

Florida Atlantic University Laboratory Schools

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, Dir. C&I and PL	Tammy Bresnahan	tbresnah@fau.edu	561-297-3204
Data Element, Literacy Coach	Gina Hufty	gbove@fau.edu	561-297-0770
Third Grade Promotion, Asst. Principal	Rebecca Kasten	rkasten@fau.edu	561-297-0638
Multi-Tiered System of Supports	Jessica Foreman	foremanj@fau.edu	561-297-0131
Principal	Lauren Robinson	lrobin15@fau.edu	561-297-0638

2) District Expenditures

Comprehensive System of Reading Instruction Expenditures ([Rule 6A-6.053\(9\)\(b\)3.b., F.A.C.](#))

The reading funding included in the Florida Education Finance Program (FEFP) base funding is intended to provide comprehensive reading instruction to students in prekindergarten (PreK) through grade 12. Districts will include salaries and benefits, professional learning, assessment, programs/materials, tutoring and incentives required to effectively implement the district's plan. The expenditures must prioritize Voluntary Prekindergarten (VPK) students who have a substantial deficiency in early literacy skills and K-3 students who have a substantial reading deficiency or characteristics of dyslexia.

Charter schools must utilize their proportionate share in accordance with ss. [1002.33\(7\)\(a\)2.a.](#), [1003.4201](#) and [1008.25\(3\)\(a\)](#), F.S. *Note: All intensive reading interventions specified by the charter must be delivered by a teacher who has a literacy micro-credential or is certified or endorsed in reading.*

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Comprehensive System of Reading Instruction Expenditures	Amount	FTE
Elementary Expenses		
Literacy coaches	\$102,295	1.0
Intervention teachers	\$ 86,160	1.0
Scientifically researched and evidence-based supplemental instructional materials	\$ 10,768	
Third grade summer reading camps	\$ 720	
Summer reading camps	\$ 6,600	
Secondary Expenses		
Literacy coaches	0	
Intervention teachers	0	
Scientifically researched and evidence-based supplemental instructional materials	\$ 920	
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	n/a	
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential	0	
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)	\$ 18,000	
Tutoring programs to accelerate literacy learning	0	
Family engagement activities	0	
Estimated Sum of Expenditures	\$225,463	

3) Literacy Leadership – District and School

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

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

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

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

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

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

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Level 1	Level 1	Levels 3-5	Levels 3-5
K	0	0	100%	100%
1	0	0	94%	97%
2	0	0	97%	100%
3	0	0	92%	95%
4	0	0	94%	97%
5	0	0	96%	99%
6	0	0	98%	100%
7	0	0	98%	100%
8	0	0	100%	100%
9	0	0	100%	100%
10	0	0	100%	100%

B. Plan Implementation and Monitoring ([Rule 6A-6.053\(10\)](#), F.A.C.)

Districts must monitor the implementation of the District CERP at the district and school level, including District-sponsored charter schools.

1. Provide an explanation of the following: *Note: As a 1-school district, “district /school-based” assessments are one and the same.

Grades K-5	District / School Level
Data that will be collected and the frequency of review	FAST progress monitoring/summative assessment for ELA, 3x/year iReady Inform diagnostic, 3x/year Phonics screener, 3x/year PA screener, 2x/year
Actions for continuous support and improvement	Quarterly data review with principal and assistant principals Monthly data chats with teachers, literacy coach, and interventionists to identify areas for student growth.
Grades 6-8	District / School Level
Data that will be collected and the frequency of review	FAST progress monitoring/summative assessment for ELA, 3x/year CommonLit 360 diagnostic 3x/year
Actions for continuous support and improvement	Quarterly data review with principal and assistant principals Monthly data chats with teachers, instructional facilitators, and the ESE instructor to identify areas for student growth.
Grades 9-12	District / School Level
Data that will be collected and the frequency of review	FAST progress monitoring/summative assessment for ELA, 3x/year. Students in grades 10-12 are fully dual-enrolled at FAU. The school counselors monitor students’ grades.

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Actions for continuous support and improvement

Data review with the principal after the FAST PM1 and PM2

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

FAU Lab School's CERP reflects evidence-based instruction, programs, and interventions. No major changes were made in the implementation of the 25-26 CERP, and the assessment results were as successful as the year prior. Data analysis, using PowerBi, helped the Literacy Leadership Team (LLT) focus on intervention outcomes, identify students ready for acceleration, and ensure alignment with our school-based assessments and the FAST assessments.

