

District Comprehensive Evidence-Based Reading Plan

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

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

1) Contact Information

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

Point of Contact	Name	Email	Phone
Main Reading Contact	Suzanne Wilkinson Lauren Mixon	swilkinson@fsu.edu lmixon@fsu.edu	850-245-3700
Data Element	Alice Raker	araker@admin.fsu.edu	850-245-3700
Third Grade Promotion	Amber Helms Suzanne Wilkinson	awhelms@fsu.edu swilkinson@fsu.edu	850-245-3700
Multi-Tiered System of Supports	Monica Broome Amber Helms Lindsay Randolph	mbroome@fsu.edu awhelms@fsu.edu lr25l@fsu.edu	850-245-3700
Other: Director of Research, Data, and Learning	Megan Crombie	mcrombie@fsu.edu	850-245-3700

2) District Expenditures

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

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

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

Comprehensive System of Reading Instruction Expenditures	Amount	FTE
Elementary Expenses		
Literacy coaches		
Intervention teachers	46,310	.55
Scientifically researched and evidence-based supplemental instructional materials		
Third grade summer reading camps		
Summer reading camps		
Secondary Expenses		
Literacy coaches		
Intervention teachers	183,143	2.125
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	229,453	2.675

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	Urgent Intervention	At & Above Benchmark	At & Above

	<10 th percentile	<10 th percentile	40 th percentile & 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.

FSU Lab School does not have VPK students.

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

FAST				
Grade	Previous School Year – % of Students Scoring	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	5%	3%	68%	71%
1	8%	5%	76%	79%
2	2%	<2%	79%	82%
3	4%	2%	81%	84%
4	7%	5%	76%	79%
5	2%	<2%	83%	86%
6	2%	<2%	84%	87%
7	2%	<2%	89%	91%
8	1%	1%	88%	91%
9	2%	<2%	82%	85%
10	3%	2%	84%	87%

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

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

1. Provide an explanation of the following:

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	FSU Lab is a K-12 school within its own district.	Progress monitoring meetings are held monthly, during which the leadership team and teachers use a data-based problem-solving protocol to analyze student performance. Data from classroom formative assessments, universal screeners, FAST, and STAR are reviewed to identify trends, monitor student progress, and inform differentiated reading instruction to meet the needs of all students.

Actions for continuous support and improvement	FSU Lab is a K-12 school within its own district.	The leadership team meets quarterly to review schoolwide data from universal screeners, FAST, and STAR to identify trends and determine students' intervention and support needs. Throughout the school year, the leadership team and administrators also conduct informal classroom observations at least monthly to monitor the implementation of high-quality instruction, identify areas for support, and ensure instructional practices align with student needs and school improvement priorities.
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	FSU Lab is a K-12 school within its own district.	Progress monitoring meetings are held monthly, during which the leadership team and teachers use a data-based problem-solving protocol to analyze student performance. Data from classroom formative assessments, universal screeners, FAST, and STAR are reviewed to identify trends, monitor student progress, and inform differentiated reading instruction to meet the needs of all students.
Actions for continuous support and improvement	FSU Lab is a K-12 school within its own district.	The leadership team meets quarterly to review schoolwide data from universal screeners, FAST, and STAR to identify trends and determine students' intervention and support needs. Throughout the school year, the leadership team and administrators also conduct informal classroom observations at least monthly to monitor the implementation of high-quality instruction, identify areas for support, and ensure instructional practices align with student needs and school improvement priorities.
Grades 9-12	District Level	School Level

Data that will be collected and frequency of review	FSU Lab is a K-12 school within its own district.	Progress monitoring meetings are held monthly, during which the leadership team and teachers use a data-based problem-solving protocol to analyze student performance. Data from classroom formative assessments, universal screeners, FAST, and STAR are reviewed to identify trends, monitor student progress, and inform differentiated reading instruction to meet the needs of all students.
Actions for continuous support and improvement	FSU Lab is a K-12 school within its own district.	The leadership team meets quarterly to review schoolwide data from universal screeners, FAST, and STAR to identify trends and determine students' intervention and support needs. Throughout the school year, the leadership team and administrators also conduct informal classroom observations at least monthly to monitor the implementation of high-quality instruction, identify areas for support, and ensure instructional practices align with student needs and school improvement priorities.

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

Based on the findings from the District K-12 CERP Reflection Tool, FSU Lab School will focus on increasing the effectiveness and consistency of its K-12 literacy system by strengthening the connection between core instruction, intervention, and progress monitoring. The literacy leadership team will work collaboratively with teachers and administrators to regularly review student data, evaluate the impact of instructional and intervention practices, and use those findings to guide instructional adjustments and professional learning.

The Problem-Solving Team will continue to refine the school's data-based problem-solving process by strengthening collaboration among classroom teachers, interventionists, and support staff to ensure students receive timely, appropriate interventions. The team will also enhance communication with families through a more systematic process for notifying parents of intervention plans, student progress, and instructional supports.

To strengthen Tier 1 literacy instruction, FSU Lab School will focus on deepening implementation of the 95 Phonics Core Program through ongoing monitoring, instructional support, and data-informed instructional decision-making to ensure consistent, high-quality instruction across classrooms.

To improve outcomes for students requiring supplemental support, FSU Lab School will continue to strengthen its use of the REWARDS program in grades 3-12 by monitoring implementation, reviewing student growth data, and refining instructional practices to maximize the effectiveness of literacy interventions. In addition, students receiving Tier 2 or Tier 3 literacy support will receive targeted phonics intervention through UFLI. Students in grades 9-12 who are two or more years below grade level will receive individualized literacy instruction through i-Ready's Personalized Instruction pathway to address identified skill deficits and accelerate reading growth.

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

FSU Lab operates as an independent school district. The K–8 Principal and Literacy Specialist serve as the district's reading contacts and lead the implementation and monitoring of the CERP. The Literacy Leadership Team is responsible for supporting implementation, monitoring fidelity, and ensuring compliance with the district's reading plan.

Progress monitoring meetings are held monthly, during which the leadership team and teachers use a data-based problem-solving protocol to analyze formative classroom assessment data, FAST, STAR, and other universal screening data. These meetings are used to monitor student progress, guide differentiated reading instruction, and determine appropriate instructional supports. In addition, the leadership team meets quarterly to review schoolwide data, identify trends, evaluate the effectiveness of instructional practices and interventions, and determine schoolwide intervention and support needs.

The leadership team and administrators monitor implementation of the district's CERP using the Marzano Observation and Evaluation Model. Administrators conduct informal classroom walkthroughs at least once per month to monitor instruction aligned to the Florida B.E.S.T. Standards, evaluate the implementation of evidence-based literacy practices, and provide timely feedback to teachers. Classroom observations, along with pre- and post-observation conferences, are used to support continuous instructional improvement across elementary, middle, and high school grade levels. These observations will be conducted once per school year unless the teacher is new to the school or district in which case observations will take place once in the fall and once in the spring.

Teachers are expected to incorporate the Florida B.E.S.T. Standards into daily lesson plans, and classroom observations provide evidence of standards-aligned instruction. Beginning teachers and educators new to the district receive three formal observations each school year, while teachers with four or more years of service participate in one formal observation annually.

