

District K-12 Comprehensive Evidence-Based Reading Plan

Form No. CERP-1, effective March 2022. This form is incorporated in Rule 6A-6.053, Florida Administrative Code (F.A.C.).

This form must be entered electronically through the Florida Continuous Improvement Management System (CIMS) website at <https://www.floridacims.org/>.

(1) Contact Information, Communication Plan, and Student Achievement Goals (6A-6.053(1), F.A.C.)

a) **The Main District Reading Contact** will be the Florida Department of Education’s (FDOE) contact for the District K-12 Comprehensive Evidence-Based Reading Plan and is responsible for the plan and its implementation. Other contacts are those who work primarily with an area covered within the plan. Indicate the contacts for your district.

Main District Reading Contact		Title	Email	Phone
Lisa Sporillo		Principal	lsporillo@pinescharter.net	954-499-4244
Other Contacts				
Responsibility	Name	Title	Email	Phone
Elementary English Language Arts (ELA)	Lisa Sporillo	Principal	lsporillo@pinescharter.net	954-499-4244
Secondary ELA	N/A			
Reading Endorsement	Rabia Yousuf	Reading Specialist	ryousuf@pinescharter.net	954-499-4244
Reading Curriculum	Judith Founds	Curriculum Specialist	jfounds@pinescharter.net	954-499-4244
Professional Development	Judith Founds	Curriculum Specialist	jfounds@pinescharter.net	954-499-4244
Assessment	Karine Miranda	School Counselor	kmiranda@pinescharter.net	954-499-4244
Data Element	Kimberly Pizzo/ Judith Founds	Assistant Principal/ Curriculum Specialist	kpizzo@pinescharter.net jfounds@pinescharter.net	954-499-4244
Summer Reading Camp	Lisa Sporillo	Principal	lsporillo@pinescharter.net	954-499-4244
Third Grade Promotion	Lisa Sporillo	Principal	lsporillo@pinescharter.net	954-499-4244
300 Lowest-Performing Elementary Schools	N/A			

Multi-Tiered System of Supports (MTSS)	Diane Morrison/ Maria Marquez	Student Support Services Coordinator/ ESE Specialist	dmorrison@pinescharter.net mmarquez@pinescharter.net	954-499-4244
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b) Communication of Plan Information. Describe how the district will communicate the contents of its Comprehensive Evidence-Based Reading Plan to all stakeholders, including school administrators, reading leadership teams, literacy coaches, classroom instructors, support staff, and parents.

The Comprehensive Evidence-Based Reading Plan is written and reviewed by school administration and reading leadership. It is reviewed with the teachers at the beginning and throughout the year during Professional Learning Community (PLC) meetings and/or Professional Development training. It is embedded in the school improvement plan that is shared at the advisory board meeting to stakeholders, including parents. The Reading Plan is posted on the school’s website so that anyone could access it.

c) Measurable Student Achievement Goals. For each grade, K-12, establish clear and measurable student literacy achievement goals based on screening, progress monitoring, and statewide/districtwide summative assessments.

Florida Kindergarten Readiness Screener (FLKRS)		
	Previous School Year	Goal for Plan Year
	% of Students “Ready” on FLKRS	% of Students “Ready” on FLKRS
Kindergarten	67.3%	69.3%

Describe action steps to meet the district’s kindergarten readiness goal.

FSU-Broward District does not have a Pre-K program.
 FSU-Broward District will screen incoming kindergarteners to assess readiness level. The Lexia Core 5 program will be used to provide individualized online instruction for students. Teachers will use instructional resources provided by the program to remediate students on skill deficits. Teachers will be provided with ongoing professional development on the orthographic mapping process, multisensory structured literacy approach, and integration of social emotional learning with academics. An extended learning program will provide additional reading instruction for a minimum of 30 minutes using evidence-based supplemental materials.

Statewide English Language Arts Standardized Assessment		
	Previous School Year	Goal for Plan Year

Grade	% of Students Scoring Level 1	% of Students Scoring Level 3 and Above	% of Students Scoring Level 4 and Above	% of Students Scoring Level 1	% of Students Scoring Level 3 and Above	% of Students Scoring Level 4 and Above
3	4	79	50	2	81	52
4	8	80	49	6	82	50
5	8	78	53	3	80	55
6						
7						
8						
9						
10						

Include additional literacy goals based on screening, progress monitoring, and/or district summative assessments. At a minimum, include specific goals for K-2 students.

Example: For each grade, K-2, increase the percentage of students currently scoring at or above grade level on (the approved district progress monitoring assessment) by 5% this year, from (60%) to (65%).

