2022-23 Reading Plan - Palm Beach

Table of Contents

Contact Information, Communication Plan, and Student Achievement Goals

Contact Information - Part A

District Contact Information

Reading Contacts

Identify the name, position title, email address, and phone number for each member of the district reading team. The Main District Reading Contact will be the Florida Department of Education's (FDOE) contact for the District K-12 Comprehensive Evidence-Based Reading Plan and is responsible for the plan and its implementation. Other contacts are those who work primarily with an area covered within the plan.

Contact	Name, Title, Email, Phone
Main District Reading Contact	Bresnahan, Tammy Director Curriculum, Instruction, and Professional Learning tbresnah@fau.edu 561-297-3204
Elementary English Language Arts (ELA)	Hufty, Gina Reading Coach gbove@fau.edu 561-297-0770
Reading Curriculum	Robinson, Lauren Assistant Principal lrobin15@fau.edu 561-297-0638
Secondary ELA	Hoff, Cornelia Assistant Principal choff1@fau.edu 561-297-4187
Professional Development	Bresnahan, Tammy Dir. Curriculum, Instruction, and Professional Learning tbresnah@adhus.fau.edu 561-297-3204
Summer Reading Camp	Robinson, Lauren Assistant Principal lrobin15@fau.edu 561-297-0638
Assessment	Cook, Tamara Behavior and Assessment Coordinator tcookwashington@fau.edu
Reading Endorsement	Diaz, Gracie Deputy Superintendent gdiaz15@fau.edu 561-297-0140
Data Element	Cook, Tamara Assessment and Behavior Coordinator tcookwashington@fau.edu 581-297-3970
Third Grade Promotion	Hufty, Gina Reading Coach gbove@fau.edu 561-297-0770
Multi-Tiered System of Supports (MTSS)	Fisher, Kelley Director Student Services kfisher2016@fau.edu 561-297-0959

Communication of Plan Information

Describe how the district will communicate the contents of its Comprehensive Evidence-Based Reading Plan to all stakeholders, including school administrators, reading leadership teams, literacy coaches, classroom instructors, support staff, and parents.

FAU Lab School consists of A.D. Henderson School (K-8) and FAU High School (9-12). The Literacy Leadership Team is responsible for spearheading all literacy endeavors in the school. The team consists of representatives from all grade levels/departments as well as support staff and

administration. The reading coach serves as the chair of the team. The Comprehensive Evidence-Based Reading Plan will be shared and reviewed at the beginning of the 2022-23 school year. Team members are responsible for disseminating the plan and its contents at grade level/department PLC meetings. The plan and decision trees will continually be used as a guide for teams responsible for assessing and providing differentiated supports in reading. The Comprehensive Evidence-Based Reading Plan will also be posted on the school's website for parents and other stakeholders.

Student Achievement Goals - Part B

Measurable Student Achievement Goals

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

Previous School Year
Kindergarten - % of Students "Ready" on FLKRS 84%

Previous School Year
Kindergarten - % of Students "Ready" on FLKRS 84%

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

FAU Lab Schools does not have any Pre-K programs

Statewide English Language Arts Standardized Assessment:

Grade	Previous School Year % of Students Scoring					Goal for Plan Year % of Students Scoring				
	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5
3	3	10	35	37	15	0	8	37	37	18
4	4	4	35	24	32	0	8	30	30	32
5	0	7	19	41	33	0	5	20	40	35
6	0	4	20	39	37	0	4	20	38	38
7	5	13	24	40	19	2	4	20	40	34
8	5	10	24	38	23	2	8	25	40	25
9	0	0	3	22	75	0	0	0	25	75
10	1	2	5	29	63	0	0	0	35	65

Include additional literacy goals based on screening, progress monitoring, and/or district summative assessments. At a minimum, include specific goals for K-2 students.
Example: For each grade, K-2, increase the percentage of students currently scoring at or above grade level on (the approved district progress monitoring assessment) by 5% this year, from (60%) to (65%).

FAU Palm Beach will use iReady as the district level progress monitoring tool with the following goals for SY23:
The goal for kindergarten, at a minimum, is to maintain the percentage of students currently scoring at or above grade level (91%). The goal for first grade is, at a minimum, to increase the percentage of students currently scoring at or above grade level by 3 percentage points (from 82% to 85%). The goal for second grade is, at a minimum, to increase the percentage of students currently scoring at or above grade level by 10 percentage points (from 78% to 88%).