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

The administrator who supervises elementary, middle, and high school programs will conduct at least six progress-monitoring meetings annually with K–12 grade-level teams. Teachers are expected to analyze student data, establish measurable learning goals based on individual student needs, and use those data to inform instructional planning. Administrators monitor implementation through classroom observations, progress-monitoring meetings, and ongoing review of instructional practices to ensure instruction is aligned with established learning goals and district literacy priorities.

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

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

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

☐ Yes

☒ No

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

N/A- FSU Lab is a K-12 school within its own district and does not utilize literacy coaches.

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

N/A- FSU Lab is a K-12 school within its own district and does not utilize literacy coaches.

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

N/A- FSU Lab is a K-12 school within its own district and does not utilize literacy coaches.

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?

N/A- FSU Lab is a K-12 school within its own district and does not utilize literacy coaches.

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

N/A- FSU Lab is a K-12 school within its own district and does not utilize literacy coaches.

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

N/A- FSU Lab is a K-12 school within its own district and does not utilize literacy coaches.

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

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

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

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

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

N/A- FSU Lab School does not have VPK students.

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

N/A- FSU Lab School does not have VPK students.

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

N/A- FSU Lab School does not have VPK students

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	☒ Vocabulary	☒ Screening	☒ 3 x Year

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
	☒ Grade 4 ☒ Grade 5	☒ Comprehension	☒ Progress Monitoring ☒ Summative	

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 Inform (formerly 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 per year)
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
Heggerty Phonological Awareness	☐ 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
DIBELS	☐ VPK ☐ PreK ☒ Grade K	☒ Oral Language ☒ Phonological Awareness	☒ Screening ☒ Progress Monitoring	☐ Weekly ☐ 2 x Month ☐ Monthly

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 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☒ Select Students	☒ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☒ Diagnostic ☐ Summative	☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other

2. 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 FSU Lab, students who consistently score below the 25th percentile with a negative trend line on the interventions will be identified as students with a substantial deficiency in reading requiring Tier 2/Tier 3

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

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

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

3. Students with Characteristics of Dyslexia ([Rule 6A-6.053\(7\), F.A.C.](#))

Students who have characteristics of dyslexia must be covered by one of the plans described in [s. 1008.25\(4\)\(b\), F.S.](#), and parents must be consulted in the development of the plan.

3a. 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.

FSU Lab follows the process listed below:

Step 1: Universal Screening (K-3): At the beginning of the school year, all K-3 students are screened using iReady Inform and DIBELS to identify students performing below grade-level expectations in foundational reading skills (phonemic awareness, phonics, fluency, vocabulary, and comprehension).

Step 2: Teacher Observation: Teachers complete the Dyslexia Teacher Observation Checklist (Appendix B) for any student demonstrating persistent struggles with reading, spelling, or phonological processing.

Step 3: MTSS Diagnostic Assessment: For students showing persistent difficulties on universal screeners and classroom work, the Multi-Tiered System of Supports (MTSS) team conducts targeted diagnostic assessments—such as the CORE Phonics Survey and DIBELS Nonsense Word Fluency (NWF) / Oral Reading Fluency (ORF)—to pinpoint specific skill gaps aligned with dyslexia.

Once a student is identified as exhibiting characteristics of dyslexia through this process, they are placed into Tier 3 intensive interventions. These interventions are systematic, multisensory, and explicit, focusing directly on the identified foundational reading gaps. The MTSS team monitors the student's progress weekly to adjust the intensity and focus of the intervention.

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

iReady Inform (formerly diagnostic)
CORE Assessing Reading: Multiple Measures
Heggerty Phonemic Awareness curriculum and assessments.

If a student continues to demonstrate difficulty with decoding despite receiving intensive, systematic, and frequent Tier 3 interventions, we administer the CTOPP-2 to assess phonological awareness, phonological memory, and rapid naming. Based on the results, we may recommend a psychoeducational evaluation with a focus on reading.

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

FSU Lab School is its own district, and the school's literacy leadership team is responsible for supporting and monitoring the effectiveness of Tier 1 literacy instruction. Processes are in place to identify instructional needs through multiple data sources, including formative assessments, progress monitoring data, classroom walkthrough observations, pre- and post-conferences, and collaborative grade-level planning.

During monthly Progress Monitoring Meetings, grade-level teachers and members of the MTSS team analyze student data and utilize the data-based problem-solving process, including the ICEL/RIOT matrix, to identify instructional strengths and areas of need. The team uses this analysis to develop action steps, adjust instructional practices, and provide differentiated reading instruction aligned to grade-level B.E.S.T. Standards and curriculum expectations.

The effectiveness of Tier 1 instruction is continuously monitored through follow-up data reviews, classroom walkthroughs, and collaborative planning opportunities. These processes allow the leadership team and teachers to identify barriers, implement instructional adjustments, and evaluate the impact of changes to improve literacy outcomes 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?

The leadership team meets quarterly to review school-wide data to identify students requiring additional support and evaluate the effectiveness of Tier 2 interventions. Data sources, including universal screening results, progress-monitoring data, classroom performance, and intervention data, are analyzed to determine student needs and guide instructional decisions.

The leadership team and administrators will conduct ongoing classroom walkthroughs throughout the school year to monitor instructional practices and ensure interventions are aligned to student needs. The effectiveness of Tier 2 interventions will be evaluated through the use of the Intervention Fidelity and Student Progress Monitoring tool, which allows the team to assess implementation, review student response to intervention, and determine whether adjustments are needed.

Through this ongoing data review and problem-solving process, the team will collaborate with teachers to identify barriers, adjust instructional supports, and ensure students receive effective, targeted interventions designed to improve literacy outcomes.

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

At FSUS, monitoring the effectiveness of Tier 3 interventions is differentiated from Tier 1 and Tier 2 through increased intensity, frequency, and individualization of support. Students receiving Tier 3 interventions are identified through a data-based problem-solving process that includes analysis of universal screening data, diagnostic assessments, progress-monitoring data, classroom performance, and teacher input.

Tier 3 interventions are delivered through individualized instruction or very small groups and are designed to address specific skill deficits identified through diagnostic assessment. Progress monitoring occurs more

frequently, typically on a weekly basis, to closely evaluate student response to intervention and determine the effectiveness of instructional strategies.

The MTSS/Problem-Solving Team reviews Tier 3 data to identify barriers, determine whether interventions are being implemented with fidelity, and make timely instructional adjustments when students are not demonstrating adequate progress. Through ongoing collaboration with teachers, interventionists, and support staff, the team uses data-driven decision-making to intensify, modify, or continue interventions to ensure students receive the targeted support needed to close academic gaps.