Increase percent of kindergarten students currently scoring at or above grade level on Star Early Literacy assessment by 2% this year, from 90% to 92%

Increase percent of first grade students currently scoring at or above grade level on Star Reading assessment by 2% this year, from 73% to 75%.

Increase percent of second grade students currently scoring at or above grade level on Star Reading assessment by 2% this year, from 81% to 83%.

(2) District Budget for Evidence-Based Reading Instruction Allocation (6A-6.053(2), F.A.C.)

- a) Districts will include salaries and benefits, professional development costs, assessment costs, and programs/materials costs required to effectively implement the district’s plan. In accordance with Section 1011.62(8), F.S., the Evidence-Based Reading Instruction Allocation may be used to provide early literacy instruction and interventions to certain students who have completed the Voluntary Prekindergarten Education Program and who are at risk of being identified as having a substantial deficiency in early literacy skills under Section 1008.25(8)(c), F.S.

Reading Allocation Budget Item	Amount	FTE (where applicable)
Amount of District Evidence-Based Reading Instruction Allocation	\$159,067	

Estimated proportional share distributed to district charter		
District expenditures on reading coaches assigned to elementary schools	\$159,067	699
District expenditures on reading coaches assigned to secondary schools		
District expenditures on intervention teachers assigned to elementary schools		
District expenditures on intervention teachers assigned to secondary schools		
District expenditures on supplemental materials or interventions for elementary schools		
District expenditures on supplemental materials or interventions for secondary schools		
District expenditures on intensive interventions for elementary students reading below grade level		
District expenditures on intensive interventions for secondary students reading below grade level		
District expenditures on professional development		
District expenditures on helping teachers earn the reading endorsement		
District expenditures on summer reading camps		
District expenditures on the additional hour for schools on the list of 300 lowest-performing elementary schools		
District expenditures on early literacy instruction and interventions for Voluntary Prekindergarten Education Program completers who are at risk of being identified as having a substantial deficiency in early literacy skills under Section 1008.25(8)(c), F.S.		
Sum of Expenditures	\$159,067	

- b) The use of the reading allocation funds must demonstrate a prioritization of K-3 students identified with a substantial deficiency in reading. Describe how the district has prioritized reading allocation funds to fully support K-3 students identified with a substantial deficiency in reading.

The FSU-Broward District will utilize the funds for salaries. Tiered interventions are provided for students who are identified with a substantial deficiency in reading. K-3 students are prioritized as they were invited to the summer academy. In addition, tutoring has been added to support these students. The school also has a reading consultant who reviews the K-3 data and suggests interventions for the students.

(3) School Literacy Leadership Teams (6A-6.053(3)(a), F.A.C.)

Schools must have a Literacy Leadership Team, consisting, in part, of a school administrator, reading coach, media specialist, and lead teachers.

<i>How is the School Literacy Leadership Team requirement communicated to principals?</i>	<i>To whom at the district level is the roster of School Literacy Leadership Teams communicated?</i>	<i>Who at the district level is responsible for supporting and monitoring School Literacy Leadership Teams and ensuring compliance?</i>
The FSU-Broward district only has one school. The principal serves as the reading contact.	The FSU-Broward district only has one school.	Administration and the school's leadership team are responsible for

		supporting and monitoring compliance.
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(4) Professional Development (6A-6.053(4)(b), F.A.C.)

a) Describe the reading professional development that will be provided by the district and/or schools, aligned to the requirements below:

- Provide professional development required by Section 1012.98(4)(b)11., F.S., which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies;
- Differentiate and intensify professional development for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional development.

<ul style="list-style-type: none"> • FSU-Broward partners with the Professional Development Center (PDC) through Panhandle Area Education Consortium (PAEC) to provide professional development to teachers which includes training to help teachers integrate the six areas of reading, including multisensory intervention strategies, and structured literacy. • The leadership team utilizes progress monitoring data to identify what professional skills need further development and provides ample opportunities and a timeline to accomplish set goals. • Identified mentor teachers and model classrooms • Staff Development schedule reflects the weekly meetings set aside for professional development.
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b) Provide a description of how the district will communicate to principals the professional development requirements and how the district will support principals with fulfilling each requirement. Include who at the district is responsible for monitoring professional development requirements and ensuring compliance.

<i>How are professional development requirements communicated to principals?</i>	<i>Who at the district level is responsible for supporting and monitoring the professional development requirements and ensuring compliance?</i>
The leadership team attends quarterly meetings with the Professional Development Center that follows the Florida’s Professional Development Protocol Standards and assists with coordination of required professional development.	The leadership team as a collective group shares the responsibilities of monitoring the professional development requirements and ensuring compliance.