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

Using a literacy walkthrough tool, the administrative team and the literacy coach conduct monthly classroom walkthroughs. Walkthrough data are collected and reviewed. These observations provide the basis for productive communication, inform professional learning (PL) needs, and improve students' literacy outcomes through impact coaching cycles. The district reading contact, literacy coach, interventionists, and administrators meet bi-monthly during the Literacy Leadership meetings to ensure the CERP is being implemented effectively.

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

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

C. Literacy Coaches ([Rule 6A-6.053\(4\), F.A.C.](#))

The Just Read, Florida! literacy coach model delineates the roles and responsibilities of literacy coaches.

1. Is the district using the Just Read, Florida! literacy coach model as defined in [Rule 6A-6.053\(4\), F.A.C.](#)?

☒ Yes

☐ No

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

N/A

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

FAU Lab School consists of one school: A.D. Henderson University & FAU High School. The principal is part of the Literacy Leadership Team and assists with creating the CERP. The principal reviews the final CERP prior to the School Advisory Body's annual approval and provides feedback. A collaborative meeting is held with the principal, Literacy Leadership Team, literacy coach, and district administrator to establish a shared understanding of the literacy coach's role and responsibilities. During this meeting, expectations, priorities, and coaching practices are reviewed to ensure alignment with the school's literacy goals and the district's comprehensive reading plan.

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

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

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

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

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

The literacy coach prioritizes time for those teachers, activities, and roles that will have the greatest impact on student achievement in reading, including classroom coaching, mentoring, and a variety of professional learning for teachers, depending on the teacher's needs. During the school-based team meetings, which occur every 6-8 weeks, data are analyzed, instruction and interventions reviewed, and decisions about instructional and professional learning are determined. Quarterly data presentations by the literacy coach to the leadership team provide an additional layer of decision-making based on student data.

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

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

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

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

4) Assessment, Curriculum and Reading Instruction

A. Florida's Formula for Reading Success ([Rule 6A-6.053\(3\)\(a\), F.A.C.](#))

K-12 reading instruction will align with Florida's Formula for Reading Success, $6 + 4 + T1 + T2 + T3$, which includes:

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- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.
- **Four types of classroom assessments:** screening, progress monitoring, diagnostic and summative assessment.
- **Three tiers of instruction that are standards-aligned;** include accommodations for students with a disability, students with an Individual Educational Plan (IEP) and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in [34 Code of Federal Regulations 200.2\(b\)\(2\)\(ii\)](#).
 - **Core Instruction (Tier 1):** provides print-rich explicit and systematic, scaffolded, differentiated instruction and corrective feedback; builds background and content knowledge; incorporates writing in response to reading.
 - **Supplemental Instruction/Interventions (Tier 2):** provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; occurs in addition to core instruction.
 - **Intensive, Individualized Instruction/Interventions (Tier 3):** provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback and frequent progress monitoring; occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial deficiency in reading. All intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading or possess a literacy micro-credential as provided in [s. 1003.485, F.S.](#)

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

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

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

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

FAU Lab School does not have a PreK program.

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

FAU Lab School does not have a PreK program.

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

FAU Lab School does not have a PreK program.

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

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

The Decision Trees must contain the following information:

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

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

(A) ...an activity, strategy or intervention that –

(i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on –

- (I) strong evidence from at least 1 well-designed and well-implemented experimental study;
- (II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
- (III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias.

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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 ☒ Grade K ☒ Grade 1	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year
FAST Star Reading	☒ Grade 1 ☒ Grade 2	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year
FAST ELA Reading	☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

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?
iReady Diagnostic	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students ☐ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☒ Other 2x/year
Heggerty Phonemic Awareness Skills Screener	☒ Grade K ☒ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5	☐ Oral Language ☒ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary	☒ Screening ☐ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually

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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?
	☒ All Students ☐ Select Students	☐ Comprehension		☐ As Needed ☐ Other
Letter Names, Letter Sounds, and Concepts of Print	☒ Grade K ☒ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Foundations unit assessments	☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☐ Grade 4 ☐ Grade 5 ☒ All Students ☐ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☒ Weekly ☒ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Core reading curriculum, unit assessments	☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☒ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
CORE Reading Assessments	☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☐ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
DIBELS targeted for students who show a reading deficiency	☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually

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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?
	☐ All Students ☒ Select Students	☒ Comprehension		☒ As Needed ☒ 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 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

