

District Comprehensive Evidence-Based Reading Plan

Annually, school districts must develop a Comprehensive Evidence-Based Reading Plan (CERP) that outlines the components of the district's comprehensive system of reading instruction. In order to assist districts, the Florida Department of Education (Department) has developed the format below for district reading plans. Districts may utilize the Department's format or an alternative developed by the district. The CERP must be approved by the governing board or authority prior to being submitted to the Department by August 1 for approval. A charter school that elects to develop its own CERP must submit its CERP, approved by the governing board or authority, to the sponsoring district by July 15 and meet the requirements of sections (ss.) [1002.33\(7\)\(a\)2.a.](#) and [1003.4201](#), Florida Statutes (F.S.).

The District CERP depicts and details the role of administration (both district and school level), professional learning, assessment, curriculum and instruction in the improvement of student learning of the Benchmarks for Excellent Student Thinking (B.E.S.T.) English Language Arts (ELA) Standards as provided in [Rule 6A-1.09401, Florida Administrative Code \(F.A.C.\), Student Performance Standards](#). This information is reflected for all schools and grade levels and must be shared with all stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

1) Contact Information

The Main District Reading Contact will be the Department's contact for the District CERP and is responsible for the plan and its implementation. Other contacts are those who work primarily with an area covered within the plan. Indicate the contacts for your district. Add additional rows as needed.

Point of Contact	Name	Email	Phone
Main Reading Contact	Lisa Maraj	lmara@pinescharter.net	954-499-4244
Data Element	Kimberly Pizzo/Judith Founds	kpizzo@pinescharter.net jfounds@pinescahrter.net	954-499-4244
Third Grade Promotion	Lisa Maraj	lmara@pinescharter.net	954-499-4244
Multi-Tiered System of Supports	Diane Morrison/Maria Marquez	dmorrison@pinescharter.net mmarquez@pinescharter.net	954-499-4244
Other: Reading Curriculum	Judith Founds/Rabia Yousuf	jfounds@pinescharter.net ryousuf@pinescharter.net	954-499-4244
Other: Assessment	Karine Miranda	kmiranda@pinescharter.net	954-499-4244

2) District Expenditures

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

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

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

Comprehensive System of Reading Instruction Expenditures	Amount	FTE
Elementary Expenses		
	\$159,067	1 Reading Specialist and part of the salary for the Curriculum Specialist (1.70 FTE)
Literacy coaches		
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
Third grade summer reading camps		
Summer reading camps		
Secondary Expenses		
Literacy coaches		
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction		
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification		
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning		
Family engagement activities		
Other – Please Describe. Add additional rows as needed.		
Estimated Sum of Expenditures	\$159,067	1.70 FTE

3) Literacy Leadership – District and School

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

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

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

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

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

N/A

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%	86%	88%
1	2%	0%	88%	90%
2	4%	2%	82%	84%
3	3%	1%	87%	89%
4	6%	4%	79%	81%
5	4%	2%	82%	84%
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
9	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A

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

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

1. Provide an explanation of the following:

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	FSU Broward district is one school. This is monitored at the school level.	Progress monitoring data, including the Star Early Literacy, Star Reading, Star CBM, FAST, and school usage data of the Lexia Core5 program. Grade-level assessment progress monitoring data using Benchmark Advance to evaluate the effectiveness of Tier 1 instruction Students' progress monitoring data using Star CBMs, Star Early Literacy, Star Reading and Lexia Core 5 to monitor the progress of students receiving tiered interventions. The data is reviewed quarterly.

Actions for continuous support and improvement	N/A	District LLT members will use classroom walkthrough tools during literacy blocks to ensure that effective instruction and evidence-based practices are implemented with fidelity. The Literacy Leadership Team will review and monitor instructional walkthrough data. Reading support will provide resources and support based on coaching data. LLT will review school improvement goals and monitor classroom instruction to ensure effective implementation of these goals. The reading support staff and team leaders will support teachers through coaching, modeling, and mentoring in classrooms.
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	N/A	N/A
Actions for continuous support and improvement	N/A	N/A
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	N/A	N/A
Actions for continuous support and improvement	N/A	N/A

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.

After analyzing the District CERP Reflection Tool and conducting a root-cause analysis of student performance data, the district has planned professional learning opportunities aligned with ELA Expectation ELA.K12.EE.4.1, which involves using appropriate collaborative techniques and active listening skills when engaging in discussions in various situations for teachers to improve literacy outcomes for students, including increased walkthroughs.