(5) Charter Schools (6A-6.053(5), F.A.C.)

Charter schools must utilize their proportionate share of the evidence-based reading allocation in accordance with Sections 1002.33(7)(a)2.a. and 1008.25(3)(a), F.S. All intensive reading interventions specified by the charter must be delivered by a teacher who is certified or endorsed in reading.

Does the district ensure charter schools will utilize their proportionate share of the evidence-based reading allocation in accordance with Sections 1002.33(7)(a)2.a. and 1008.25(3)(a), F.S.? **Yes** **No** **N/A-FSU-Broward District is a charter school**

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

If the funding of literacy coaches is part of the reading allocation budget, literacy coaches must be assigned to schools determined to have the greatest need based on student performance data in reading. Districts must use the Just Read, Florida! literacy coach model or explain the evidence-based coaching model used in their district and how they will monitor the implementation and effectiveness of the coaching model. This must include how communication between the district, school administration, and the reading coach throughout the year will address areas of concern.

Coaches must possess the following:

- bachelor’s degree and reading endorsement or reading certification;
- highly effective rating on most recent available evaluation that contains student achievement data;
- experience as successful classroom teachers;
- knowledge of evidence-based reading research;
- special expertise in quality reading instruction and infusing reading strategies into instruction;
- data management skills;
- strong knowledge base in working with adult learners;
- excellent communication skills; and
- outstanding presentation, interpersonal, and time-management skills.

a) How were schools with the greatest need based on student performance data in reading selected for coach services and supports? Attach corresponding rubric, if applicable.

The Reading Specialist guides teachers and is certified in reading.

(b) Is the district using the Just Read, Florida! coaching model? **Yes - The FSU-Broward District only has one school. Several people address the reading coach requirements.**

If no, please attach the evidence-based model the district is using.

If yes, please complete the following chart:

Requirements of the Just Read, Florida! Coaching Model

- Provide professional development on the following:
 - the major reading components, as needed, based on an analysis of student performance; data;
 - administration and analysis of instructional assessments; and
 - providing differentiated instruction and intensive intervention.
- Model effective instructional strategies for teachers.
- Facilitate study groups.
- Train teachers to administer assessments, analyze data, and use data to differentiate instruction.
- Coach and mentor teachers daily.
- Provide daily support to classroom teachers.
- Work with teachers to ensure that evidence-based reading programs are implemented with fidelity.
- Help to increase instructional density to meet the needs of all students.
- Participate in reading leadership teams.
- Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies.
- Prioritize time to those teachers, activities, and roles that will have the greatest impact on student achievement in reading, namely coaching and mentoring in classrooms.
- Work frequently with students in whole and small group instruction to model and coach in other teachers' classrooms.
- Work with school principals to plan and implement a consistent program of improving reading achievement using strategies that demonstrate a statistically significant effect on improving student outcomes.

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

<i>How are these requirements being communicated to principals?</i>	<i>How is the district supporting coaches with prioritizing high impact activities, such as conducting data analysis with teachers to establish goals and create action plans, coaching, and providing professional development based on need?</i>	<i>Who at the district level is supporting and monitoring coach time and tasks?</i>	<i>How often is coaching time, tasks, and impact data being reported and reviewed by the district?</i>	<i>What problem-solving steps are in place for making decisions regarding coaching time and tasks based on the data?</i>
The FSU-Broward District only has one school.	The school does not have one person who performs the duties of a reading coach. Several people address the reading coach requirements. There	Principal, Assistant Principal, and Curriculum Specialist.	Ongoing	The Leadership Team will review school data to identify strengths and areas for improvement.

	is a Reading Specialist who is certified in reading.			
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(7) District-Level Monitoring of Plan Implementation (6A-6.053(7), F.A.C.)

Districts must monitor the implementation of the District K-12 Comprehensive Evidence-Based Reading Plan at the school and classroom level. The district must:

- Provide an explanation of the data that will be collected, how it will be collected, and the frequency of review must be provided. Districts must also explain how concerns are communicated if it is determined that the District K-12 Comprehensive Evidence-Based Reading Plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students;
- Ensure all instruction in reading is systematic and explicit, based on data, and uses an evidence-based sequence of reading instruction and strategies to meet the needs of students at the school level and determining appropriate instructional adjustments;
- Ensure that data from formative assessments are used to guide differentiation of reading instruction;
- Ensure incorporation of reading and literacy instruction by all content area teachers into subject areas to extend and build discussions of text in order to deepen understanding; and
- Evaluate District K-12 Comprehensive Evidence-Based Reading Plan implementation and impact on student achievement.

a) Indicate the assessment(s) used to screen and progress monitor K-12 students. For each assessment, indicate the following:

- the full name of the assessment;
- the grade level(s) the assessment is administered, and, where applicable, criteria for identifying students who will be assessed; and
- the components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension) or the standards strand (reading, communication) that will be assessed, the type of assessment, and how often the data will be collected and analyzed to support instruction.