- The student is identified as in need of Tier 3 interventions; or
- The student was retained the previous school year; or
- For kindergarten through grade 2, 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 or middle of the year test administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
 - Level 1 at the end of the year test administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
- For grade 3, the student scores:
 - Below the twentieth (20th) percentile at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
 - Level 1 on the statewide, standardized ELA assessment pursuant to [s. 1008.22\(3\)\(a\), F.S.](#)

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

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

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

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oral language skills, fluency, and comprehension), they would also qualify for Tier 2 interventions. Action steps are detailed below:

- I. Provide high-quality core instruction (Tier I) for all students.
 - a. If the student has a poor response to Tier I, refer the student to the school-based team (SBT).
 - b. The SBT will develop and implement an evidence-based Tier II intervention for 6-8 weeks while collecting progress monitoring data.
 1. If the student responds positively to the intervention, maintain Tier II instruction until the learning gap is closed.
 2. If the student does not respond positively, refer back to the SBT.
 - c. SBT will develop and implement evidence-based Tier III intervention for 6-8 weeks while collecting progress monitoring data.
 1. Positive response: Maintain Tier III until the learning gap is closed.
 2. Poor response: SBT team will schedule a meeting to consider the need for an initial ESE evaluation while continuing Tier II and Tier III interventions.
- II. Students who score Level 1 on any FAST assessment are identified as needing Tier 3 interventions. Tier 3 interventions are also provided to any student who fails to respond to Tier 2 interventions.

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

The same K-3 MTSS process is used for students in grades 4 and 5. Students in grades 4-5 are identified as needing Tier 2 interventions if they score Level 2 on any administration of the FAST assessment and/or score between the 26th and 39th percentile on the iReady diagnostic. Students who score Level 1 on any FAST assessment are identified as needing Tier 3 interventions. Tier 3 interventions are also provided to any student who fails to respond to Tier 2 interventions.

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. Describe the district's process (i.e., actionable steps) for identifying grades K-3 students with characteristics of dyslexia. Tier 3 interventions must be provided to students identified as having characteristics of dyslexia.

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

3b. Students with characteristics of dyslexia require additional screening pursuant to [s. 1008.25\(9\), F.S.](#) List the screener(s) utilized.

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

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FAU Lab Schools: K-5 Decision-Making Process

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

1. Phonological Awareness → Provide Tier 1 small-group support; if no progress, move to Tier 2.
2. Phonics → Same process as above.
3. Fluency → Provide targeted intervention if a gap is found.
4. Vocabulary → Provide targeted intervention if a gap is found.
5. Comprehension → Address only after foundational skills are secure.

FAU Lab Schools: Decision-Making Process for Students with Characteristics of Dyslexia

Step 1: Universal Screening - Identify potential areas of difficulty.

Step 2: Phonological Awareness

- o If a gap is found → continue Tier 1 small-group, differentiated instruction
- o If no progress → move to Tier 2 using evidence-based resources.

Step 3: Phonics

- o If a gap is found → provide Tier 1 differentiation.
- o If no progress → move to Tier 2.

Step 4: Fluency

- o If a gap is found → provide targeted intervention.

Step 5: Vocabulary

- o If a gap is found → provide targeted intervention.

Step 6: Comprehension

- o Address only after foundational skills are secure.

4. For grades K-5, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

Data chats, coaching cycles, informal/formal classroom observations, literacy team meetings, school problem-solving team meetings, grade- and department-level collaboration, and PLCs are used to identify and solve problems to improve the effectiveness of Tier 1 instruction for all students.

5. For grades K-5, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

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

6. For grades K-5, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

The MTSS problem-solving process is utilized. Fidelity checks and data chats with teachers occur monthly to monitor students' progress in a Tier 3 intervention. Teachers are trained in the use of all intervention programs at the beginning of the school year and during Professional Learning Days. The literacy coach and the MTSS coordinator conduct periodic fidelity checks. Meetings and training are also held with the MTSS coordinator and the literacy coach at the beginning of each intervention cycle to ensure that each instructor understands how to implement programs with fidelity.