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: Students in grades K-2: • score at or above the 50th percentile on the FAST STAR PM1 and/or • score at or above the 50th percentile iReady Reading Inform Students in grades 3-5: • score at or above the 50th percentile (FAST Achievement Level 3-5) on the FAST Assessment PM1 and/or • score at or above the 50th percentile iReady Inform	
List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students. Scoring at or above the 50th percentile and indicating mastery of the B.E.S.T. standards at or above 80%. Tier 1 instruction is considered sufficient when at least 80% of students meet grade-level expectations based on multiple data sources. Specific performance criteria include scoring at or above the 50th percentile on universal screeners such as FAST, iReady Inform, and Benchmark Advance assessments, and demonstrating mastery of the B.E.S.T. standards at or above 80%. Additional indicators include classroom-level data (e.g., grades, formative assessments).	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
Benchmark Advance-Grades K-5	2022-2023
95 Phonics-Grades K-5-Supplemental	Mid-Year (2024-2025 School Year)
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Performance criteria that prompt the addition of Tier 2 interventions at FSU Lab include students scoring below the 40th percentile on universal screeners such as FAST, iReady Inform, or Benchmark Advance, or demonstrating inconsistent progress toward the B.E.S.T. standards despite Tier 1 instruction and differentiation. Other indicators include low grades, classroom	

assessment data, work samples, and teacher observations showing skill gaps or lack of response to Tier 1 supports.

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

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

Student in grades K-2:

- score below the 49th percentile on the FAST STAR Assessment (PM3) from the previous school year
- score below the 40th percentile on FAST STAR Assessment (PM1) and/or
- score below the 40th percentile on iReady Inform and/or
- ORF is below grade level

Students in grades 3-5:

- score below the 49th percentile on the FAST (PM3) from the previous school year (Achievement Level below 3)
- score below the 40th percentile on FAST STAR Assessment (PM1) and/or
- score below the 40th percentile on iReady Inform and/or
- ORF is below grade level

Number of times per week interventions are provided:

3 times per week

Number of minutes per intervention session:

20-30 minutes per intervention session

Supplemental Instruction/Interventions

Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	ESSA Evidence Level	Verbiage (as needed)
iReady Personalized Instruction	Every Student Succeeds Act (ESSA) Level 2 (Moderate) Evidence	
Benchmark Advance Intervention Program		Benchmark Advance Intervention Program does not meet the What Works Clearinghouse (WWC) criteria for strong, moderate, or promising evidence, it aligns with the following recommendations from the WWC Practice Guide <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i>: • Recommendation 1 (Minimal Evidence): Teach students academic language skills, including inferential and narrative language and vocabulary knowledge. • Recommendation 2 (Strong Evidence): Develop students' awareness of speech sounds and their relationship to letters.

		• Recommendation 3 (Strong Evidence): Teach students to decode words, analyze word parts, and read, write, and recognize words. • Recommendation 4 (Moderate Evidence): Ensure that each student reads connected text daily to build reading accuracy, fluency, and comprehension. These evidence-based practices are embedded within the Benchmark Advance Intervention Program, which provides structured literacy intervention lessons designed to address the needs of students performing below grade level. Grounded in current Science of Reading research, the program aligns with the principles of Structured Literacy and supports the instructional needs of students with dyslexia and other reading difficulties. FSU Lab School will continue to strengthen implementation of the Benchmark Advance Intervention Program through ongoing data analysis, classroom observations, and fidelity monitoring to ensure interventions are delivered consistently and effectively. The MTSS/Problem-Solving Team will use progress-monitoring data, diagnostic assessments, and teacher input to evaluate student response to intervention, guide instructional adjustments, and identify additional supports as needed. Teachers will continue to receive targeted professional learning, collaborative planning opportunities, and instructional support to strengthen implementation of evidence-based literacy practices and improve student outcomes.
Heggerty Phonemic Awareness		Heggerty Phonemic Awareness Curriculum does not meet the What Works Clearinghouse (WWC) criteria for strong, moderate, or promising evidence, it aligns with the following recommendations from the WWC Practice Guide <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i>: • Recommendation 1 (Minimal Evidence): Teach students academic language skills, including inferential and narrative language and vocabulary knowledge.

		• Recommendation 2 (Strong Evidence): Develop students' awareness of speech sounds and their relationship to letters. • Recommendation 3 (Strong Evidence): Teach students to decode words, analyze word parts, and read, write, and recognize words. • Recommendation 4 (Moderate Evidence): Ensure that each student reads connected text daily to build reading accuracy, fluency, and comprehension. These evidence-based practices are embedded within the Heggerty Phonemic Awareness Curriculum, which provides systematic, explicit instruction in phonological and phonemic awareness to develop the foundational skills necessary for proficient reading. Grounded in the Science of Reading and aligned with the Scarborough Reading Rope framework, the curriculum strengthens the language comprehension and word recognition skills that support successful reading development. FSU Lab School will continue to strengthen implementation of the Heggerty Phonemic Awareness Curriculum through ongoing data analysis, classroom observations, and fidelity monitoring to ensure instruction is delivered consistently and effectively. The MTSS/Problem-Solving Team will use progress-monitoring data, diagnostic assessments, and teacher input to evaluate student response to instruction, guide instructional adjustments, and identify additional supports as needed. Teachers will continue to receive targeted professional learning and instructional resources, including webinars, lesson demonstrations, and collaborative planning opportunities, to strengthen implementation of evidence-based literacy practices. Ongoing collaboration with the MTSS Specialist and literacy leadership team will further support high-quality instruction and improved reading outcomes for all students.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <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)
UFLI Foundations	State Approved List	

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. For students who have a substantial reading deficiency, FSUS uses UFLI Foundations. UFLI incorporates multisensory interventions by engaging visual, auditory, and kinesthetic-tactile pathways during instruction. Students see and hear sounds and words, use hand motions to segment and blend, and manipulate letter tiles or trace letters to reinforce learning. These strategies support stronger retention, improve decoding and encoding skills.		
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: At FSUS, performance criteria that prompt the addition of Tier 3 interventions include students who continue to score below the 25th percentile on universal screeners such as FAST, iReady Inform, or Benchmark Advance, and show minimal or no progress after receiving Tier 2 interventions with fidelity. Additional indicators include persistent skill deficits identified through diagnostic assessments, lack of response to targeted small-group instruction, and ongoing classroom performance concerns. These students require more intensive, individualized support, and are referred for Tier 3 interventions with frequent progress monitoring (weekly or more) to evaluate effectiveness and guide instructional adjustments.		
Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: Students who meet any of the following criteria may be identified for additional support: Students in grades K-5: • score below the 25th percentile on FAST Assessment PM3 of the previous school year (or Achievement Level 1) • score below the 25th percentile on the iReady Inform and/or the FAST assessment PM1; • receive Tier 3 interventions during the previous school year; or • receive multiple years of Tier 2 interventions with minimal progress, as determined by the MTSS/Problem-Solving Team. • pursuant to Rule 6A-6.053, F.A.C., any student in grades K–3 who scores Level 1 on the end-of-year administration of the coordinated screening and progress monitoring system (FAST) is identified with a substantial reading deficiency and must receive Tier 3 intervention in addition to Tier 2; and • students in grades K-3 that have been previously retained. These criteria ensure that students with persistent or significant academic needs are identified early and provided with intensive, individualized instructional support aligned to their skill deficits.		
Number of times per week interventions are provided: 3-4 times per week Number of minutes per intervention session: 15-20 minutes per session		