<i>Name of the Assessment</i>	<i>To whom is the assessment administered?</i>	<i>What component of reading/strand of standard is being assessed?</i>	<i>Assessment type</i>	<i>How often is the data being collected?</i>
Star Early Literacy	K	Oral language, phonological awareness, phonics	Screening and progress monitoring and formative assessment and summative	3 times a year.
Star Reading	1-5	Comprehension and Vocabulary	Screening and progress monitoring and formative assessment and summative	3 to 5 times a year

Program Embedded Assessment	K-5	PA, Phonics, Fluency, Vocabulary, Listening, & Reading Comprehension	Screening and progress monitoring item.	3 times a year
DAR (Diagnostic Assessment of Reading)	K-5	PA, Phonics, Spelling, Vocabulary, Listening & Reading Comprehension	Diagnostic and progress monitoring	1x/year
FSA	3-5	Mastery of ELA Standards, Comprehension, Writing	Summative	1x/year
Lexia Core 5 Placement Test	K-5	PA, Phonics, Spelling, Vocabulary, Listening, & Reading Comprehension	Diagnostic	1x/year
Lexia Core 5 Lesson data	K-5	PA, Phonics, Spelling, Vocabulary, Listening & Reading Comprehension	Progress Monitoring	Ongoing progress monitoring
FAST-STAR/Cambium	K-5	Vocabulary, Comprehension	Screener, Progress Monitoring, Summative	3x/year

b) Complete the following chart depicting how the district will meet each of the requirements.

<i>Who at the district level is responsible for providing plan implementation oversight, support, and follow-up?</i>	<i>What process is in place for ensuring all instruction in foundational reading skills is systematic and explicit and all reading instruction is evidence-based?</i>	<i>What process is in place for ensuring that formative assessment data is used to differentiate reading instruction?</i>	<i>What steps are the district taking to incorporate literacy instruction into content areas to build discussions of texts in order to deepen understanding?</i>	<i>How are concerns communicated if the plan is not being implemented to meet the needs of students?</i>
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The leadership team as a collective group shares these responsibilities.	There are walkthroughs performed by administration. On formal walkthroughs an evaluative tool is used to monitor reading instruction.	Data chat is scheduled quarterly and the leadership team and teacher use the data based problem solving protocol.	The 90 minute reading block includes the content area.	Surveys are sent to stakeholders for constructive feedback. The leadership team reviews the concerns and schedule meetings.
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- c) Districts must annually evaluate the implementation of their K-12 Reading Plan on the form entitled District K-12 CERP Reflection Tool, after conducting a root-cause analysis of student performance data to evaluate the effectiveness of interventions. The evaluation must:
- Analyze elements of the district’s plan, including literacy leadership, literacy coaching, standards, curriculum, instruction, intervention, assessment, professional learning and family engagement;
 - Include input from teachers, literacy coaches and administrators at the school level;
 - Identify elements in need of improvement and evidence-based strategies to increase literacy outcomes for students; and
 - Analyze the effectiveness of interventions implemented in the prior year.

Describe how the district’s K-12 Reading Plan has been revised to improve literacy outcomes for students based upon the analysis conducted as part of the District K-12 CERP Reflection Tool.

FSU-Broward District would like to focus on developing and improving the tiered intervention process and the coaching model. The reading plan was revised based on the goals that were identified after the reflection tool exercise. More attention was given to developing and improving the tiered intervention process and the coaching model.

(8) School-Level Monitoring of Plan Implementation (6A-6.053(8), F.A.C.)

Districts must describe the process used by principals to monitor implementation of, and ensure compliance with, the reading plan, including weekly reading walkthroughs conducted by administrators. In addition, districts must describe how principals monitor collection and utilization of assessment data, including progress monitoring data, to determine intervention and support needs of students. Complete the chart below.