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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: 1. FAST PM1 Score - At or above Level 3 2. iReady Diagnostic - At or above 40th percentile		
List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students. ● FAST - At least 80% of the students score at Level 3 or above, or the criteria for grade level performance set by the FDOE. ● iReady Reading Assessment - At least 80% of the students score at or above the 40th percentile		
Core Instruction Indicate the core instructional materials utilized. Add additional rows as needed.		
Name of Program	Year of Program Adoption	
Wilson's Language Training, Foundations	2025	
Teacher/District - Developed Units of Study for Teaching Reading aligned to the B.E.S.T. standards	N/A	
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: ● Kindergarten-Grade 2: Scored "Below Benchmark" (below 40 PR) on the FAST STAR Early Literacy or Reading Assessment for PM1 or any of the PM assessments. ● Grades 3-5: Scored below Level 3 during the FAST-Cambium Progress Monitoring from FAST PM3 or 2026-2027 PM1 or any of the PM assessments.		
Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: ● FAST Score Level 2 or below ● iReady Diagnostic- below the 39th percentile		
Number of times per week interventions are provided: Interventions are provided 4 days per week. Number of minutes per intervention session: Each intervention session is 30 minutes.		
Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
The Heggerty Phonemic Awareness		The Heggerty Phonemic Awareness Program does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program:

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		Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade Recommendation 3: Provide intensive, systematic instruction on foundational reading skills [including phonemic awareness]. These recommendations were built into the program by explicit, systematic instruction for phonemic and phonological awareness. The district supports and monitors implementation of this program by conducting data chats and observational walkthroughs, including ongoing PL provided by the literacy coach.
Lexia Core 5	Strong Evidence	Lexia is on the 25-26 State Adoption List
Foundations Fun in Focus		Foundations Fun in Focus does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 3. Foundations Fun in Focus teaches students to decode words, analyze word parts, and write and recognize words. This practice has Strong Evidence of effectiveness. These recommendations were built into the program by explicit, systematic instruction for phonological awareness, decoding practice and reading texts with phonetically controlled vocabulary. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including two initial professional learning sessions (provided by the publisher) and bi-weekly check-ins.
Megawords: Multisyllabic Words for Reading, Spelling and Vocabulary		Megawords does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide, Foundational Skills to support Reading for Understanding in K-3 rd grade, Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words. These recommendations were built into the program by explicit, systematic instruction for phonemic and phonological awareness. The district supports and monitors implementation of this program by conducting data chats and observational walkthroughs, including ongoing PL provided by the literacy coach.
95 Comprehension		95 Comprehension does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Foundational Skills to support Reading for Understanding in K-3 rd grade, Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. These recommendations

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		were built into the program by explicit, systematic instruction for phonological awareness, decoding practice and reading texts with phonetically controlled vocabulary. The district supports and monitors implementation of this program by conducting data chats and observational walkthroughs, including ongoing PL provided by the literacy coach.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. An explicit, systematic, and multisensory approach to phonics develops awareness of the segments of sounds in speech and how they link to letters and teaches students to decode words, analyze word parts, and write and recognize words. Decodable readers, along with the interventions above, provide comprehensive, evidence-based instruction. Lexia Core 5 utilizes an explicit, systematic, and multisensory approach to phonics, develops awareness of the segments of sounds in speech and how they link to letters, and teaches students to decode words, analyze word parts, and write and recognize words. The teacher-supported lessons utilize finger tapping, letter tiles, and other multisensory media to blend and read words.		
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Through the school/district-wide progress monitoring process, students who score Level 1 on any FAST assessment are provided an additional layer of intensive support through Tier 3 interventions. Tier 3 interventions may also be recommended for students who fail to respond positively (score below 80% on the PM tool) to Tier 2 interventions or, despite the interventions, continue to fall significantly below their peers. Individual diagnostic assessments may be administered to help identify the specific difficulty to accurately plan the intervention.		
Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: ● Students retained in grade 3 ● FAST Score Level 1 in any administration of the FAST ESA ● iReady Diagnostic- at or below the 25th percentile* Because of the high expectations for FAU Lab School students, a criterion beyond the minimum is used to identify and remediate the district's lowest-performing students. This is in compliance with legislation requiring schools to provide Tier 3 interventions for students in grades K-3 with a substantial reading deficiency and who have been previously retained. Students in grades K-2 are identified if they score below the 10th percentile on the coordinated screening and progress monitoring system or at level 1 on the end-of-year assessment.		

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Students in grade 3 are identified if they score below the 20th percentile on the coordinated screening and progress monitoring system or a level 1 on the end-of-year assessment.

Number of times per week interventions are provided: These interventions are provided 4-5 times per week, in addition to Tier 1 instruction and Tier 2 interventions.

Number of minutes per intervention session: Each session is 30 minutes.