District Budget for Evidence-Based Reading Instruction Allocation

Budget

1	Estimated proportional share distributed to district charter		**$0.00**
2	Reading coaches assigned to elementary schools		**$83,404.00**
		FTE	2022-23
		1.0	$83,404.00
3	Reading coaches assigned to secondary schools		**$0.00**
4	Intervention teachers assigned to elementary schools		**$69,836.00**
		FTE	2022-23
		1.0	$69,836.00
5	Intervention teachers assigned to secondary schools		**$0.00**
6	Supplemental materials or interventions for elementary schools		**$13,000.00**
		FTE	2022-23
			$13,000.00
7	Supplemental materials or interventions for secondary schools		**$2,631.00**
		FTE	2022-23
			$2,631.00
8	Intensive interventions for elementary students reading below grade level		**$0.00**
9	Intensive interventions for secondary students reading below grade level		**$0.00**
10	Professional development		**$8,000.00**
		FTE	2022-23
			$8,000.00
11	Helping teachers earn the reading endorsement		**$900.00**
		FTE	2022-23
			$900.00
12	Summer reading camps		**$5,749.00**
		FTE	2022-23
			$5,749.00
13	Additional hour for 300 lowest-performing elementary schools		**$0.00**
14	Early literacy instruction/intervention for VPK completers pursuant to s. 1008.25(8)(c), F.S.		**$0.00**
		Total:	**$183,520.00**

The use of the reading allocation funds must demonstrate a prioritization of K-3 students identified with a substantial deficiency in reading.

Describe how the district has prioritized reading allocation funds to fully support K- students identified with a substantial deficiency in reading.

The Research-based reading instruction allocation helps support the cost of supplementary and intervention literacy programs and assure fidelity of implementation with priority given to students in K-3 with substantial reading deficits. Each instructional and supplementary program, curriculum, and assessment has been chosen to help close the achievement gap. District-wide training for implementation on each program will be offered through coaching as well as online and/or in-person professional development. All teachers providing interventions for K-3 students identified with a substantial deficiency in reading will be reading endorsed or certified and have had training in multisensory phonics instruction.

FAU Lab School-Palm Beach will continue to help students' develop phonemic awareness skills. As part of our multisensory phonics, we teach students to decode words, analyze word parts, and write and recognize words instruction for K-3 students with substantial reading deficiencies.

School Literacy Leadership Teams

How is the School Literacy Leadership Team requirement communicated to principals?

FAU-Palm Beach consists of A.D. Henderson School (K-8) and FAU High School (9-12). The Literacy Leadership Team is responsible for spearheading all literacy endeavors in the school. The team consists of representatives from different grade levels/departments, support staff, and school administrators. The literacy coach serves as the chair of the team.

Each quarter, the literacy coach presents updates to the administration regarding the accomplishments of the literacy team including reading initiatives, literacy week activities and celebrations, new standards alignment, and the read-at-home plan for parents.

To whom at the district level is the roster of School Literacy Leadership Teams communicated?

The roster of the committee and the monthly attendance from meetings are shared with the Superintendent, Deputy Superintendent and the Director, Curriculum, Instruction and Professional Learning.

Who at the district level is responsible for supporting and monitoring School Literacy Leadership Teams and ensuring compliance?

The Superintendent, Deputy Superintendent, Director, Curriculum, Instruction and Professional Learning/ district reading contact are responsible for supporting and monitoring the work of the committee for compliance

Professional Development

Describe the reading professional development that will be provided by the district and/or schools, aligned to the requirements below:
- Provide professional development required by Section 1012.98(4)(b)11., F.S., which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies;

- Differentiate and intensify professional development for teachers based on progress monitoring data;

- Identify mentor teachers and establish model classrooms within the school; and

- Ensure that time is provided for teachers to meet weekly for professional development.

Explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies
● Provide multisensory phonics trainings through Wilson
● Offer PD in explicit, systematic, and sequential approach to reading instruction through the literacy coach and reading interventionist during Professional Development Days (PDD) and preplanning days at the start of the school year
● Provide on-going coaching and PLCs on best practices for multisensory phonics instruction
● Provide Phonemic Awareness training through Heggerty
● Offer training through The Flamingo Literacy Matrix, a fully online, competency-based professional development that teaches educators how to deliver effective literacy instruction resulting in higher student achievement and to satisfy reading endorsement requirements.
Differentiate and intensify professional development for teachers based on progress monitoring data
● Hold weekly grade level meetings with literacy coach to set goals and monitor progress on teachers' individual goals
● Conduct data chats with administration and literacy coach
Identify mentor teachers and establish model classrooms with the school
● Utilize the new teacher program (GATE) and monthly meetings to communicate updates
● Support instruction and technology integration through literacy coach, instructional facilitators, and technology support
● Schedule literacy walks for teachers to visit classrooms within our school to observe master teachers
● Visit model schools to observe reading instruction implementation
● Provide modeling and coaching during the literacy block with the literacy coach
Ensure that time is provided for teachers to meet weekly for professional development
● Schedule common planning time at grade levels
● Plan weekly collaborations with the literacy coach
● Provide time for vertical grade level meetings and lesson planning conferences to ensure alignment

Provide a description of how the district will communicate to principals the professional development requirements and how the district will support principals with fulfilling each requirement.

Professional development requirements are reported to the Principal, Deputy Superintendent, and the Director, Curriculum, Instruction and Professional Learning, via the Professional Development Plan

Who at the district level is responsible for supporting and monitoring the professional development requirements and ensuring compliance?

The Deputy Superintendent and the Director, Curriculum, Instruction and Professional Learning are responsible for supporting and monitoring the professional development requirements and ensuring compliance.

Charter Schools

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

Does the district ensure charter schools will utilize their proportionate share of the evidence-based reading allocation in accordance with Sections 1002.33(7)(a)2.a. and 1008.25(3)(a), F.S.?

NA

Literacy Coaches

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

Coaches must possess the following:

- bachelor's degree and reading endorsement or reading certification;

- highly effective rating on most recent available evaluation that contains student achievement data;

- experience as successful classroom teachers;

- knowledge of evidence-based reading research;

- special expertise in quality reading instruction and infusing reading strategies into instruction;

- data management skills;

- strong knowledge base in working with adult learners;

- excellent communication skills; and

- outstanding presentation, interpersonal, and time-management skills.

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

FAU-Palm Beach consists of one school: A.D. Henderson School (K-8) & FAU High School (9-12). The literacy coach is reading certified and is available to support any literacy needs.

Upload rubric, if applicable
The following documents were submitted as evidence for this section:

No files were uploaded

Literacy Coaches - Part B

Requirements of the Just Read, Florida! Coaching Model

- Provide professional development on the following:
    - the major reading components, as needed, based on an analysis of student performance data;

    - administration and analysis of instructional assessments; and

    - providing differentiated instruction and intensive intervention.

- Model effective instructional strategies for teachers.

- Facilitate study groups.

- Train teachers to administer assessments, analyze data, and use data to differentiate instruction.

- Coach and mentor teachers daily.

- Provide daily support to classroom teachers.

- Work with teachers to ensure that evidence-based reading programs are implemented with fidelity.

- Help to increase instructional density to meet the needs of all students.

- Participate in reading leadership teams.

- Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies.

- Prioritize time to those teachers, activities, and roles that will have the greatest impact on student achievement in reading, namely coaching and mentoring in classrooms.

- Work frequently with students in whole and small group instruction to model and coach in other teachers' classrooms.

- Work with school principals to plan and implement a consistent program of improving reading achievement using strategies that demonstrate a statistically significant effect on improving student outcomes.

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

Is the district using the Just Read, Florida! coaching model?

Yes

If no, please attach the evidence-based model the district is using.
The following documents were submitted as evidence for this section:

No files were uploaded

If yes, please complete the next section:

How are these requirements being communicated to principals?

The K-12 literacy coach will keep a daily log as well as a portfolio with evidence that aligns to the 6A-6.053(6)(c) F.A.C. requirements. The literacy coach will these documents with administration at least quarterly

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

The K-12 literacy coach will meet weekly with grade level teams to set individual teacher goals and create plans for meeting those goals. The K-12 literacy coach, along with the elementary and middle school APs will hold individual data chats with teachers to identify areas that need support.

Who at the district level is supporting and monitoring coach time and tasks?

Grade band assistant principals and the principal

How often is coaching time, tasks, and impact data being reported and reviewed by the district?

Quarterly

What problem-solving steps are in place for making decisions regarding coaching time and tasks based on the data?

Quarterly data reporting by literacy coach to administration will allow for decisions to be made based on student data.