The school will have a greater focus on the fidelity and monitoring of the tier 2 interventions.

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

Administrators and support staff monitor the implementation by analyzing classroom data, tracking PLC follow-up activities, and conducting quarterly informal classroom walkthroughs throughout the school year.

The observations will focus on the effectiveness of the evidence-based instructional approaches during the 90-minute reading block and the intervention block. The tools that will be utilized will be the Just Read Florida Literacy Walkthrough Tool, the Eleot, Benchmark Advance Look-fors, and Marzano's Evaluation Tool.

Additionally, the support staff using the push-in model provides support during the 90-minute literacy block and offers coaching in PLCs or team planning meetings. The School Literacy Leadership Team meets quarterly to review grade level and school data to identify and address policies and procedures that may pose a barrier in the learning environment. The curriculum specialist tracks the data, including all subgroups, to ensure alignment with the B.E.S.T. standards, assessment, and instruction.

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.

Performance Matters is a comprehensive data-management platform that houses assessment data, MTSS documents, and graphs. The platform also features an Early Warning System (EWS) that identifies students who require intensive support.

Administrators and staff have access to school, class, and individual student progress monitoring data, enabling them to provide immediate support in a timely manner. Administrators and support staff review the data in leadership meetings. Additional support is provided to teachers who require assistance, based on classroom data. Students are provided with tiered interventions and tutoring if needed. Furthermore, the assessment data is used to provide targeted training to teachers.

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?

FSU-Broward District only has one school. The principal is the main district reading contact. The school does not have one person who performs the duties of a reading coach. The school does not have a single individual serving as a reading coach; instead, the responsibilities are distributed among lead teachers. This team includes a certified reading specialist, a curriculum specialist, and a media specialist.

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

The school has a team of instructional leaders trained in the Science of Reading to perform the duties of a literacy coach. The instructional leaders are provided the opportunity to attend professional learning trainings and conferences. Time is dedicated to the master schedule for coaching and professional development. The administration team schedules frequent meetings and maintains open communication to support instructional leaders' progress toward achieving their goals for improving student literacy outcomes.

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?

The administration team and instructional leaders develop agreements to guide support staff who serve as coaches, outlining roles and responsibilities, coaching priorities, and expected outcomes. The master schedule ensures dedicated time is set for professional learning communities (PLCs) facilitated by instructional leaders. The schedule also includes time for instructional leaders to conduct data analysis with teams or individuals and create action plans to improve instructional practice.

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

The school leadership team monitors the implementation of the literacy coach model through observation, data analysis, observation, and feedback from teachers. Through observation the administrators ensure a coaching culture is supported and is evident based on teacher practice. Classroom student performance data is analyzed to see if there is a positive trend in literacy outcomes. Teachers' feedback, collected through informal conversations and meetings, is gathered to gain their perspective on the coaching support they receive from the instructional leaders. Administrators collect and review the multiple data sources to monitor the fidelity of the coaching process.

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

The FSU-Broward District measures the effectiveness of professionally trained staff performing the duties of a literacy coach by analyzing classroom and school data to measure the impact on literacy instruction. Qualitative and quantitative data are collected to make informed decisions for continued support. Administrators also conduct observations. The administration team utilizes feedback from teachers to assess the effectiveness of coaching, thereby fostering a collaborative and supportive environment.

4) Assessment, Curriculum and Reading Instruction

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

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

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

reading interventions must be delivered by instructional personnel who are certified or endorsed in reading or possess a literacy micro-credential as provided in [s. 1003.485, F.S.](#)

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

The district's strategic plan aligns with Florida's Formula for Reading Success. All students receive high quality instruction in the six components of reading. The plan incorporates tiered instruction through Tier 1, Tier 2, and Tier 3 support levels. Accommodations are provided to students with disabilities and students who are English Language Learners. Students who identify with substantial reading deficiencies are provided with evidence-based 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.