Intensive, Individualized Instruction/Interventions

Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Windsor Learning Sondag System		Windsor Learning Sondag System does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence; Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence; and Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. The Windsor Learning Sondag System demonstrates the recommendations from the What Works Clearinghouse (WWC) practice guides by using a systematic, explicit, and multisensory approach to foundational reading instruction. The program's design aligns with key WWC recommendations, particularly those focused on developing phonological awareness and phonics skills, and providing effective instruction for struggling readers. These recommendations were built into the program by explicit, systematic instruction for phonological awareness, decoding practice and reading texts with phonetically controlled vocabulary. The district supports and monitors implementation of this program by conducting data chats and observational walkthroughs, including ongoing PL provided by the literacy coach.
Lexia Core 5 Teacher-led lessons	Strong	State adoption list
FlyLeaf Publishing Intervention System		FlyLeaf Publishing does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the

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		program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence; Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence; and Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. These recommendations were built into the program by explicit, systematic instruction for phonological awareness, decoding practice and reading texts with phonetically controlled vocabulary. Flyleaf Publishing's intervention system demonstrates the recommendations from the What Works Clearinghouse (WWC) practice guides by providing explicit and systematic instruction in foundational reading skills through a structured, evidence-based approach. The program aligns with key WWC recommendations by focusing on phonemic awareness, systematic decoding, fluency, comprehension, and vocabulary development, using decodable texts and ongoing assessments to monitor student progress. The district supports and monitors implementation of this program by conducting data chats and observational walkthroughs, including ongoing PL provided by the literacy coach.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. An explicit, systematic, and multisensory approach to phonics develops awareness of the segments of sounds in speech and how they link to letters and teaches students to decode words, analyze word parts, and write and recognize words. Decodable readers, along with the interventions above, provide comprehensive, evidence-based instruction. Lexia Core 5, teacher-led lessons utilize an explicit, systematic, and multisensory approach to phonics, develop awareness of the segments of sounds in speech and how they link to letters, and teach students to decode words, analyze word parts, and write and recognize words. The teacher-supported lessons utilize finger tapping, letter tiles, and other multisensory media to blend and read words.		

7. Summer Reading Camps ([Rule 6A-6.053\(8\), F.A.C.](#))

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Requirements of Summer Reading Camps pursuant to [s. 1008.25\(8\), F.S.](#), include:

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

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

Summer Reading Camps for Retained Grade 3 Students
Schedule: Monday - Friday, 4 weeks: June 1-30, from 8:00am to 12:30pm (if needed)
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): Tier 2 and Tier 3 interventions will be utilized according to the student(s) specific need for instruction. Summer materials include Lexia Core5 Reading and teacher-led lessons.
Alternative Assessment Used: iReady or SAT 10
Additional Information (optional):

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

Summer Reading Camps for Students in Grades K-5
Will the district implement this option? ☒ Yes ☐ No
If yes, please describe the grade level(s) that will be invited to participate. Students who completed Kindergarten, grade 1, and grade 2 and scored below Level 3 on PM 3 of FAST will be invited to participate in a summer reading program. Students in grades 3-5 who score at level 3 or below have summer remedial work to complete under instructor supervision. If any student in grade 3 scored below level 3, they will participate in the in-person summer program.

Grades 6-8

8. Grades 6-8 Assessments

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

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

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Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
CommonLit Diagnostic	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☒ As Needed ☐ Other
CORE Reading Assessment	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Student	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed
Standards-aligned unit assessments	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☒ Weekly ☐ 2 x Month ☒ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed

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

Students who score Level 1 or Level 2 on the FAST assessment are identified as needing Tier 2 interventions. Students who fail to respond to Tier 2 interventions are provided Tier 3 interventions. The action steps are below: Provide high-quality core instruction (Tier I) to all students. 1. If the student has a poor response to Tier I, refer the student to the school-based team (SBT). 2. The SBT will develop and implement an evidence-based Tier II intervention for 6-8 weeks while collecting progress monitoring data. a. If the student responds positively to the intervention, maintain Tier II instruction until the learning gap is closed. b. If the student does not respond positively, refer to the SBT. 5. SBT will develop and implement evidence-based Tier III intervention for 6-8 weeks while collecting progress monitoring data. a. Positive response: Maintain Tier III until the learning gap is closed. b. Poor response: SBT team will schedule a meeting to consider the need for an initial ESE evaluation while continuing Tier II and Tier III interventions.

10. For grades 6-8, what processes and procedures are in place to identify and solve problems to improve the effectiveness of Tier 1 instruction?