Intensive, Individualized Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
UFLI Foundations	State Approved List	
Heggerty Phonemic Awareness		Heggerty Phonemic Awareness Curriculum does not meet the What Works Clearinghouse (WWC) criteria for strong, moderate, or promising evidence, it aligns with the following recommendations from the WWC Practice Guide <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i>: • Recommendation 1 (Minimal Evidence): Teach students academic language skills, including inferential and narrative language and vocabulary knowledge. • Recommendation 2 (Strong Evidence): Develop students' awareness of speech sounds and their relationship to letters. • Recommendation 3 (Strong Evidence): Teach students to decode words, analyze word parts, and read, write, and recognize words. • Recommendation 4 (Moderate Evidence): Ensure that each student reads connected text daily to build reading accuracy, fluency, and comprehension. These evidence-based practices are embedded within the Heggerty Phonemic Awareness Curriculum, which provides systematic, explicit instruction in phonological and phonemic awareness to develop the foundational skills necessary for proficient reading. Grounded in the Science of Reading and aligned with the Scarborough Reading Rope framework, the curriculum strengthens the language

		comprehension and word recognition skills that support successful reading development. FSU Lab School will continue to strengthen implementation of the Heggerty Phonemic Awareness Curriculum through ongoing data analysis, classroom observations, and fidelity monitoring to ensure instruction is delivered consistently and effectively. The MTSS/Problem-Solving Team will use progress-monitoring data, diagnostic assessments, and teacher input to evaluate student response to instruction, guide instructional adjustments, and identify additional supports as needed. Teachers will continue to receive targeted professional learning and instructional resources, including webinars, lesson demonstrations, and collaborative planning opportunities, to strengthen implementation of evidence-based literacy practices. Ongoing collaboration with the MTSS Specialist and literacy leadership team will further support high-quality instruction and improved reading outcomes for all students.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <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)
REWARDS (Grades 4-5) by Voyager Sopris		REWARDS does not meet the What Works Clearinghouse (WWC) criteria for strong, moderate, or promising evidence, it aligns with the following recommendations from the WWC Practice Guide <i>Effective Classroom and Intervention Practices</i>: • Recommendation 1 (Strong Evidence): Provide explicit vocabulary instruction. • Recommendation 2 (Strong Evidence): Provide direct and explicit comprehension strategy instruction. • Recommendation 3 (Moderate Evidence): Provide opportunities for extended discussion of text meaning and interpretation. • Recommendation 4 (Moderate Evidence): Increase student motivation and engagement in literacy learning. • Recommendation 5 (Strong Evidence): Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.

		These evidence-based practices are embedded within the REWARDS program, which provides explicit, systematic instruction in decoding multisyllabic words to improve reading accuracy, fluency, vocabulary, and comprehension. By teaching students effective strategies for analyzing word parts and decoding complex words, REWARDS increases students' access to grade-level text and academic vocabulary while strengthening overall reading comprehension. FSU Lab School will continue to strengthen implementation of the REWARDS program through ongoing data analysis, classroom observations, and fidelity monitoring to ensure interventions are delivered consistently and effectively. The MTSS/Problem-Solving Team will use progress-monitoring data, diagnostic assessments, and teacher input to evaluate student response to intervention, guide instructional adjustments, and identify additional supports as needed. Teachers will continue to receive targeted professional learning, collaborative planning opportunities, and instructional support to strengthen implementation of evidence-based literacy practices. Ongoing collaboration with the MTSS Specialist and literacy leadership team will further support high-quality instruction and improved literacy outcomes for all students.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. FSUS uses UFLI Foundations- UFLI incorporates multisensory interventions by engaging visual, auditory, and kinesthetic-tactile pathways during instruction. Students see and hear sounds and words, use hand motions to segment and blend, and manipulate letter tiles or trace letters to reinforce learning. These strategies support stronger retention, improving decoding and encoding skills.		

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

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

- Providing instruction to grade 3 students who score Level 1 on the statewide, standardized ELA assessment;

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

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

Summer Reading Camps for Retained Grade 3 Students
Schedule: June 1 st -July 16 th , Mondays-Thursday, 8am-12 pm.
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): Benchmark Advance
Alternative Assessment Used: iReady Inform (previously diagnostic)
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. FSUS will host Practicing Academic and Learning Skills (PALS) for grades K-8.

Grades 6-8

8. Grades 6-8 Assessments

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

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
iReady Inform (formerly Diagnostic)	☒ 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 ☒ Other 2 x Year
CORE Assessing Reading Multiple Measures	☒ 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 ☐ Other
DIBELS	☒ 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 ☐ Other

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

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

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

FSU Lab School is its own district, and the school's literacy leadership team is responsible for supporting and monitoring the effectiveness of Tier 1 literacy instruction. Processes are in place to identify instructional needs through multiple data sources, including formative assessments, progress monitoring data, classroom walkthrough observations, pre- and post-conferences, and collaborative grade-level planning.

During monthly Progress Monitoring Meetings, grade-level reading teachers and members of the MTSS Team analyze student data and utilize the data-based problem-solving process, including the ICEL/RIOT matrix, to identify instructional strengths and areas of need. The team uses this analysis to develop action steps, adjust instructional practices, and provide differentiated reading instruction aligned to grade-level B.E.S.T. Standards and curriculum expectations.

The effectiveness of Tier 1 instruction is continuously monitored through follow-up data reviews, classroom walkthroughs, and collaborative planning opportunities. These processes allow the leadership team and teachers to identify barriers, implement instructional adjustments, and evaluate the impact of changes to improve literacy outcomes for all students.

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 leadership team meets quarterly to review school-wide data to identify students requiring additional support and evaluate the effectiveness of Tier 2 interventions. Data sources, including universal screening results, progress-monitoring data, classroom performance, and intervention data, are analyzed to determine student needs and guide instructional decisions.

The leadership team and administrators will conduct ongoing classroom walkthroughs throughout the school year to monitor instructional practices and ensure interventions are aligned to student needs. The effectiveness of Tier 2 interventions will be evaluated through the use of the Intervention Fidelity and Student Progress Monitoring tool, which allows the team to assess implementation, review student response to intervention, and determine whether adjustments are needed.

Through this ongoing data review and problem-solving process, the team will collaborate with teachers to identify barriers, adjust instructional supports, and ensure students receive effective, targeted interventions designed to improve literacy outcomes.

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

At FSUS, monitoring the effectiveness of Tier 3 interventions is differentiated from Tier 1 and Tier 2 through increased intensity, frequency, and individualization of support. Students receiving Tier 3 interventions are identified through a data-based problem-solving process that includes analysis of universal screening data, diagnostic assessments, progress-monitoring data, classroom performance, and teacher input.

Tier 3 interventions are delivered through individualized instruction or very small groups and are designed to address specific skill deficits identified through diagnostic assessment. Progress monitoring occurs more frequently, typically on a weekly basis, to closely evaluate student response to intervention and determine the effectiveness of instructional strategies.

The MTSS/Problem-Solving Team reviews Tier 3 data to identify barriers, determine whether interventions are being implemented with fidelity, and use the ICEL/RIOT matrix as part of the data-based problem-solving process to identify contributing factors and develop targeted action steps. Through ongoing collaboration with teachers, interventionists, and support staff, the team uses data-driven decision-making to intensify, modify, or continue interventions based on student response and ensure students receive the individualized support needed to close academic gaps.