N/A

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

N/A

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

N/A

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

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

The Decision Trees must contain the following information:

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

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

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

Grades VPK-5

1. Grades VPK-5 Assessments

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST Star Early Literacy	☒ VPK ☒ 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?
Benchmark Advance	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1	☒ Oral Language ☒ Phonological Awareness ☒ Phonics	☒ Screening ☒ Progress Monitoring ☐ Diagnostic	☐ Weekly ☐ 2 x Month ☒ Monthly ☒ Quarterly

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?
	☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students ☐ Select Students	☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Summative	☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Star Early Literacy	☐ 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
Star Reading	☐ 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
Star CBM	☐ 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
Letter Names, Letter Sounds, and Concepts of Print	☐ VPK ☐ PreK ☒ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☐ Fluency ☐ Vocabulary	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually

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?
	☐ Grade 4 ☐ Grade 5 ☐ All Students ☒ Select Students	☐ Comprehension		☐ As Needed ☐ Other
Lexia Core5 Reading	☐ 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
Diagnostic Assessment of Reading	☐ 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
CORE Assessing Reading Multiple Measures	☐ 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
Dyslexia Teacher Observation Checklist	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☒ 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

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			

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.

The school's Multi-tiered System of Supports (MTSS) uses multiple data sources to identify students in grades K-3 who require a Tier 2 or Tier 3 reading intervention. The problem-solving process begins with the four-step MTSS framework, which involves problem identification, data analysis, the creation of an intervention plan, and progress monitoring to evaluate the effectiveness of the intervention.

In grades K-2, students scoring below the 40th percentile on Star Early Literacy or Star Reading assessments are identified as needing a tier 2 intervention. Students scoring below the 10th percentile on the FAST PM 1

or FAST PM 2 assessment, or showing insufficient progress from the tier 2 graph, will receive tier 3 intensive interventions. Once identified, a Collaborative Problem-Solving (CPS) meeting is scheduled based on data or teacher's observation.

In grade 3, students scoring below the 50th percentile on the Star Reading assessment or a level 2 on the FAST PM 1 are identified as needing a tier 2 intervention.

FSU-Broward District will also identify students as having a substantial deficiency in reading by following the guidelines provided by Just Read, Florida. For grades K-5, students who were retained in the previous year or scored a Level 1 on the FAST PM3. For grades K-2, students who scored below the 10th percentile or are unable to complete the practice items on the Star Early Literacy or Star Reading assessment. For grade 3, students who score below the 20th percentile on PM 1 or PM 2 FAST ELA Reading or Star Reading assessments will be referred to the CPS team and will be given intensive intervention.

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

The school's Multi-tiered System of Supports (MTSS) uses multiple data sources to identify students in grades 4-5 who require a Tier 2 or Tier 3 reading intervention. The problem-solving process begins with the four-step MTSS framework, which involves problem identification, data analysis, the creation of an intervention plan, and progress monitoring to evaluate the effectiveness of the intervention.

For grades 4 and 5, students scoring below the 40th percentile on the Star Reading assessment or a level 2 on the FAST PM 1 will need a tier 2 intervention. Students in grades 3 - 5 scoring below the 20th percentile on the FAST PM 1 or FAST PM 2 assessment, or showing insufficient progress from the tier 2 graph, will receive tier 3 or intensive interventions. Once identified, a Collaborative Problem-Solving (CPS) meeting is scheduled based on data or teacher's observation.

FSU-Broward District will also identify students as having a substantial deficiency in reading by following the guidelines provided by Just Read, Florida. For grades K-5, students who were retained in the previous year or scored a Level 1 on the FAST PM3.

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.

The FSU-Broward District identifies students with characteristics of dyslexia by first reviewing the STAR assessment data. This includes the FAST STAR Reading/STAR Early Literacy and other STAR assessments that are additionally administered outside of the PM testing windows. Then, the district utilizes the STAR CBM, the Diagnostic Assessment of Reading, or the CORE Assessing Reading Multiple Measures to further screen students. The school will determine which additional assessments to be administered during CPST meetings.

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

In addition to the STAR CBM, the Diagnostic Assessment of Reading, or the CORE Assessing Reading Multiple Measures, the FSU-Broward District will also utilize a Dyslexia Teacher Observation Checklist. If a student

continues to struggle with decoding, even after providing intensive and systematic, frequent Tier 3 interventions, we propose a psychoeducational evaluation with a focus on reading.

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

The effectiveness of Tier 1 instruction is monitored through data chats and the analysis of FAST, Star Early Literacy, and Star data. Classroom walkthroughs are performed routinely to monitor instructional practices. The support staff uses the coaching model that is based on classroom observations, modeling, and data analysis in order to identify areas in need of improvement.