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

11. For grades 6-8, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

The Tier 2 instructor/interventionist collects formative assessment data bi-weekly. These data include analyses of students' reading comprehension and fluency. Each month, a report on student growth is created and shared with appropriate teachers and administrators. The interventionist meets quarterly with the level administrator to review student data and make instructional and intervention decisions.

12. For grades 6-8, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

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

Grades 6-8 Decision Tree	
Tier 1 (Core) Only	
Beginning of Year Data	
Students must meet the following criteria at the beginning of the school year: Score Level 3 or higher on the FAST ELA PM3 from the previous school year. Score a scale score of 205 or higher on the Common Lit fall diagnostic, indicating at or above grade level.	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. At least 80% of students score Level 3 or above on the FAST ELA PM3 assessment. At least 80% of students score 75% or above on standards-aligned unit assessments. Results from the 2026 FAST ELA PM3 indicated that 98% of students in grades 6 through 8 scored Level 3, 4, or 5, with 87% scoring Level 4 or 5. This is well over the 80% threshold, indicating the Tier 1 curriculum meets nearly all students' needs.	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
CommonLit 360 CommonLit does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: <u>Improving Adolescent Literacy: Effective Classroom and Intervention Practices, WWC Practice Guide</u> . This guide provides the following recommendation(s) which are included in this resource:	N/A

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1. Provide direct and explicit comprehension strategy instruction (strong evidence) 2. Provide opportunities for extended discussion of text meaning and interpretation. (strong evidence) 3. Increase student motivation and engagement in literacy learning. (moderate evidence). These recommendations were built into CommonLit by providing all three evidence-based practices. The district will support and monitor implementation of this program by monitoring students' achievement as indicated by FAST progress monitoring and CommonLit progress monitoring assessments. Inservice provided by the vendor as well as support from the instructional facilitator is available to all 3 middle school ELA instructors.	
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Tier 2 interventions will be initiated if a student scores Level 1 or Level 2 on the FAST ELA PM3 assessment during the previous school year or any FAST ELA PM assessment during the current school year. In addition, a student's scale score of 204 or below on the fall or winter CommonLit diagnostic assessment may also prompt Tier 2 interventions.	

Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: If a student scores Level 1 or Level 2 on the FAST PM3 assessment during the previous school year or any FAST ELA PM assessment, or the student scores at or below 204 scale score on the fall or winter CommonLit diagnostic assessment		
Number of times per week interventions are provided: 2 to 3 times/week (block scheduling) Number of minutes per intervention session: 90 minutes per session Course(s) where interventions take place: Interventions take place during the critical thinking course, or before and after school, depending on the student's schedule.		
Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Lexia PowerUp	Strong	
95 Vocabulary Surge		95 Vocabulary Surge does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide - <i>Providing Reading Interventions for Students in Grades 4-9</i> , 95 Vocab Surge is in alignment with <u>Recommendation 3: Provide explicit vocabulary instruction</u> , which has strong evidence. This is built into the program, as it assists students in building decoding skills to read complex multisyllabic words and provides purposeful fluency-building activities to help students read

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		effortlessly, with strong evidence of improving students' reading ability. The district will support and monitor implementation of this program by monitoring data and engaging in data chats with instructors and conducting observational walkthroughs.
MegaWords		Megawords does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide - <i>Providing Reading Interventions for Students in Grades 4-9</i> , is in line with <u>Recommendation 3</u> : Routinely use a set of comprehension-building practices to help students make sense of the text, which has shown strong evidence. This is built into the program through decoding skills for reading complex multisyllabic words and purposeful fluency-building activities that help students read effortlessly, with strong evidence of improved reading ability. The district will support and monitor the implementation of this program by monitoring data, engaging in data chats with instructors, and conducting observational walkthroughs.

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

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)

Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Tier3 interventions will be initiated if a student scores Level 1 or Level 2 on the FAST ELA PM3 assessment during the previous school year or any FAST ELA PM assessment during the current school year, or fails to respond to interventions provided in Tier 2.

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions

Beginning of Year Data

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

Level 1 on the FAST ELA assessment from the previous year or students who score Level 1 or Level 2 on any administration of the FAST ELA test and who did not show growth from PM1 to PM 2 will be provided with Tier 3 interventions Additionally, if students score at or below a 177 scale score on the fall or winter Common Lit diagnostic, this will prompt the addition of a Tier 3 intervention.

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

Number of minutes per intervention session: 50 minutes

Course(s) where interventions take place: Interventions take place during the critical thinking course, or before and after school, depending on the student's schedule.

