outcomes and components of the explicit, systematic instruction. The district will support and monitor implementation of this program by conducting regular data reviews, classroom walkthroughs, and fidelity checks to ensure that Tiered interventions are being delivered consistently and effectively. The MTSS/Problem-Solving Team will use progress monitoring data and teacher input to guide instructional adjustments and identify areas in need of support. Teachers will be provided with ongoing coaching and collaboration with the MTSS Specialist will further ensure high-quality, evidence-based reading instruction for all students. |
| **English Language Learners** | | |
| **Name of Program** | **ESSA Evidence Level** | **Verbiage (as needed)** |
| | | |
| | | |

| What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? |
|---|
| The MTSS/Problem Solving Team, Leadership Team, teachers will analyze data and use the problem-solving process using the ICEL/RIOT matrix to create action steps. |

## 5) Professional Learning ([Rule 6A-6.053(9)(b)3.f.—j., F.A.C.](#))

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

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

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

| Name of Professional Learning | Target Audience | Description |
|---|---|---|
| Science of Reading (emphasis on phonics instruction, word study, spelling) | K-5 Teachers and Administrators | K-5 teachers learned strategies for delivering phonics instruction. |
| ELA Professional Learning Community | 6-12 Teachers & Administrators | 6-12 ELA teachers were trained to support vocabulary acquisition and text comprehension strategies. |
| Structured Literacy through a Multi-Sensory Approach | K-12 Teachers | K-12 teachers completed online learning through the BEESS Portal. |
| Reading Difficulties, Disabilities and Dyslexia | K-12 Teachers | K-12 teachers completed online learning through the BEESS Portal. |
| Reading within the Content Area | 6-12 Teachers | 6-12 content area teachers were trained in using Science of Reading methods during science and social studies instruction. |
| Reading Endorsement Courses | K-12 Teachers | K-12 teachers participated in Reading Endorsement Courses taught on-site through DOE's micro-credential professional learning. |

**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.**

All teachers are required to attend professional learning for their grade level/department. The literacy micro-credential is available for all teachers and led by an educator on-site. Our district has a partnership

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| with FSU that allows all teachers to take college courses and reading teachers are encouraged to take classes that will help increase their knowledge of the science of reading. |
| **Differentiated Professional Learning**<br>**Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data.**<br>All teachers work in PLC's to analyze progress monitoring data. Some teachers are mentors/team leaders/department heads and others are mentees based on successful data-based teaching experiences. Professional learning is intensified for teachers in the district Teaching Induction Program to ensure all teachers have training on curriculum and Science of Reading methods. |
| **Mentor Teachers**<br>**Describe how mentor teachers are identified and how model classrooms are established and utilized within the school.**<br><br>Mentors are teachers with classroom success based on student learning gains and/or proficiency and teachers who model professionalism. Model classrooms are used for observations show other teachers how to deliver instruction in an appropriate manner. |
| **Professional Learning Time**<br>**Describe how time is provided for teachers to meet weekly for professional learning.**<br><br>Teachers have common planning time either before school, during school, or after school each week for professional learning. Team leaders facilitate meetings. |

## 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 |
|---|---|---|
| School-based tutoring (PALS) | K-12 students with two or more academic concerns (grades, test scores, need for additional support, etc.) | Certified teachers delivered additional reading instruction to students after school. |
| | | |

## 7) Family Engagement (Rule 6A-6.053(9)(b)3.o., F.A.C.)

**In accordance with the list outlined in s. 1008.25(5)(d), F.S., describe the district's plan for immediately notifying parents of students identified with a substantial deficiency in reading.**

**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).**

| |
|---|
| FSUS invites all K-5 families to participate in the New Worlds Reading Initiative. |

## 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.**

All teachers assigned to students in Kindergarten through Grade 2 are currently identified as highly effective through the district's evaluation system, which considers student assessment scores, formal classroom observations, and progress on individual professional learning plans. These highly effective teachers are prioritized as mentors and team leaders and are strategically placed to provide instruction and reading intervention to students who need additional support, ensuring equitable opportunities to close learning gaps. If a teacher is determined not to be highly effective, administration will review the placement, adjust assignments as needed, and provide targeted support.

## 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 |
|---|---|
| Initial<br>DCS | 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. |
| Initial<br>DCS | 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. |
| Initial<br>DCS | 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. |
| Initial<br>DCS | d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable. |
| Initial<br>DCS | e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C. |
| Initial<br>DCS | 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. |
| Initial<br>DCS | g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading. |
| DCS | h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities. |

| Initial<br>DCS | i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents. |
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| Local Educational Agency Chief Executive Officer or Authorized Representative (Printed Name): Dr. Christopher Small |||
|---|---|---|
| Signature:<br>Signed by:<br>*Dr. Christopher Small*<br>A0EF52F1E5A0488 || Date:<br>6/24/2025 \| 11:40 AM EDT |