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

The effectiveness of Tier 2 instruction is monitored through data chats and data analysis. Intervention data is also monitored. The data chats are conducted quarterly. The intervention data is analyzed to determine if the students are making progress with a positive trend line. Progress monitoring data is analyzed. This may include the STAR assessments and STAR CBMs. If a positive trendline is not apparent, then additional assessments may be given in order to determine specific gaps. These may include the DAR or CORE. Classroom walkthroughs are performed routinely during the intervention block to ensure interventions are effective and meet the goal of improving student outcomes. CPST meetings are set up to discuss the student's progress and determine next steps.

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 effectiveness of Tier 3 instruction is monitored through data chats and data analysis. Intervention data is also monitored. Progress monitoring data chats are conducted on a weekly basis. The intervention data and graphs are analyzed to determine if the student is making progress, as indicated by a positive trend line. This may include the STAR assessments and STAR CBMs. If a positive trend line is not apparent, then additional assessments may be given in order to determine specific gaps. These may include the DAR or CORE. Classroom walkthroughs are performed routinely during the intervention block to ensure interventions are effective and meet the goal of improving student outcomes. CPST meetings are set up to discuss the student's progress and determine next steps.

Grades K-5 Decision Tree

Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.

Tier 1 (Core) Only

Beginning of Year Data

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

Kindergarten: Score is at/above the 40th percentile on the Star Early Literacy, or Star reading assessment, or FAST PM 1.

For grades 1 and 2: Score is at/above level 3 on the previous PM3 ELA data. Score is at/above the 40th percentile on the FAST PM 1 ELA and Star reading assessments.

Grade 3: Score is above the 50th percentile on the Star Reading Assessment. Score is at/above level 3 on the FAST PM 1 or 2025-2026 FAST PM3 ELA.

Grades 4-5: Score is above the 40th percentile on the Star Reading Assessment. Score is at/above level 3 on the FAST PM 1 or 2025-2026 FAST PM3 ELA.		
List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students. At least 80% of the students would score above the 40th percentile on the FAST, Star Early Literacy, or Star reading assessment for grades K-2 and 4-5, and above the 50th percentile for third grade. In addition, students must score at/above the lowest benchmark/achievement level on the alternate assessments listed on the FSU-Broward CERP. Furthermore, students must meet the minimum skill levels through consecutive formative assessments in the six areas of reading.		
Core Instruction Indicate the core instructional materials utilized. Add additional rows as needed.		
Name of Program		Year of Program Adoption
Benchmark Advance		2026
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: If the data falls below the grade-level expectations or district benchmark level, the student will be referred for Tier 2 intervention. Any one or a combination of data points may trigger the need for an intervention. For grades K-2 and 4-5, students who score below the 40th percentile on the Star Early Literacy, Star Reading, and/or below the 40th percentile on the FAST PM 1 or FAST PM2 ELA assessment. For grade 3, students who score below the 50th percentile on the Star Reading assessment and/or below the 40th percentile on the FAST PM 1 or FAST PM2 ELA assessment.		
Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: Kindergarten - Grade 2: Score is below the 40th percentile on the FAST, Star Early Literacy, or Star reading assessment, or FAST PM 1 or FAST PM2. Students who score at a level 1 or 2 from the previous year's PM3. Grade 3: Score is below the 50th percentile on the Star Reading Assessment. Score is below level 3 on the 2025-2026 PM3 ELA. Any one or a combination of data points may trigger the need for an intervention. Grades 4-5: Score below the 40th percentile on the Star Reading Assessment and below a level 3 on the FAST PM 1 ELA, or the score is below a level 3 on the 2025-2026 FAST PM3 ELA. Any one or a combination of data points may trigger the need for an intervention.		
Number of times per week interventions are provided: 3 times a week Number of minutes per intervention session: 20-30 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)
Lexia Core5 Reading – Teacher-led lessons	State approved	