District-Level Monitoring of Plan Implementation

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

- Provide an explanation of the data that will be collected, how it will be collected, and the frequency of review must be provided. Districts must also explain how concerns are communicated if it is determined that the District K-12 Comprehensive Evidence-Based Reading Plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students;

- Ensure all instruction in reading is systematic and explicit, based on data, and uses an evidence-based sequence of reading instruction and strategies to meet the needs of students at the school level and determining appropriate instructional adjustments;

- Ensure that data from formative assessments are used to guide differentiation of reading instruction;

- Ensure incorporation of reading and literacy instruction by all content area teachers into subject areas to extend and build discussions of text in order to deepen understanding; and

- Evaluate District K-12 Comprehensive Evidence-Based Reading Plan implementation and impact on student achievement.

Assessments

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

- the full name of the assessment;

- the grade level(s) the assessment is administered, and, where applicable, criteria for identifying students who will be assessed; and

- the components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension) or the standards strand (reading, communication) that will be assessed, the type of assessment, and how often the data will be collected and analyzed to support instruction.

Name of the Assessment	To whom is the assessment administered?	Assessment type	What component of the reading/ strand of standard is being assessed?	How often is the data being collected?
i-Ready	students in grades K - 8	Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
Fundations Wilson Phonics		Screener	Phonics	Annually
Heggerty	Kindergarten	Screener, Progress Monitoring	Phonological Awareness	3 x A Year
Running Records	K-5	Formative Assessment	Fluency, Vocabulary, Comprehension	3 x A Year
FAST - STAR	K-2	Screener, Progress Monitoring, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
FAST - Cambium	grade 3-10	Screener, Progress Monitoring, Summative	Vocabulary, Comprehension	3 x A Year

District-Level Monitoring - Part B
Provide the following information to depict how the district will meet each of the requirements.

Who at the district level is responsible for providing plan implementation oversight, support, and follow-up?

The literacy coach, administration team, and the Literacy Leadership team will provide support to the interventionists and teachers to ensure the CERP implementation is followed.

What process is in place for ensuring all instruction in foundational reading skills is systematic and explicit and all reading instruction is evidence-based?

Literacy coach will meet with teachers to model systematic and explicit reading instruction. Literacy coach and reading interventionist will provide training in systematic reading instruction during pre-planning, before the start of the school year. Teachers will attend multisensory phonics training before the start of the school year. Fidelity checks will be done by the administrative team.

What process is in place for ensuring that formative assessment data is used to differentiate reading instruction?

The Problem-Solving Team consisting of admin. team, literacy coach, ESE & MTSS director, and classroom teachers, meets monthly to review and make data-driven decisions. If concerns about the implementation of the reading plan arise in PST meetings, they will be brought to the Literacy Leadership Team that will then be addressed with grade levels or individual teachers as needed.

RRR formative data are used to plan fluid, small groups that provide differentiated instruction in Tier 1

iii meetings are held to determine students in need of Tier 2 and 3 intervention and to identify deficits in reading

What steps are the district taking to incorporate literacy instruction into content areas to build discussions of texts in order to deepen understanding?

Evidence-based reading strategies are implemented into all content areas to support understanding such as: providing direct and explicit comprehension strategy instruction, opportunities for extended discussion of text meaning and interpretation, and providing explicit vocabulary instruction.

How are concerns communicated if the plan is not being implemented to meet the needs of students?

Concerns about the implementation of the plan to meet the needs of students are discussed at data chats among teachers, the literacy coach, the interventionist, and administration.
The assistant principals and literacy coach, along with the ESE & MTSS director will conduct progress monitoring meetings with grade levels and departments to discuss student progress towards district goals.

District-Level Monitoring - Part C
Districts must annually evaluate the implementation of their K-12 Reading plan on the form entitled District K-12 CERP Reflection Tool, after conducting a root-cause analysis of student performance data to evaluate the effectiveness of interventions. The evaluation must:

- Analyze elements of the district's plan, including literacy leadership, literacy coaching, standards, curriculum, instruction, intervention, assessment, professional learning and family engagement;

- Include input from teachers, literacy coaches and administrators at the school level;

- Identify elements in need of improvement and evidence-based strategies to increase literacy outcomes for students; and

- Analyze the effectiveness of interventions implemented in the prior year.