Requirements	<i>What process is in place to ensure effective implementation?</i>	<i>Who at the district level supports effective implementation?</i>	<i>What process is in place to identify areas in need of improvement for effective implementation?</i>
School-level Reading Plan implementation	The leadership team meets quarterly to review school-wide data.	The leadership team	The leadership team uses the Plan-do-check-out for quality improvement.
Weekly reading walkthroughs by administrators	Use of Marzano’s protocolx	The leadership team	Feedback is given using i-Observation.

Use of data to determine interventions and support needs of students	Quarterly Data Chat Meetings. Data is reviewed frequently by support staff.	The leadership team	The leadership team uses the Plan-do-check-out for quality improvement.
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(9) Summer Reading Camp (6A-6.053(9), F.A.C.)

For Summer Reading Camps required by Section 1008.25(7), F.S., districts must:

- Provide instruction to grade 3 students who score Level 1 on the statewide standardized assessment for ELA;
- Implement evidence-based explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension; and
- Provide instruction by a highly effective teacher endorsed or certified in reading.

a) All district Summer Reading Camp teachers are highly effective and reading endorsed/certified. **Yes X All of the summer academy teachers were highly effective and reading endorsed.**

b) Describe the district’s plan to meet each requirement for Summer Reading Camps required by Section 1008.25(7), F.S. Include a description of the evidence-based instructional materials that will be utilized.

Lexia (state approved), Read Naturally (reciprocal teaching #27, 0.74), Foundations (state approved)

c) Districts have the option of providing summer reading camps to students in grades K-2 who demonstrate a reading deficiency as determined by district and state assessments, and students in grades 4-5 who score Level 1 on the statewide, standardized ELA assessment.

Will the district implement this option? **Yes X No**

If yes, describe the district’s instructional plan, include a description of the evidence-based instructional materials that will be utilized.

The school added primary students to the existing summer academy. Lexia (state approved), Read Naturally (reciprocal teaching #27, 0.74), and Foundations (state approved.)

d) Complete the chart below depicting the number and percentage of students attending summer reading camps.

Students	Number of Students Attending Summer Reading Camp	Percentage of Students Attending Summer Reading Camp
Third grade students who score Level 1 and at-risk of retention (1008.25(7)(a)2., F.S.)	7	7%
Students who demonstrate a reading deficiency in grades K-2	40	14%
Students who score Level 1 in grades 4-5	0	0

(10) Family Engagement through a Read-At-Home Plan (6A-6.053(10), F.A.C.)

In accordance with Section 1008.25(5)(c), F.S., parents of students identified with a substantial deficiency in reading must be provided a read-at-home plan that the parent can use to help with reading at home. Describe the district’s plan for providing a read-at-home plan to parents of students identified with a substantial deficiency in reading. Include literacy partnerships or programs the district has to increase support for families to engage in literacy activities and reading at home. In addition, include who at the district is responsible for supporting and monitoring implementation.

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

Who at the district is responsible for monitoring this requirement?

Leadership team and ESE staff

(11) Assessment, Curriculum, and Instruction (6A-6.053(11), F.A.C.)

- a) 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. Complete the chart below.

Requirement	<i>How does the district support and monitor implementation?</i>	<i>Who at the district is responsible for supporting and monitoring this requirement?</i>
Provide whole group instruction utilizing an evidence-based sequence of reading instruction. <ul style="list-style-type: none"> • Benchmark Advanced (state approved) • There will be a 90 minute uninterrupted block of time. • There will be small group, differentiated instruction. 	An evaluative tool embedded in iObservation helps administrators monitor the effectiveness of the core instruction and systematic instruction.	Principal, Assistant Principal
Use texts to increase students' background knowledge and literacy skills in social studies, science, and the arts. Leveled readers, periodicals, novel studies, and other texts are used.	The Literacy Leadership Team (LLT) through support in PLCs and ongoing professional development monitor and assist with the implementation of using texts to build background	Leadership Team

	knowledge and literacy skills in content areas.	
Provide small group differentiated instruction in order to meet individual student needs. Students are grouped based on progress monitoring data. Data chats are conducted to identify students who need interventions.	The MTSS/RtI members through ongoing data chats and observations monitor the effectiveness of small group, differentiated instruction. Support is provided by the reading specialist to ensure fidelity.	Leadership Team

b) K-12 reading instruction will align with Florida’s Revised Formula for Success, 6 + 4 + T1 +T2 + T3, which includes the following:

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
- **Four types of classroom assessments:** screening, progress monitoring, diagnostic, and summative assessment;
- **Core Instruction (Tier 1):** is standards-aligned; includes accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; provides print-rich explicit and systematic, scaffolded, differentiated instruction, and corrective feedback; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning as defined in 34 C.F.R. 200.2(b)(2)(ii);
- **Supplemental Instruction/Intervention (Tier 2):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students’ ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; and occurs in addition to core instruction; and
- **Intensive, Individualized Instruction/Intervention (Tier 3):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions. In accordance with Section 1011.62(8)(d), F.S., intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading.