Foundations (Wilson Reading System)	State approved	
Read Naturally	Read Naturally meets promising levels of evidence on WWC.	
Reciprocal Teaching		Reciprocal Teaching does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: WWC Practice Guide Improving Reading Comprehension in Kindergarten Through 3rd Grade. Recommendation 1: Teach students how to use reading comprehension strategies (Strong). 2. Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content (Moderate). 5. Establish an engaging and motivating context in which to teach reading comprehension (Moderate). These recommendations were built into the program by explicit, systematic instruction for comprehension strategies and vocabulary building. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing classroom coaching (provided by an instructional coach or reading endorsed administrator).
Phonics for Reading (Voyager Sopris)		Phonics for Reading does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: WWC Practice Guide Assisting Student Struggling with Reading, Recommendation(s) Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades. Recommendation 1: Screen all students for potential reading problems at the beginning of the year and again in the middle of the year (Moderate). Recommendation 3: Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (Strong Evidence); These recommendations were built into the program by explicit, systematic instruction for comprehension strategies, vocabulary building, phonological awareness, letter-sound correspondence, word parts and multisensory strategies for phonics. The district will support and monitor implementation

		of this program by conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing classroom coaching (provided by an instructional coach or reading endorsed administrator).
Rewards (Voyager Sopris)		Rewards (Voyager Sopris) does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: WWC Practice Guide Assisting Student Struggling with Reading, Recommendation(s) Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades. Recommendation 3: Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (Strong Evidence). This recommendation was built into the program by explicit, systematic instruction for comprehension strategies, vocabulary building, phonological awareness, letter-sound correspondence, word parts and multisensory strategies for phonics. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing classroom coaching (provided by an instructional coach or reading endorsed administrator)
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)
Benchmark Advance: Steps to Advance Literacy Solutions	State approved	
Quick Reads Struggling Readers (SAVAAS Learning Company)	ESSA strong level	
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.		

Foundations (Wilson Reading System) utilizes magnetic tiles, boards, writing boards, and manipulatives to help students learn skills through a multisensory approach.		
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: If Tier 2 criteria identified above are not being met, the CPS team will convene and through the problem-solving process, utilize ICEL (Instruction, Curriculum, Environment, and Learner)/RIOT (Review, Interview, Observation, and Test) Framework, review fidelity of implementation and exclusionary factors, make instructional adjustments, which may include a new goal, intervention and/or a change in intensity. Any student who scores a Level 1 on the coordinated screening and progress monitoring system (FAST) will receive Tier 3 interventions in addition to Tier 2 interventions.		
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: The student is identified as in need of Tier 3 interventions; or the student was retained the previous year; or scored a level 1 on the 2025-2026 FAST PM3 ELA assessment; or scored a Level 1 on the 2026-2027 FAST PM1 ELA assessment and scored intensive on the CORE Assessing Reading Multiple Measures; or scored at a high risk on the Dyslexia Teacher Observation Checklist; or scored 2 grade levels below on the Diagnostic Assessment of Reading (DAR) Kindergarten - Grade 2: Score is below the 10th percentile or is unable to complete the practice items on the FAST, Star Early Literacy, or Star reading assessment, or scored a level on the 2025-2026 FAST PM 3 ELA. Grade 3 - 5: Score is below the 20th percentile on the Star Reading Assessment and the FAST PM 1 beginning-of-the-year assessment.		
Number of times per week interventions are provided: 4-5 times per week Number of minutes per intervention session: 20-30 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)
Foundations (Wilson Reading System)	State approved	
Reciprocal Teaching		Reciprocal Teaching does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: WWC Practice Guide Improving Reading Comprehension in Kindergarten Through 3rd Grade. Recommendation 1: Teach students how to use reading comprehension strategies (Strong). 2. Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content (Moderate). 5. Establish an engaging and motivating context in which to teach

		reading comprehension (Moderate). These recommendations were built into the program by explicit, systematic instruction for comprehension strategies and vocabulary building. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing classroom coaching (provided by an instructional coach or reading endorsed administrator).
Read Naturally	Read Naturally meets promising levels of evidence on WWC.	
Phonics for Reading (Voyager Sopris)		Phonics for Reading does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: WWC Practice Guide Assisting Student Struggling with Reading, Recommendation(s) Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades. Recommendation 1: Screen all students for potential reading problems at the beginning of the year and again in the middle of the year (Moderate). Recommendation 3: Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (Strong Evidence); These recommendations were built into the program by explicit, systematic instruction for comprehension strategies, vocabulary building, phonological awareness, letter-sound correspondence, word parts and multisensory strategies for phonics. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing classroom coaching (provided by an instructional coach or reading endorsed administrator).
Rewards (Voyager Sopris)		Rewards (Voyager Sopris) does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: WWC Practice Guide Assisting Student Struggling with Reading, Recommendation(s) Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades. Recommendation 3: Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score

		on universal screening (Strong Evidence). This recommendation was built into the program by explicit, systematic instruction for comprehension strategies, vocabulary building, phonological awareness, letter-sound correspondence, word parts and multisensory strategies for phonics. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing classroom coaching (provided by an instructional coach or reading endorsed administrator).
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)
Benchmark Advance: Steps to Advance Literacy Solutions	State approved	
Quick Reads – Struggling Readers (SAVAAS Learning Company)	ESSA Strong level	
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. Foundations (Wilson Reading System) utilizes magnetic tiles, boards, writing boards, and manipulatives to help students learn skills through a multisensory approach.		