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

● Revisions have been made to K-12 Reading Plan to improve outcomes for students through the addition of the New Worlds Reading initiative. Information was sent home and support was provided by the literacy coach to help parents enroll students for the free, monthly book delivery to support literacy in the home.
● The Read at Home Plan has been revised to include teacher-made videos, modeling and explaining strategies for parents to support the Science of Reading at home
● A Parent Resource section will be added to the school website that will contain all the videos and other literacy home support resources.
● The literacy coach's schedule will be created with coaching cycles focused on prioritizing new teachers. The literacy coach will create a portfolio and coaching log to ensure coaching time is protected.
● K-3 Tutoring Plan will be created to utilize tutors to support our students in grades K-3 in need of reading intervention. The literacy coach will provide professional development and on-going support to tutors and oversee the program.

Additionally, the district will use statewide progress monitoring data to create a Comprehensive Needs Assessment to identify areas in need of improvement. The district surveys the faculty to evaluate the effectiveness of the professional development opportunities provided such as: coaching cycles, literacy walks, team collaboration, webinars, conferences and trainings. Administration and the Literacy Leadership Team use regular classroom walkthroughs to assess the fidelity of implementation of instructional strategies and use of resources. Literacy walks allow teachers to observe other teachers'

instruction based on individualized teacher goals and provide the literacy team with valuable information on instruction. Formal data chats are held after each progress monitoring cycle to identify further areas in need of support.

School-Level Monitoring of Plan Implementation

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

What process is in place to ensure effective implementation?

Literacy Coach, administrators and teachers meet monthly at the Literacy Leadership meetings to ensure the CERP is being implemented effectively

Who at the district level supports effective implementation?

The Literacy Leadership Team members including reading coach, MTSS & ESE coordinators, and administrators

What process is in place to identify areas in need of improvement for effective implementation?

Monthly Literacy Leadership Team meetings occur to review the CERP and identify any areas that need improvement in implementation

Weekly reading walkthroughs by administrators - Part B

What process is in place to ensure effective implementation?

The administrative team implements weekly walkthroughs.
Walkthrough data is collected and reviewed

Who at the district level supports effective implementation?

Assistant principals

What process is in place to identify areas in need of improvement for effective implementation?

Every 6-8 weeks data meetings are held with teachers to identify areas in need of improvement. Literacy coach and admin team meetings occur weekly to monitor progress and make adjustments.

Use of data to determine interventions and support needs of students - Part C

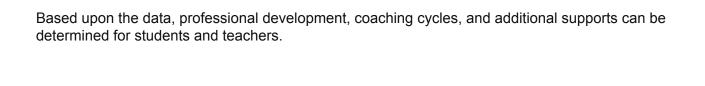**What process is in place to ensure effective implementation?**

Literacy Coach and Admin along with teachers hold data meetings to determine support needs. Based upon the data, the team will identify students in need of intervention and whether students currently in interventions are responding to interventions.

Who at the district level supports effective implementation?

Literacy Coach, MTSS & ESE director and Admin

What process is in place to identify areas in need of improvement for effective implementation?

Every 6-8 weeks data meetings are held with teachers to identify areas in need of improvement. Reading coach and admin team meetings occur weekly to monitor progress and make adjustments.

Based upon the data, professional development, coaching cycles, and additional supports can be determined for students and teachers.

Summer Reading Camp

Reading Camp - Part A

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

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

- Implement evidence-based explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension; and

- Provide instruction by a highly effective teacher endorsed or certified in reading.

All district Summer Reading Camp teachers are highly effective and reading endorsed/certified.

Yes

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

The district will hold a summer literacy remediation program during the summer of 2023 specifically for students in grade 3 are at risk of retention or score level 1 on the FAST.
The summer reading program will be four weeks, five days per week for four hours per day. The instruction will focus on identified deficits in the six components of reading through small group instruction utilizing the following materials: i-Ready materials: i-Ready Research Efficacy Brief 2019 (sbsd.k12.ca.us) and Wilson Fundations which provides explicit instruction in phonological awareness and phonics, as indicated in "Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades" (2009) and "Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade" (2016).

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

Will the district implement this option?

Yes

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

The district will hold a summer literacy remediation program during the summer of 2023. The literacy team identified the lowest performing students in grades K-2 and 4-5 to attend the program. The literacy team will use statewide data as well as pre- and post- assessment data to determine the effectiveness of the program.
The summer reading program will be four weeks, five days per week for four hours per day. The instruction will focus on identified deficits in the six components of reading through small group instruction.
Materials include:
i-Ready materials: i-Ready Research Efficacy Brief 2019 (sbsd.k12.ca.us)
Wilson Fundations, which provides explicit instruction in phonological awareness and phonics, as indicated in "Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier

Intervention in the Primary Grades" (2009) and "Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade" (2016).