Intensive, Individualized Instruction/Interventions

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Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Lexia PowerUp	Strong	
95 Vocabulary Surge		95 Vocabulary Surge does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide - <i>Providing Reading Interventions for Students in Grades 4-9</i> , 95 Vocab Surge is in alignment with <u>Recommendation 3</u> : Provide explicit vocabulary instruction, which has strong evidence. This is built into the program, as it assists students in building decoding skills to read complex multisyllabic words and provides purposeful fluency-building activities to help students read effortlessly, with strong evidence of improving students' reading ability. The district will support and monitor implementation of this program by monitoring data and engaging in data chats with instructors, and conducting observational walkthroughs.
MegaWords		Megawords does not meet strong, moderate or promising levels of evidence; however, the following WWC Practice Guide - <i>Providing Reading Interventions for Students in Grades 4-9</i> , is in line with <u>Recommendation 3</u> : Routinely use a set of comprehension-building practices to help students make sense of the text, which has shown strong evidence. This is built into the program by providing decoding skills for reading complex multisyllabic words and by offering purposeful fluency-building activities to help students read effortlessly, with strong evidence of improved reading ability. The district will support and monitor the implementation of this program by monitoring data, engaging in data chats with instructors, and conducting observational walkthroughs.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)

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Grades 9-12

13. Grades 9-12 Assessments

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

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

Additional Assessment(s)				
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?
Curricular teacher-developed end-of-unit assessments	☒ Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12 ☒ All Students ☐ Select Students	☒ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other

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

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

15. For grades 9-12, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

The ELA instructors engage in student data chats and collect evidence of student attainment of grade level B.E.S.T. standards. Students' grades in ELA-related courses are monitored quarterly. Results from FAST ELA PM1 and PM2 are reviewed to ensure students are on track for the PM3 summative assessment. The high school counselor/advisor monitors the students' university grades and resulting GPA to ensure they are on track for graduation.

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16. For grades 9-12, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

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

17. For grades 9-12, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

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

Grades 9-12 Decision Tree	
Tier 1 (Core) Only	
Beginning of Year Data	
Students must meet the following criteria at the beginning of the school year: Level 3 and above (FAU High requires students to have earned Level 4, at a minimum, to be accepted into the program. 100% of students entering 9 th and 10 th grade meet these criteria.	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. The criteria that indicate the curriculum is sufficient for at least 80% of students are scores of Level 3 or above on the FAST ELA. All students in grades 9-12 must maintain a minimum GPA of 3.0 to continue in the fully dual enrollment program. Results from the 2026 FAST ELA PM3 indicated that 100% of students in grades 9 and 10 scored above Level 3, with 100% and 98% of students scoring Level 4 or Level 5, respectively. This is well over the 80% threshold, indicating the Tier 1 curriculum sufficiently meets nearly all students' needs.	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
Perrine's Literature Structure, Sound, & Sense This resource supplements the instructor-developed units and does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: <u>Improving Adolescent Literacy: Effective Classroom and Intervention Practices, WWC Practice Guide</u> . This guide provides the following recommendation(s) which are included in this resource: 1. Provide direct and explicit comprehension strategy instruction (strong evidence) 2. Provide opportunities for extended discussion of text meaning and interpretation. (strong evidence) 3. Increase student motivation and engagement in literacy learning. (moderate evidence). These recommendations were built into the ELA program by providing all three evidence-based practices. The district will support and monitor the implementation of this program by monitoring students' achievement as	N/A

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indicated by FAST progress monitoring and classroom assessments. There is one ELA instructor at FAU High School. Professional learning will be provided by the high school administrator and/or literacy coach if needed.		
Students in grade 10 are fully dual-enrolled at the university and take ENC 1101 and ENC 1102 at Florida Atlantic University.		
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year : Student scores a level 1 or level 2 on any FAST PM assessment, and/or their cumulative unweighted high school GPA is between 3.0 and 3.25.		
Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: No student would be accepted into FAU High School, an early college program, if they scored below level 3 at the beginning of the school year. However, if a student in grades 9 or 10 scores below the Level 3 threshold on the FAST ELA during PM1 or PM2, or the student earns below a grade of “C” on any ELA-related course, the student would be required to participate in after-school tutoring. High-quality tutoring is an evidence-based strategy that can make a positive impact (Fong, REL 2021).		
Number of times per week interventions are provided: 1 to 2 times per week Number of minutes per intervention session: 60 minutes per session Course(s) where interventions take place: Outside of class time		
Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
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 <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year The academic success plan is not successful in supporting the student’s GPA to reach a minimum of 3.0.		