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

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

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

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

reading and rated highly effective as determined by the teacher's performance evaluation under [s. 1012.34, F.S.](#)

Summer Reading Camps for Retained Grade 3 Students
Schedule: June 22-July 16 (Mondays-Thursdays) 8:00am-2:00pm
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): Lexia Core 5(State Approved,) Read Naturally Reciprocal Teaching Reciprocal Teaching does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: WWC Practice Guide Improving Reading Comprehension in Kindergarten Through 3rd Grade. Recommendation 1: Teach students how to use reading comprehension strategies (Strong). 2. Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content (Moderate). 5. Establish an engaging and motivating context in which to teach reading comprehension (Moderate). These recommendations were built into the program by explicit, systematic instruction for comprehension strategies and vocabulary building. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing classroom coaching (provided by an instructional coach or reading endorsed administrator). Wordly Wise 3000 Wordly Wise does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: WWC Practice Guide Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Recommendation 2: Provide direct and explicit comprehension strategy instruction (Strong Evidence); Recommendation 3. Provide opportunities for extended discussion of text meaning and interpretation (Moderate). These recommendations were built into the program by explicit, systematic instruction for comprehension strategies, word parts and vocabulary building. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing classroom coaching (provided by an instructional coach or reading endorsed administrator).
Alternative Assessment Used: State Approved Assessment 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.

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 FEFP earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction;
- Differentiate and intensify professional learning for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional learning.

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

Name of Professional Learning	Target Audience	Description
EPS Learning - The Science of Reading & Structured Literacy Semantics	K-5 Language Arts Teachers, ESE, Reading Support, & Instructional Leaders	This webinar defines semantics as the ultimate goal of reading, exploring its essential components, including background knowledge, vocabulary, and fluency. Participants will review research-based comprehension strategies and gain practical, hands-on activities to effectively apply these insights in their instructional practice.
EPS Learning - The Science of Reading & Structured Literacy Orthography	K-5 Language Arts Teachers, ESE, Reading Support, & Instructional Leaders	This webinar explores orthography as a multidimensional discipline that extends beyond simple spelling to include word structure, syllable types, and internal cognitive processes. Participants will investigate the internal cognitive processes involved in spelling and word building. Participants will gain practical resources and hands-on strategies to navigate the complexities of English spelling rules, fostering instantaneous word recall for a wide range of learners.
Reading Instruction through Panhandle Area Education Consortium (PAEC)	K-5 Language Arts Teachers, ESE, Reading Support, & Instructional Leaders	In this workshop, teachers will increase knowledge of subject area content to include standards instruction with student engagement and differentiation. This professional learning will involve disaggregating student data to pinpoint specific areas of focus, inform instructional

		decisions, and strategically plan small group instruction.
Reading trainings conducted by trained staff members and curriculum specialist with a literacy coach endorsement	K-5 Language Arts Teachers, ESE, Reading Support, & Instructional Leaders	In this PLC, participants will first explore Sedita's Writing Rope, the conceptual companion to Scarborough's Reading Rope, which summarizes key writing research. Teachers will then learn the critical role writing plays in cementing student learning. The course guides educators in connecting this research evidence to the B.E.S.T. Standards for ELA and the Benchmark Advance instructional materials. Finally, participants will develop practical skills by using writing rubrics to analyze student work, assessing phonics skills through encoding evidence, and planning targeted next steps for writing instruction.
BEES Independent Courses Reading Difficulties, Disabilities and Dyslexia	K-5 Language Arts Teachers, ESE, Reading Support, & Instructional Leaders	This course provides information for K-12 general education and ESE teachers of students who face challenges in mastering reading skills. It clarifies the difference between various types of reading challenges and disabilities, including dyslexia. It provides information on assessment, data-driven decision making, and how teachers use that data to select appropriate interventions matched to student needs. The course also includes information about multisensory and structured literacy approaches to instruction, as well as other learning supports that can be implemented to ensure students' access to standards-based content.
UF Lastinger Center Elementary Micro-Credential Course	K-5 Language Arts Teachers, ESE, Reading Support, & Instructional Leaders	This professional learning series is a three part, hybrid-model course designed to equip teachers with the skills necessary to address student literacy difficulties. The course combines instructor-supported online modules with a job-embedded practicum, allowing participants to immediately apply their learning in their professional setting. Through the course, educational personnel will be prepared to identify literacy difficulties in students, determine appropriate interventions, and apply evidence-based practices to address these challenges. In addition, effectively engage in progress monitoring and intervention.
Foundations Workshops	K-2 Teachers, ESE and Reading Support	The Foundations Level Virtual Launch