Attendance - Part B
Complete below depicting the number and percentage of students attending summer reading camps.

Number of Students Attending Summer Reading Camp

Third grade students who score Level 1 and at risk of retention (1008.25(7)(a)2., F.S.)
2

Students who demonstrate a reading deficiency in grades K-2
25

Students who score Level 1 in grades 4-5
3

Percentage of Students Attending Summer Reading Camp

Third grade students who score Level 1 and at risk of retention (1008.25(7)(a)2., F.S.)
100%

Students who demonstrate a reading deficiency in grades K-2
100%

Students who score Level 1 in grades 4-5
100%

Family Engagement through a Read-At-Home Plan
In accordance with Section 1008.25(5)(c), F.S., parents of students identified with a substantial deficiency in reading must be provided a read-at-home plan that the parent can use to help with reading at home.

Describe the district's plan for providing a read-at-home plan to parents of students identified with a substantial deficiency in reading. Include literacy partnerships or programs the district has to increase support for families to engage in literacy activities and reading at home.

A read-at-home plan will be created by the Literacy Leadership Team at the beginning of the year to support parents with promoting literacy at home. The committee will hold a virtual Literacy Night with parents to share research-based strategies for supporting phonemic awareness, phonics skills, building vocabulary, and reading fluency and comprehension.

The literacy team will compile parent resources on the school/district website that will consist of Phonemic Awareness and Phonics videos that will help families to support the skills being taught in each unit. This will also contain suggested activities to help build and support literacy at home.

Parents will receive the New Worlds Reading initiative information and support will be provided by the literacy coach to help parents enroll students for the free, monthly book delivery to support literacy in the home.

The Read at Home Plan will include the creation of teacher-made videos, modeling and explaining strategies for parents to support the Science of Reading at home.

Additionally, the literacy team will present the reading curriculum during a back-to school event. The expectations for our reading curriculum will be shared. The literacy team will also share the Florida Benchmarks for Excellent Student Thinking (B.E.S.T) Standards Parent Guides.
At least quarterly, teachers will provide parents with an extension activity connected to the work that students are doing in the classroom in order to support the home-school partnership.

In January, the literacy team rolls out several Literacy Week events to motivate and engage students and their families throughout the week. In the spring, schoolwide Reading Spirit Week challenges further promote and celebrate literacy in school and at home.

The literacy team also develops a reading challenge each summer to help motivate and support literacy all summer long.

Who at the district is responsible for monitoring this requirement?

Literacy leadership team & literacy coach

Assessment, Curriculum, and Instruction

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

Provide whole group instruction utilizing an evidence-based sequence of reading instruction.

How does the district support and monitor implementation?

The administrative team and literacy coach will observe and support whole group instruction through informal classroom walk-throughs and coaching sessions. Beginning teachers will be formally observed 3 times per year and teachers with at least 4 yrs of service will be observed one time per year by an administrator.

Who at the district is responsible for supporting and monitoring this requirement?

Principal/Director, Assistant Principals, and Literacy Coach

Use texts to increase students' background knowledge and literacy skills in social studies, science, and the arts.

How does the district support and monitor implementation?

Text selections from the B.E.S.T. ELA Standards are provided to students and utilized for instruction.

Who at the district is responsible for supporting and monitoring this requirement?

Principal/Director, Assistant Principals, and Literacy Coach

Provide small group differentiated instruction in order to meet individual student needs.

How does the district support and monitor implementation?

Every 6-8 weeks data meetings are held with teachers to identify areas in need of improvement. Literacy coach and admin team meetings occur weekly to monitor progress and make adjustments. Based on data, professional development, coaching cycles, and additional supports can be identified and implemented to further support instruction.

Who at the district is responsible for supporting and monitoring this requirement?