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: Historically, this criterion is not found at FAU High. However, if a student scores a Level 1 on the current-year FAST PM1 or PM2 assessment, or earns below a grade of “D” in any ELA-related course in grades 11 and 12, the student would be required to participate in after-school tutoring. High-quality tutoring is an evidence-based strategy that can make a positive impact (Fong, REL 2021).		

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Number of times per week interventions are provided: 1 to 2 times per week Number of minutes per intervention session: 60 minutes per session Course(s) where interventions take place: outside of class time		
Intensive, Individualized Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
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 <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)

5) Professional Learning ([Rule 6A-6.053\(9\)\(b\)3.g.—k., 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 FEEP 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
Literacy Series	K-5 Teachers	K-5 Vertical Alignment
Coaching Impact Cycles	K-8 Teachers	Individualized Instructional Goals
Foundations Renew & Refresh	K-5 Teachers	Science of Reading – Phonics (as needed)
Collaborative Lesson Planning	K-8 Teachers	Planning effective lessons for student growth
Research Communities of Practice (RCP)	K-9 Teachers	Teacher-selected RCP with many engaged in ELA-focused action research topics. RCP is a year-long program with support throughout the school year.

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PLCs	K-8 Teachers	PLCs focused on ELA, targeting student learning gains and an increase in students' scores at Level 4 or 5 on the FAST PM3 assessment.
Learning Walks	K-8 Teachers	Focused learning walks 3 times each year
Instructional Personnel Describe how professional learning is provided to help instructional personnel 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. - The professional learning catalog includes options for teachers to earn the reading endorsement (through FCRR and UF Lastinger) currently 100% of K-5 teachers are either reading endorsed or certified. - Teachers and paraprofessionals can earn literacy micro credentials through UF Lastinger. To date, 55% of elementary teachers, 100% of middle school ELA teachers, and several paraprofessionals have earned literacy micro credentials. - All teachers can access FAU's Employee Educational Scholarship Program, which includes up to 6 credits each semester, toward advanced degrees after 6 months of service.		
Differentiated Professional Learning Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data. FAU Lab School uses Professional Learning Communities (PLCs) that adapt to each teacher's needs and experience level. Teachers identify what they need to learn to help their students improve in specific areas. They set goals, gather data through student assessments and classroom observations, then collaboratively share and evaluate the results. Many teachers also join the Research Communities of Practice, where they conduct classroom-based action research.		
Mentor Teachers Describe how mentor teachers are identified and how model classrooms are established and utilized within the school. Mentor teachers are selected based on these criteria: At least 3 years of experience working at FAU Lab Schools, rated highly effective, and have participated in clinical educator training. Model classrooms are selected based on administrator and literacy coach walkthroughs and observations. Teachers who exhibit mastery in a particular area (literacy, identifying and providing small group instruction, classroom management, for example) are highlighted during literacy walks and provide a learning space for observations by new or struggling teachers.		
Professional Learning Time Describe how time is provided for teachers to meet weekly for professional learning. Elementary teachers have daily grade-level common planning time. Other opportunities for learning include Teach-Me-Tuesday, where educators come together after school to learn a new skill, management technique, or to take a deeper dive into other instructional best practices. Wednesday afternoons are set aside for meetings with teams, PLCs, and new teacher support. Each fall, the Literacy Coach provides a Literacy Series focused on an explicit, systematic, and sequential approach to reading instruction, grounded in the science of reading and including multisensory intervention strategies. Finally, literacy learning walks, lesson planning conferences, and coaching impact cycles further support teachers' ongoing professional learning.		

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

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

Name of Tutoring Program	Target Audience	Description
N/A		

7) Family Engagement ([Rule 6A-6.053\(9\)\(b\)3.p., F.A.C.](#))

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

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

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

Describe the literacy partnerships or programs the district utilizes to increase support for families to engage in literacy activities and reading at home (e.g., New Worlds Reading Initiative).

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

8) Highly Effective Teachers ([Rule 6A-6.053\(9\)\(b\)3.f., F.A.C.](#))

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

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

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9) 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
JD	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that include 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.
JD	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.
JD	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.
JD	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist, and a lead teacher, as applicable.
JD	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
JD	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.
JD	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
JD	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
JD	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

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

Gracie Diaz, Deputy Superintendent

Signature:

Gracie Diaz

Date: July 16, 2026