		Workshop is an interactive, full-day training designed to equip teachers with the necessary skills and guidance to effectively implement the Foundations Level curriculum. Participants will actively engage in discussions and activities that cover a comprehensive program overview, a detailed look at the required materials and resources, instruction on using the Teacher's Manual, and practical lesson planning.
Instructional Personnel and Certified PreK Teachers Describe how professional learning is provided to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential or credentials, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction.		
FSU-Broward District partners with the Professional Development Center (PDC) through the Panhandle Area Education Consortium (PAEC) to provide professional development for teachers. This includes training to help teachers integrate the six components of reading, including multisensory intervention strategies and structured literacy. Furthermore, many of the teachers have already taken the UF Lastinger Center MicroCredential Course. More teachers will take this course during the school year. In addition, any teachers who do not hold a reading certification or endorsement will take the course to become endorsed or certified.		
Differentiated Professional Learning Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data.		
Various professional learning opportunities are provided based on progress monitoring data. Initially, the support staff uses the push-in model to model evidence-based reading instruction grounded in the Science of Reading to any teacher identified as needing support based on classroom or walkthrough data. Differentiated professional learning is provided through targeted workshops focusing on effective instructional strategies. For a more intensive approach, the instructional coaches schedule a PLC for the teachers or grade level to co-plan or conduct a mini-lesson. A follow-up meeting is scheduled for a one-on-one conference with the teacher to review observation data, identify a specific goal, and collaborate on an action plan that will be monitored and implemented.		
Mentor Teachers Describe how mentor teachers are identified and how model classrooms are established and utilized within the school.		
New teachers are paired with mentor teachers at the beginning of the year. The mentor teachers are highly effective teachers with a reading endorsement or reading certification. Model classrooms are identified based on student achievement data and walk-through data.		
Professional Learning Time Describe how time is provided for teachers to meet weekly for professional learning.		
Professional development is conducted on Tuesday mornings before the instructional day. The teachers have common planning time, allowing them to meet for professional learning.		

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

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

Name of Tutoring Program	Target Audience	Description
Extended Learning Tutoring program is offered for students who need extra support	Grades K-5	Before school or after school. The tutoring is conducted in small groups using evidence-based strategies and materials.

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.

Students identified as having a substantial deficiency in reading will receive an individualized progress monitoring plan (PMP) within 45 days after the screening results. The parent will also be notified in writing and will receive resources to help them support their children at home.

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).

The District Read-At-Home Plan is a comprehensive plan that incorporates multisensory strategies, provides an overview of reading components, and offers a range of reading activities and resources for parents. The District Read-At-Home Plan, a parent resource, is distributed to all students who exhibit a substantial deficiency in reading. The Read-At-Home Plan is sent to all parents electronically and is also available on the school's website. A hard copy is sent home with students who are on a PMP or have an IEP.

In addition, the school also participates in the Bookworm program through Broward Reads, in which all Kindergarten students are provided information about obtaining free books. The FSU-Broward District continues its partnership with the New Worlds Reading Initiative to provide literacy parent training.

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.

All teachers assigned to students from Kindergarten to Grade 2 are currently identified as highly effective. If a teacher is determined not to be highly effective, the administration will review the placement, adjust assignments as needed, and provide additional support.

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
g/b	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.
g/b	b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of <u>s. 1008.25(4)(c), F.S.</u> , to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with <u>Rule 6A-6.053(6)(c), F.A.C.</u>
g/b	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under <u>s. 1012.34, F.S.</u> All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
g/b	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
g/b	e. All literacy coaches in the district meet the minimum qualifications described in <u>Rule 6A-6.053(4), F.A.C.</u>
N/A	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.
N/A	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
g/b	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
g/b	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

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

Signature:



Date:

6/23/26