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: Students in grades 6-8: • score in the 50th percentile on the FAST Assessment (FAST Achievement Level 3-5) PM1, and/or • score at or above the 50th percentile on the iReady Inform	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Tier 1 instruction is considered sufficient when at least 80% of students meet grade-level expectations based on multiple data sources. Specific performance criteria include scoring at or above the 50th percentile on universal screeners such as FAST, iReady Inform, and SAVVAS myPerspectives assessments, and demonstrating mastery of the B.E.S.T. standards at or above 80%. Additional indicators include classroom-level data (e.g., grades, formative assessments).	
Core Instruction Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
SAVVAS myPerspectives Grades 6-8	2022-2023
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Performance criteria that prompt the addition of Tier 2 interventions at FSUS include students scoring below the 40th percentile on universal screeners such as FAST, iReady Inform, or myPerspectives, or demonstrating inconsistent progress toward the B.E.S.T. standards despite Tier 1 instruction and differentiation. Other indicators include low grades, classroom assessment data, work samples, and teacher observations showing skill gaps or lack of response to Tier 1 supports.	

Tier 1 Instruction + Tier 2 Interventions	
Beginning of Year Data	
Students who meet the following criteria at the beginning of the school year: Students in grades 6-8: • score is between the 26th and 49th percentile on the FAST PM1 Assessment (achievement level below 3) and/or Achievement Level 1& 2 on PM3 of the previous school year • score is between 26th and 49th percentile on iReady Inform (formerly diagnostic).	
Number of times per week interventions are provided: 3 times per week Number of minutes per intervention session: 20-30 minutes per intervention session Course(s) where interventions take place: Content-area English Language Arts class or Intensive Reading class (in addition to ELA Class) –Daily. Learning Strategies Class-Daily	
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)
Reciprocal Teaching (Intensive Reading Small Group)		Reciprocal Teaching does not meet the criteria for strong, moderate, or promising levels of evidence as a standalone intervention, it is supported by the What Works Clearinghouse (WWC) Practice Guide: Effective Classroom and Intervention Practices through the following recommendations: • Recommendation 1 (Strong Evidence): Provide explicit vocabulary instruction. • Recommendation 2 (Strong Evidence): Provide direct and explicit comprehension strategy instruction. • Recommendation 3 (Moderate Evidence): Provide opportunities for extended discussion of text meaning and interpretation. • Recommendation 4 (Moderate Evidence): Increase student motivation and engagement in literacy learning. • Recommendation 5 (Strong Evidence): Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. These evidence-based recommendations are embedded within the Reciprocal Teaching instructional framework. Reciprocal Teaching is an interactive approach that develops students' reading comprehension by explicitly teaching four comprehension strategies: predicting, questioning, clarifying, and summarizing. Initially, the teacher models each strategy and leads structured discussions about the text. As students become more proficient, responsibility is gradually released, allowing students to independently lead discussions and apply the comprehension strategies to increasingly complex texts. FSUS will support and monitor implementation of Reciprocal Teaching through regular review of student achievement and progress-monitoring data, classroom walkthroughs, and fidelity checks to ensure interventions are delivered consistently and effectively. The MTSS/Problem-Solving Team will use progress-monitoring data, diagnostic information, and teacher input to make instructional decisions, evaluate student response to intervention, and identify additional support needs. Ongoing coaching and

		collaboration with the MTSS Specialist will ensure high-quality implementation of evidence-based literacy practices and continuous improvement of reading instruction for all students.
iReady Personalized Instruction	Every Student Succeeds Act (ESSA) Level 2 (Moderate) Evidence	
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)
REWARDS by Voyager Sopris		REWARDS does not meet the criteria for strong, moderate, or promising levels of evidence as a standalone intervention, it is supported by the What Works Clearinghouse (WWC) Practice Guide: Effective Classroom and Intervention Practices through the following recommendations: • Recommendation 1 (Strong Evidence): Provide explicit vocabulary instruction. • Recommendation 2 (Strong Evidence): Provide direct and explicit comprehension strategy instruction. • Recommendation 3 (Moderate Evidence): Provide opportunities for extended discussion of text meaning and interpretation. • Recommendation 4 (Moderate Evidence): Increase student motivation and engagement in literacy learning. • Recommendation 5 (Strong Evidence): Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. These evidence-based recommendations are embedded within the REWARDS instructional framework. REWARDS is an explicit, systematic intervention designed to improve students' ability to accurately decode multisyllabic words, increase reading fluency, and strengthen vocabulary and comprehension. Through direct instruction in word analysis, structural analysis, and strategic decoding, students gain access to the meaning of increasingly complex academic vocabulary. As decoding becomes more automatic, students are better able to focus on comprehension, resulting in improved reading accuracy, fluency, and understanding of grade-level text. FSUS will support and monitor implementation of REWARDS through regular review of student

		achievement and progress-monitoring data, classroom walkthroughs, and fidelity checks to ensure interventions are delivered consistently and effectively. The MTSS/Problem-Solving Team will use progress-monitoring data, diagnostic information, and teacher input to make instructional decisions, evaluate student response to intervention, and identify additional support needs. Ongoing coaching and collaboration with the MTSS Specialist will ensure high-quality implementation of evidence-based literacy practices and continuous improvement of reading instruction for all students.
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: Tier 3 interventions are considered for students who continue to perform below established benchmarks despite receiving high-quality Tier 2 interventions implemented with fidelity. Performance criteria include scoring below the 25th percentile on universal screeners (e.g., FAST, i-Ready Inform, or Benchmark Advance), demonstrating minimal or insufficient progress through ongoing progress monitoring, and exhibiting persistent skill deficits identified through diagnostic assessments. Additional indicators include a lack of adequate response to targeted small-group instruction, consistent classroom performance concerns, and teacher observations supported by student data. Students meeting these criteria receive intensive, individualized interventions with progress monitored at least weekly to evaluate responsiveness and inform instructional adjustments.		
Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: Students in grades 6-8: • score below the 25th percentile on the iReady Inform and/or the FAST assessment PM1 • score an Achievement Level 1 on FAST PM3 of the previous school year • received Tier 3 interventions during the previous school year • received multiple years of Tier 2 interventions with minimal progress, as determined by the MTSS/Problem-Solving Team.		
Number of times per week interventions are provided: 4 to 5 times per week Number of minutes per intervention session: 15-30 minutes per intervention session Course(s) where interventions take place: Core Instruction + Targeted Intervention + Intensive Intervention; in Content-area English Language Arts class or intensive Reading class (in addition to ELA Class) and Learning Strategies Class –Daily.		
Intensive, Individualized Instruction/Interventions		

Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Reciprocal Teaching (Intensive Reading Small Group)		Although Reciprocal Teaching does not meet the What Works Clearinghouse (WWC) criteria for strong, moderate, or promising evidence, it aligns with the following recommendations from the WWC Practice Guide <i>Effective Classroom and Intervention Practices</i>: • Recommendation 1 (Strong Evidence): Provide explicit vocabulary instruction. • Recommendation 2 (Strong Evidence): Provide direct and explicit comprehension strategy instruction. • Recommendation 3 (Moderate Evidence): Provide opportunities for extended discussion of text meaning and interpretation. • Recommendation 4 (Moderate Evidence): Increase student motivation and engagement in literacy learning. • Recommendation 5 (Strong Evidence): Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. These evidence-based practices are embedded within Reciprocal Teaching, an interactive instructional practice designed to improve reading comprehension by explicitly teaching students strategies to construct meaning from text. Through structured dialogue between teachers and students, learners practice four key comprehension strategies: questioning, summarizing, clarifying, and predicting. Initially, teachers model and guide the use of these strategies through explicit instruction and think-alouds. As students develop proficiency, responsibility gradually shifts to students as they independently apply comprehension strategies and engage in meaningful discussions about text. FSU Lab School will continue to strengthen implementation of Reciprocal Teaching through ongoing data analysis, classroom walkthroughs, and fidelity monitoring to ensure Tier 2 and Tier 3 interventions are delivered consistently and effectively. The MTSS/Problem-Solving Team will use progress-monitoring data, diagnostic assessments, and teacher input to evaluate student response, guide instructional

		adjustments, and identify additional areas of support. Teachers will continue to receive targeted professional learning, coaching, and collaborative support with the MTSS Specialist to strengthen implementation of evidence-based literacy practices and ensure high-quality reading instruction for all students.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <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)
REWARDS by Voyager Sopris		REWARDS does not meet the What Works Clearinghouse (WWC) criteria for strong, moderate, or promising evidence, it aligns with the following recommendations from the WWC Practice Guide <i>Effective Classroom and Intervention Practices</i>: • Recommendation 1 (Strong Evidence): Provide explicit vocabulary instruction. • Recommendation 2 (Strong Evidence): Provide direct and explicit comprehension strategy instruction. • Recommendation 3 (Moderate Evidence): Provide opportunities for extended discussion of text meaning and interpretation. • Recommendation 4 (Moderate Evidence): Increase student motivation and engagement in literacy learning. • Recommendation 5 (Strong Evidence): Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. These evidence-based practices are embedded within REWARDS, an explicit and systematic intervention designed to improve students' ability to decode multisyllabic words, increase reading fluency, and strengthen access to grade-level text. Through direct instruction in word analysis strategies and deliberate decoding practice, students develop the skills necessary to accurately read complex words, expand academic vocabulary, and improve overall reading comprehension. FSU Lab School will continue to strengthen implementation of the REWARDS program through ongoing data analysis, classroom

		walkthroughs, and fidelity monitoring to ensure Tier 2 and Tier 3 interventions are delivered consistently and effectively. The MTSS/Problem-Solving Team will use progress-monitoring data, diagnostic assessments, and teacher input to evaluate student response to intervention, guide instructional adjustments, and identify additional areas of support. Teachers will continue to receive targeted coaching, professional learning, and collaborative support with the MTSS Specialist to strengthen implementation of evidence-based literacy practices and ensure high-quality reading instruction for all students.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)

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?
CORE Assessing Reading Multiple Measures	☒ 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
DIBELS	☒ Grade 9	☒ Oral Language	☒ Screening	☐ Weekly

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?
	☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☒ Phonological Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Dreambox Diagnostic	☒ 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
Perfection Learning 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
Pre-AP 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.

At FSUS, students in need of Tier 2 and Tier 3 interventions are identified through a structured, data-based problem-solving process within the MTSS framework. The MTSS Team regularly reviews multiple sources of data, including universal screening assessments such as FAST, EOCs, district and state assessments, classroom performance, behavior records, and attendance data, to identify students demonstrating below-benchmark performance or patterns of concern.

Students who require additional support are monitored through ongoing data meetings and progress-monitoring cycles. Teacher input, diagnostic assessments, and intervention data are used to determine appropriate levels of support and guide decisions regarding the initiation of targeted (Tier 2) or intensive (Tier 3) interventions. The MTSS Team utilizes the ICEL/RIOT matrix as part of the problem-solving process to analyze contributing factors, identify instructional needs, and develop action steps tailored to individual student needs.

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 district's literacy leadership team is responsible for supporting and monitoring the effectiveness of Tier 1 literacy instruction. Processes are in place to identify instructional needs through multiple data sources, including formative assessments, progress monitoring data, classroom walkthrough observations, pre- and post-conferences, and collaborative grade-level planning.

During monthly Progress Monitoring Meetings, grade-level reading teachers and members of the MTSS Team analyze student data and utilize the data-based problem-solving process, including the ICEL/RIOT matrix, to identify instructional strengths and areas of need. The team uses this analysis to develop action steps, adjust instructional practices, and provide differentiated reading instruction aligned to grade-level B.E.S.T. Standards and curriculum expectations.

The effectiveness of Tier 1 instruction is continuously monitored through follow-up data reviews, classroom walkthroughs, and collaborative planning opportunities. These processes allow the leadership team and teachers to identify barriers, implement instructional adjustments, and evaluate the impact of changes to improve literacy outcomes for all students.

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

The leadership team meets quarterly to review school-wide data to identify students requiring additional support and evaluate the effectiveness of Tier 2 interventions. Data sources, including universal screening results, progress-monitoring data, classroom performance, and intervention data, are analyzed to determine student needs and guide instructional decisions.

The MTSS/Problem Solving team and administrators will conduct ongoing data chats and classroom walkthroughs throughout the school year to monitor instructional practices and ensure interventions are aligned to student needs. The effectiveness of Tier 2 interventions will be evaluated through the use of the Intervention Fidelity and Student Progress Monitoring tool, which allows the team to assess implementation, review student response to intervention, and determine whether adjustments are needed.

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

The effectiveness of Tier 3 interventions will be monitored through ongoing progress-monitoring meetings, classroom walkthroughs, MTSS/Problem-Solving Team meetings, and targeted professional learning opportunities.

The MTSS/Problem-Solving Team, Leadership Team, and teachers will collaborate to analyze multiple sources of data, including progress-monitoring data, diagnostic assessments, classroom performance, and intervention implementation data. The team will utilize the data-based problem-solving process, including the ICEL/RIOT matrix, to identify contributing factors, develop action steps, and determine appropriate adjustments to instruction and intervention.