Describe how the district will align K-12 reading instruction with Florida’s Revised Formula for Success.

The FSU-Broward’s Decision Tree chart ensures alignment of the K-5 reading instruction and Florida’s Revised Formula for Success. The FSU Broward Reading Profiles chart identifies a learner’s level of reading proficiency in the six areas of reading at a minimum of three times a year. Students who are not meeting with adequate academic progress or having substantial deficiency in reading will receive intensive support as outlined in the reading plan. The FSU-Broward District utilizes screening, progress monitoring, diagnostic, and summative assessments.

How does the district support and monitor implementation?	Who at the district is responsible for supporting and monitoring this requirement?
The leadership team will attend regular scheduled meetings and data chats with the Literacy Leadership team, support staff and teachers.	The leadership team as a collective group will share in these responsibilities.

c) **Assessment/Curriculum Decision Trees.** 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 the following Assessment/Curriculum Decision Tree template to address ALL students. The template can be used for grade bands or for individual grades.

The Decision Trees must contain the following information:

- Name of screening, progress monitoring, diagnostic, local assessment, statewide assessment, or teacher observations used within the district. Pursuant to Section 1002.69, F.S., the Florida Kindergarten Readiness Screener (FLKRS) must be used as a component of identification for kindergarten students, and according to section (12) of the plan rule, the assessment tool used to identify students in grades K-3 with a substantial deficiency. Florida Standards Assessment-English Language Arts (FSA-ELA) must be one of the components used for grades 3-12 pursuant to Section 1008.25(4)(a), F.S.;
- Target audience (grade level);
- Performance criteria used for decision-making for each instrument;
- Assessment/curriculum connection, including evidence-based curriculum materials and practices used in instruction and intervention, that address the six (6) components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
- The methods for providing reading instruction and intervention to students who may continue to receive instruction through distance or blended learning;
- An explanation of how instruction will be modified for students who have been identified as having a substantial deficiency in reading who are in need of intensive intervention; and
- Specific criteria for when a student is identified to receive intensive reading interventions, what intensive reading interventions will be used, how the intensive reading interventions are provided, and assurance that intensive reading interventions are delivered by a teacher who is certified or endorsed in reading. Districts must identify the multisensory intervention provided to students in grades K-3 who have a substantial deficiency in reading and include a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

Assessment/Curriculum Decision Tree	
Grade Level(s):	
IF:	Student meets the following criteria at beginning of school year: Score is below a Level 3 on the <i>FSA English Language Arts, Star Early Literacy at or above 50th percentile, Star Reading Assessment at or above the 40th percentile for grades (1-2, 4 - 5), at or above the 50th percentile for third grade</i>
THEN:	TIER 1 Only

Initial instruction:

- *is standards-aligned;*
- *builds background and content knowledge;*
- *provides print-rich, systematic, scaffolded, and differentiated instruction;*
- *incorporates writing in response to reading;*
- *includes accommodations (IEP, ESOL, or 504);*
- *incorporates the principles of Universal Design for Learning; and*
- *includes specially designed instruction for students with disabilities.*

Core Curriculum

Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.

Benchmark Advanced (state approved)

Teachers use the textbook and digital resources to provide systematic instruction focusing on foundational skills, vocabulary, comprehension, and writing.

Progress Monitoring		
Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria that prompts the addition of Tier 2 interventions
Star Early Literacy Star Enterprise	Scoring at or above the 50th percentile	<ul style="list-style-type: none"> • Scoring below the 40th percentile • Early Warning System (EWS) indicators identifying students who are at risk

How is the effectiveness of Tier 1 instruction being monitored? <i>Data Chats, Star Reading reports and Lexia instruction data.</i>	What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students? <i>Analyzing and interpreting data through Professional Learning Communities, walkthroughs, and collaborative grade level common planning,</i>
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How is the effectiveness of Tier 1 curriculum being monitored? <i>Star Reading reports and data from multiple sources are reviewed quarterly by the leadership team. The team uses data to examine trends and share findings with the Literacy Leadership team. Support and supplemental resources may be acquired based on needs assessment.</i>	What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Provided to distance learning students? <i>During quarterly Data Chat meetings, teachers and a member from the MTSS/Rtl team will analyze data and use the problem-solving process to create action steps.</i> <i>The above procedures will be the same for distance learners except that the curriculum will be monitored monthly.</i>
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How is instruction provided to students who receive instruction through distance learning?