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: Students in grades 9-10: - score in the 50th percentile on the FAST Assessment PM1 (FAST Achievement Level 3-5) - Student did not have a PMP during the 2025-2026 school year (indicating a Level 3 or above on the 2024-2025 ELA FAST PM3 and/or required no intervention for the 2025-2026 school year)	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Tier 1 instruction is considered sufficient when at least 80% of students meet grade-level expectations based on multiple data sources. Specific performance criteria include: - scoring at or above the 50th percentile on universal screeners such as FAST, DreamBox, Perfection Learning assessments, and Pre-AP Assessments - demonstrating mastery of the B.E.S.T. standards at or above 80%. Additional indicators include classroom-level data (e.g., grades, formative assessments).	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
Perfection Learning Grades 9-12	2022-2023

Pre-Advance Placement Grades 9-10	2022-2023
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Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Performance criteria that prompt the addition of Tier 2 interventions at FSUS include students scoring below the 40th percentile on universal screeners such as FAST, Perfection Learning Assessments, or Pre-AP Placement Assessments, or demonstrating inconsistent progress toward the B.E.S.T. standards despite Tier 1 instruction and differentiation. Other indicators include low grades, classroom assessment data, work samples, and teacher observations showing skill gaps or lack of response to Tier 1 supports.		
Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: Students in grades 9-12: • score below the 49th percentile on the FAST Assessment PM1 (FAST Achievement Level is below 3). • score is between the 26th and 49th percentile on the FAST Assessment and/or • score is between the 26th and 49th percentile Dreambox Reading Diagnostic.		
Number of times per week interventions are provided: 3 times a week Number of minutes per intervention session: 20-30 minutes per session Course(s) where interventions take place: Core Instruction + Targeted Intervention; Content-Area English class or Intensive Reading class, and Learning Strategies class.		
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)

Reciprocal Teaching (Intensive Reading Small Group)		Reciprocal Teaching does not meet the What Works Clearinghouse (WWC) criteria for strong, moderate, or promising evidence, it aligns with the following recommendations from the WWC Practice Guide <i>Effective Classroom and Intervention Practices</i>: • Recommendation 1 (Strong Evidence): Provide explicit vocabulary instruction. • Recommendation 2 (Strong Evidence): Provide direct and explicit comprehension strategy instruction. • Recommendation 3 (Moderate Evidence): Provide opportunities for extended discussion of text meaning and interpretation. • Recommendation 4 (Moderate Evidence): Increase student motivation and engagement in literacy learning. • Recommendation 5 (Strong Evidence): Make available intensive and individualized interventions for struggling readers that can be provided
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		by trained specialists. These evidence-based practices are embedded within Reciprocal Teaching, an interactive instructional practice designed to improve students' reading comprehension by explicitly teaching strategies for constructing meaning from text. Through structured teacher-student dialogue, students engage with text by applying four comprehension strategies: generating questions, summarizing, clarifying, and predicting. Initially, teachers provide explicit modeling and guided practice to demonstrate effective strategy use. As students develop proficiency, responsibility gradually shifts to students as they lead discussions and independently apply comprehension strategies to increasingly complex texts. FSU Lab School will continue to strengthen implementation of Reciprocal Teaching through ongoing data analysis, classroom walkthroughs, and fidelity monitoring to ensure Tier 2 and Tier 3 interventions are delivered consistently and effectively. The MTSS/Problem-Solving Team will use progress-monitoring data, diagnostic assessments, and teacher input to evaluate student response, guide instructional adjustments, and identify areas requiring additional support. Teachers will continue to receive targeted professional learning, coaching, and collaboration with the MTSS Specialist to strengthen implementation of evidence-based literacy practices and ensure high-quality reading instruction for all students.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <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)
REWARDS by Voyager Sopris		REWARDS does not meet the What Works Clearinghouse (WWC) criteria for strong, moderate, or promising evidence, it aligns with the following recommendations from the WWC Practice Guide <i>Effective Classroom and Intervention Practices</i>: • Recommendation 1 (Strong Evidence): Provide explicit vocabulary instruction. • Recommendation 2 (Strong Evidence): Provide direct and explicit

		comprehension strategy instruction. • Recommendation 3 (Moderate Evidence): Provide opportunities for extended discussion of text meaning and interpretation. • Recommendation 4 (Moderate Evidence): Increase student motivation and engagement in literacy learning. • Recommendation 5 (Strong Evidence): Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. These evidence-based practices are embedded within REWARDS, an explicit and systematic intervention designed to strengthen students' ability to decode multisyllabic words, improve reading fluency, and increase access to complex text. Through direct instruction in word analysis strategies, students learn to break apart and decode longer, more complex words while developing accuracy and automaticity. This deliberate approach supports vocabulary development and comprehension by allowing students to access the meaning of academic and grade-level texts more effectively. FSU Lab School will continue to strengthen implementation of the REWARDS program through ongoing data analysis, classroom walkthroughs, and fidelity monitoring to ensure Tier 2 and Tier 3 interventions are delivered consistently and effectively. The MTSS/Problem-Solving Team will use progress-monitoring data, diagnostic assessments, and teacher input to evaluate student response, guide instructional adjustments, and identify areas requiring additional support. Teachers will continue to receive targeted professional learning, coaching, and collaboration with the MTSS Specialist to strengthen implementation of evidence-based literacy practices and ensure high-quality reading instruction for all students.
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:		

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

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

Beginning of Year Data

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

Students in grade 9-12:

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

Number of times per week interventions are provided:

4 to 5 times per week

Number of minutes per intervention session:

15-30 minutes per session

Course(s) where interventions take place:

Core Instruction + Targeted Intervention + Intensive Intervention; Intensive Reading Class; Learning Strategies Class. Intensive Targeted classroom instruction occurs daily to build basic skills while continuing participation in core instruction.

Intensive, Individualized Instruction/Interventions

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

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

		Part 3A. Build students' world and word knowledge so they can make sense of the text, Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read, Part 3C. Teach students a routine for determining the gist of a short section of text, Part 3D. Teach students to monitor their comprehension as they read. 4. Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information- Moderate Evidence. These recommendation(s) were built into the program by description of program design. The district will support and monitor implementation of this program by supporting and monitoring implementation, including professional learning activities for professional learning.
Reciprocal Teaching (Intensive Reading Small Group)		Reciprocal Teaching does not meet the What Works Clearinghouse (WWC) criteria for strong, moderate, or promising evidence, it aligns with the following recommendations from the WWC Practice Guide <i>Effective Classroom and Intervention Practices</i>: • Recommendation 1 (Strong Evidence): Provide explicit vocabulary instruction. • Recommendation 2 (Strong Evidence): Provide direct and explicit comprehension strategy instruction. • Recommendation 3 (Moderate Evidence): Provide opportunities for extended discussion of text meaning and interpretation. • Recommendation 4 (Moderate Evidence): Increase student motivation and engagement in literacy learning. • Recommendation 5 (Strong Evidence): Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. These evidence-based practices are embedded within Reciprocal Teaching, an interactive instructional approach designed to improve

		students' reading comprehension by explicitly teaching strategies for constructing meaning from text. Through structured discussions between teachers and students, learners apply four key comprehension strategies: generating questions, summarizing, clarifying, and predicting. During initial instruction, teachers model and provide explicit guidance on the use of these strategies. As students develop confidence and proficiency, responsibility gradually shifts to students as they engage in collaborative discussions and independently apply comprehension strategies to increasingly complex texts. FSU Lab School will continue to strengthen implementation of Reciprocal Teaching through ongoing data analysis, classroom walkthroughs, and fidelity monitoring to ensure Tier 2 and Tier 3 interventions are delivered consistently and effectively. The MTSS/Problem-Solving Team will use progress-monitoring data, diagnostic assessments, and teacher input to evaluate student response, guide instructional adjustments, and identify areas requiring additional support. Teachers will continue to receive targeted professional learning, coaching, and collaboration with the MTSS Specialist to strengthen implementation of evidence-based literacy practices and ensure high-quality reading instruction for all students.
iReady Personalized Instruction	Every Student Succeeds Act (ESSA) Level 2 (Moderate) Evidence	
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)
REWARDS (Voyager Sopris)		REWARDS does not meet the What Works Clearinghouse (WWC) criteria for strong, moderate, or promising evidence, it aligns with the following recommendations from the WWC Practice Guide <i>Effective Classroom and Intervention Practices</i>: • Recommendation 1 (Strong Evidence): Provide explicit vocabulary instruction. • Recommendation 2 (Strong Evidence): Provide direct and explicit comprehension strategy instruction. • Recommendation 3 (Moderate Evidence): Provide opportunities for

		extended discussion of text meaning and interpretation. • Recommendation 4 (Moderate Evidence): Increase student motivation and engagement in literacy learning. • Recommendation 5 (Strong Evidence): Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. These evidence-based practices are embedded within REWARDS, an explicit and systematic intervention designed to improve students' ability to decode multisyllabic words, increase reading fluency, and strengthen access to grade-level text. Through direct instruction in word analysis strategies and deliberate decoding practice, students develop the skills needed to accurately read complex words and increase automaticity. As students improve their ability to decode longer words, they are better able to access academic vocabulary, comprehend increasingly complex text, and engage more meaningfully in literacy tasks. FSU Lab School will continue to strengthen implementation of the REWARDS program through ongoing data analysis, classroom walkthroughs, and fidelity monitoring to ensure Tier 2 and Tier 3 interventions are delivered consistently and effectively. The MTSS/Problem-Solving Team will use progress-monitoring data, diagnostic assessments, and teacher input to evaluate student response, guide instructional adjustments, and identify areas requiring additional support. Teachers will continue to receive targeted professional learning, coaching, and collaboration with the MTSS Specialist to strengthen implementation of evidence-based literacy practices and ensure high-quality reading instruction for all students.
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 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
Reading within the Content Area	6-12 Teachers	6-12 content area teachers will continue to receive training grounded in the Science of Reading to incorporate reading strategies within their content areas.
Universally Designed Instruction	K-12 Teachers	K-12 teachers will apply principles of Universal Design for Learning (UDL) to increase access to instruction and improve reading comprehension.
ELA Professional Learning Community	K-12 Teachers & Administrators	K-12 ELA teachers and administrators will participate in professional learning focused on strengthening evidence-based literacy practices that enhance student learning, including explicit instruction, comprehension strategies, and opportunities for students to engage with grade-level texts.
Reading Endorsement Courses	K-12 Teachers (as needed)	K-12 teachers will participate in Reading Endorsement Courses taught on-site through FCRR's Reading Endorsement Pathway.
Structured Literacy through a Multi-Sensory Approach	K-12 Teachers (as needed)	K-12 teachers will complete online professional learning through the BEESS Portal focused on structured literacy and multisensory instructional approaches.
Reading Difficulties, Disabilities and Dyslexia	K-12 Teachers (as needed)	K-12 teachers will complete online professional learning through the BEESS Portal focused on identifying and supporting students with reading difficulties, disabilities, and dyslexia.
UF Lastinger Center Elementary Micro-Credential Course	K-12 Teachers (as needed)	K-12 teachers will participate in a three-part, hybrid-model professional learning series designed to equip teachers with the skills necessary to address student literacy difficulties.
Instructional Personnel and Certified PreK Teachers		

Describe how professional learning is provided to help instructional personnel and certified PreK teachers funded in the FEEP earn a certification, a credential or credentials, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction.

All instructional personnel participate in professional learning aligned to their grade level, content area, and instructional responsibilities. The Reading Endorsement pathway is available to teachers who need to complete endorsement requirements and is facilitated by an on-site educator. Through a partnership with Florida State University, teachers also have access to college coursework and advanced learning opportunities. Reading teachers and other instructional personnel are encouraged to pursue coursework focused on scientifically researched and evidence-based reading instruction, including the Science of Reading, to strengthen their instructional knowledge and practices.

Differentiated Professional Learning

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

Professional learning is differentiated based on student performance data, instructional needs, and teacher experience. Teachers collaborate through Professional Learning Communities (PLCs) to analyze progress monitoring data, identify student needs, and determine instructional priorities. Additional support is provided through FSUS's Teaching Induction Program, which ensures that beginning teachers and teachers new to the district receive targeted professional learning related to curriculum implementation, evidence-based instructional practices, and the Science of Reading. Teacher leadership roles, including mentors, team leaders, and department chairs, provide additional opportunities for collaboration and support based on demonstrated instructional success.

Mentor Teachers

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

Mentors are selected based on demonstrated classroom success, as evidenced by student learning gains and/or proficiency data, as well as their ability to model professionalism and effective instructional practices. Model classrooms provide opportunities for teachers to observe evidence-based instructional strategies in action and gain insight into effective lesson delivery, classroom management, and instructional routines.

Professional Learning Time

Describe how time is provided for teachers to meet weekly for professional learning.

Teachers are provided weekly opportunities to collaborate through common planning time scheduled before school, during the school day, or after school. Team leaders and department chairs facilitate collaborative meetings focused on curriculum alignment, student data analysis, instructional planning, and professional learning needs. These structures ensure teachers have dedicated time to engage in ongoing learning and apply evidence-based practices to improve student outcomes.

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

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

Name of Tutoring Program	Target Audience	Description
School-based tutoring (PALS)	K-12 students with two or more	Certified teachers deliver additional reading instruction to students after school.

	academic concerns (grades, test scores, need for additional support, etc.)	
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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.

The Read-At-Home Plan is provided to students who have an academic Progress Monitoring Plan (PMP), an Individualized Education Plan (IEP), or demonstrate a substantial deficiency in reading. The plan is shared electronically with all parents, and a hard copy is provided to families of students requiring additional reading support. During beginning-of-the-year parent-teacher conferences, families of students identified with reading deficiencies receive information about the plan and strategies for supporting literacy development at home.

The Read-At-Home Plan provides families with strategies and resources to support students in developing foundational reading skills. The plan includes multisensory strategies, an overview of the components of reading, suggested reading activities, and resources to support continued literacy growth. Additionally, students reading below grade level are encouraged to participate in the New Worlds Reading Initiative to provide access to free books and additional opportunities to build reading skills outside of school.

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

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

8) 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.

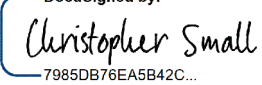
Highly effective teachers, as identified through the district's evaluation system, which considers student assessment data, formal classroom observations, and progress toward individual professional learning goals, are prioritized as mentors, team leaders, and instructional supports. These teachers are strategically assigned to provide high-quality instruction and reading intervention to students requiring additional support, ensuring equitable access to effective teaching practices and opportunities to close achievement gaps. When a teacher is not identified as highly effective, administration reviews instructional assignments, makes adjustments as needed, and provides targeted support and professional learning opportunities to strengthen instructional effectiveness.

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

Local Educational Agency Chief Executive Officer or Authorized Representative (Printed Name):	
Signature:  7985DB76EA5B42C...	Date: 7/19/26