Currently, the school is using an Innovative Model where teachers provide instruction through Zoom. Mostly evidence-based technology programs are used to provide asynchronous instruction.

IF:	Student meets the following criteria at beginning of school year: Score is below a Level 3 on the <i>FSA English Language Arts, Star Early Literacy below the 40th percentile, Star Reading Assessment below the 40th percentile, ORF is below the grade level</i>				
THEN:	TIER 1 instruction and TIER 2 interventions				
TIER 1 Instruction and TIER 2 interventions	<i>Interventions:</i> <ul style="list-style-type: none"> • <i>are standards-aligned;</i> • <i>address gaps and reduce barriers to students’ ability to meet Tier 1 expectations;</i> • <i>provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</i> • <i>are matched to the needs of the students;</i> • <i>provide multiple opportunities to practice the targeted skill(s) and receive feedback;</i> • <i>occurs during time allotted in addition to core instruction; and</i> • <i>includes accommodations (IEP, ESOL, or 504).</i> 				
	TIER 2 Programs/Materials/Strategies & Duration	TIER 2 Progress Monitoring			
		Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that prompts the addition of Tier 3 interventions
	Lexia Core 5 Program, at least three times a week (state approved)	Ongoing assessment following the program’s guidelines	Scoring at or above the 50th percentile. Positive trend line on the intervention	Scoring below the 40th percentile. Questionable or Negative trend line on the intervention	Scoring below the 25th percentile. Negative trend line on the intervention
	Foundations (Wilson Reading System)-double dose, at least three times a week (state approved)	Ongoing assessment following the program’s guidelines	Scoring at or above the 50th percentile. Positive trend line on the intervention	Scoring below the 40th percentile. Questionable or Negative trend line on the intervention	Scoring below the 25th percentile. Negative trend line on the intervention
	Read Naturally/Reciprocal teaching at least three times a week (IES promising level for reading achievement)	Ongoing assessment following the program’s guidelines	Scoring at or above the 50th percentile. Positive trend line on the intervention	Scoring below the 40th percentile. Questionable or Negative trend line on the intervention	Scoring below the 25th percentile. Negative trend line on the intervention
Rewards and Phonics for Reading (Voyager Sopris,) at least three times a week (ESSA strong level)	Ongoing assessment following the program’s guidelines	Scoring at or above the 50th percentile. Positive trend line on the intervention	Scoring below the 40th percentile. Questionable or Negative trend line on the intervention	Scoring below the 25th percentile. Negative trend line on the intervention	

Number of times per week intervention provided	3	Number of minutes per intervention session	20 - 30
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?</p> <p>The members of the MTSS/RtI team and Literacy Leadership Team analyze data and review Data Chats notes on action steps to determine next steps.</p>			
<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <ul style="list-style-type: none"> ● Lexia Core 5 (state approved) ● Read Naturally (IES promising level for reading achievement) ● Phonics <ul style="list-style-type: none"> Phonics for Reading/Rewards(ESSA strong) Fundations (state approved) 			
<p>How are Tier 2 interventions provided to students who receive interventions through distance learning?</p> <p>Through Canvas the distance learner will be provided with instruction and support as it would be given in brick and mortar setting using digital components.</p>			
IF:	<p>Student meets the following criteria at beginning of school year: <i>Students who received Tier 3 interventions in the previous school year or students who received multiple years of Tier 2 interventions with minimal progress determined by the MTSS/RtI team</i></p>		
THEN:	<p>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</p>		
	<p><i>Immediate, intensive intervention:</i></p> <ul style="list-style-type: none"> • <i>is targeted instruction based on student need;</i> • <i>provides small group or one-on-one instruction;</i> • <i>includes accommodations (IEP, ESOL, or 504);</i> • <i>includes more frequent progress monitoring than Tier 1 instruction and Tier 2 interventions; and</i> • <i>ensures additional time allotted is in addition to core instruction and Tier 2 interventions.</i> 		
	Tier 3 Programs/Materials/Strategies &	Tier 3 Progress Monitoring	

TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions

<i>Duration</i>	<i>Assessment & Frequency</i>	<i>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</i>	<i>Performance Criteria that prompts the changes to Tier 3 interventions</i>
Read Naturally/Reciprocal Teaching, at least four times a week (IES promising level for reading achievement)	Ongoing assessment following the program’s guidelines	Scoring above the 40 th below the 50 th percentile Positive trend line on the intervention	Scoring below the 25 ^h percentile Negative trend line on the intervention
Foundations (Wilson Reading System)-double dose, at least four times a week (state approved)	Ongoing assessment following the program’s guidelines	Scoring above the 40 th below the 50 th percentile Positive trend line on the intervention	Scoring below the 25 ^h percentile Negative trend line on the intervention
Rewards and Phonics for Reading (Voyager Sopris,) at least four times a week (ESSA strong level)	Ongoing assessment following the program’s guidelines	Scoring above the 40 th below the 50 th percentile Positive trend line on the intervention	Scoring below the 25 ^h percentile Negative trend line on the intervention
Lexia Core 5 Program (state approved)	Ongoing assessment following the program’s guidelines	Scoring above the 40 th below the 50 th percentile Positive trend line on the intervention	Scoring below the 25 ^h percentile Negative trend line on the intervention
<i>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</i>			
<i>Number of times per week intervention provided</i>	<i>4 - 5</i>	<i>Number of minutes per intervention session</i>	<i>20-30 min</i>
<i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?</i> <i>Data chats, walk-throughs, meetings, professional development</i>			
<i>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</i> <ul style="list-style-type: none"> ● <i>Lexia Core 5 (state approved)</i> ● <i>Read Naturally (IES promising level for reading achievement)</i> ● <i>Phonics</i> <i>Phonics for Reading/Rewards (ESSA strong level)</i> <i>Foundations (state approved)</i> 			

How are Tier 3 interventions provided to students who receive interventions through distance learning?

FSU-Broward District developed a virtual distance-learning schedule for students receiving interventions. Designated days and times are delineated for small group instruction provided by an interventionist.

(12) Identification of Students with a Substantial Reading Deficiency (6A-6.053(12), F.A.C.)

In accordance with Section 1008.25(4)(c), F.S., students identified with a substantial reading deficiency as determined in Section 1008.25(5)(a), F.S., must be covered by a federally required student plan, such as an individual education plan (IEP) or an individualized progress monitoring plan, or both, as necessary. A kindergarten through grade 3 student is identified as having a substantial deficiency in reading if any of the following criteria are met:

- The student scores at the lowest achievement level/benchmark as identified by the publisher during a universal screening period, on an assessment listed in the district’s approved District K-12 Comprehensive Evidence-Based Reading Plan; and beginning in 2022-2023 school year, students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F.S.;
- The student scores at the lowest achievement level/benchmark as identified by the publisher during progress monitoring administration at any time during the school year, on an assessment listed in the district’s approved District K-12 Comprehensive Evidence-Based Reading Plan and beginning in 2022-2023 school year, students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F.S.; or
- The student has demonstrated, through consecutive formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; reading fluency; and reading comprehension.

Describe the district’s process for identifying students with a substantial deficiency in reading based on the criteria above.

Students scoring at/or below the lowest benchmark/achievement level on the assessments listed on the District K-12 CERP during the progress monitoring administration throughout the year as well as through consecutive formative assessments demonstrated minimum skill levels in the six areas of reading will be identified as having a substantial deficiency in reading.

(13) 300 Lowest Performing Elementary Schools. (6A-6.053(13), F.A.C.)

Each school district that has one or more of the 300 lowest-performing elementary schools must provide an additional hour per day of intensive reading instruction for the students in each school as required by Section 1011.62(9), F.S. The additional hour may be provided within the school day.

Does the district have one or more of the 300 lowest-performing elementary schools? **Yes** **No**

If yes, describe the process the district uses to ensure all of the following requirements are met. If individual schools within the district have a different approach to meet the requirements below, please include their plan.

Provide an additional hour per day of intensive reading instruction for students in the school. The additional hour may be provided within the school day.

Note: If the additional hour is provided within the school day, 150 minutes of reading instruction must be provided in accordance with Rule 6A-6.053, F.A.C., and Section 1011.62, F.S.

N/A

The additional hour per day of intensive reading instruction must be provided by teachers and reading specialists who have demonstrated effectiveness in teaching reading.

N/A

The intensive reading instruction delivered in this additional hour includes evidence-based reading instruction that has been proven to accelerate progress of students exhibiting a reading deficiency, including:

- ***differentiated instruction based on screening, progress monitoring, diagnostic, or student assessment data to meet students' specific reading needs;***
- ***explicit and systematic reading strategies to develop phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided practice, error correction, and feedback; and***
- ***coordinated integration of civic literacy, science, and mathematics text reading, text discussion, and writing in response to reading.***

N/A