Principal/Director, Assistant Principals, MTSS Director, and Literacy Coach

Florida's Revised Formula For Success - Part B
K-12 reading instruction will align with Florida's Revised Formula for Success, 6 + 4 + T1 +T2 + T3, which includes the following:

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;

- **Four types of classroom assessments:** screening, progress monitoring, diagnostic, and summative assessment;

- **Core Instruction (Tier 1):** is standards-aligned; includes accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; provides print-rich explicit and systematic, scaffolded, differentiated instruction, and corrective feedback; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning as defined in 34 C.F.R. 200.2(b)(2)(ii);

- **Supplemental Instruction/Intervention (Tier 2):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; and occurs in addition to core instruction; and

- **Intensive, Individualized Instruction/Intervention (Tier 3):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions. In accordance with Section 1011.62(8)(d), F.S., intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading.

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

Literacy instruction includes all 6 components of reading. Tier 1 instruction includes used to teach all students oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Students are taught to decode words, analyze word parts, and write and recognize words. Additionally, teachers ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.
All four assessment types are used to continually monitor student progress. Oral language and phonemic awareness screeners are used as well as reading running records and other formative assessments to determine students in need of support or enrichment. Diagnostic assessments are given 3 times annually and used along with other summative data. Data chats occur in 6-8 week cycles to assess student progress. Progress monitoring assessments are used to monitor the progress of students in Tier 2 & 3 interventions.

How does the district support and monitor implementation?

Every 6-8 weeks, data meetings are held with teachers to identify areas in need of improvement. Literacy coach and admin team meetings occur weekly to monitor progress and make adjustments. A common assessment calendar is created and followed to ensure screening, progress monitoring/ formative assessment, diagnosis, and summative assessments occur regularly.

Based on the data, professional development, coaching cycles, and additional supports can be determined for students and teachers.

Who at the district is responsible for supporting and monitoring this requirement?

Principal/Director, Assistant Principals, MTSS Director and Literacy Coach

Assessment/Curriculum Decision Trees - Part C

Requirements

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

The Decision Trees must contain the following information:

- Name of screening, progress monitoring, diagnostic, local assessment, statewide assessment, or teacher observations used within the district. Pursuant to Section 1002.69, F.S., the Florida Kindergarten Readiness Screener (FLKRS) must be used as a component of identification for kindergarten students, and according to section (12) of the plan rule, the assessment tool used to identify students in grades K-3 with a substantial deficiency. Florida Standards Assessment-English Language Arts (FSA-ELA) must be one of the components used for grades 3-12 pursuant to Section 1008.25(4)(a), F.S.;

- Target audience (grade level);

- Performance criteria used for decision-making for each instrument;

- Assessment/curriculum connection, including evidence-based curriculum materials and practices used in instruction and intervention, that address the six (6) components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;

- The methods for providing reading instruction and intervention to students who may continue to receive instruction through distance or blended learning;

- An explanation of how instruction will be modified for students who have been identified as having a substantial deficiency in reading who are in need of intensive intervention; and

- Specific criteria for when a student is identified to receive intensive reading interventions, what intensive reading interventions will be used, how the intensive reading interventions are provided, and assurance that intensive reading interventions are delivered by a teacher who is certified or endorsed in reading. Districts must identify the multisensory intervention provided to students in grades K-3 who have a substantial deficiency in reading and include a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

Tier 1
Core Instruction:

- *is standards-aligned;*

- *builds background and content knowledge;*

- *provides print-rich, systematic, scaffolded, differentiated instruction, and corrective feedback;*

- *incorporates writing in response to reading;*

- *includes accomodations (IEP, ESOL, or 504);*

- *incorporates the principles of Universal Design for Learning; and*

- *includes specially designed instruction for students with disabilities.*

Grade Levels: K-2

IF Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used)

iReady Reading assessment: 40% or above

Reading Running Record (RRR)
Kindergarten: Level A
Grade 1: at or above Level E
Grade 2: at or above Level J

THEN TIER 1 Only

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

Our K-2 instructors teach students to decode words, analyze word parts, and write and recognize words. This has strong evidence to support a continued use and focus as indicated in the IES Practice Guide entitled "Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade."
Our K-2 teachers ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. This has moderate evidence to support a continued use and focus as indicated in the IES Practice Guide entitled "Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade." Our K-2 teachers are using Units of Study for Teaching Reading and Writing and Wilson's Fundations as their primary resource to implement this instruction.

Progress Monitoring

Assessment & Frequency
Fountas and Pinnell Benchmark Assessment (BAS) RRR; twice annually
iReady; three times per year
On-going, school-based progress monitoring assessments

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
RRR: Demonstrates "meeting" or "exceeding" grade level text gradient according to the running record assessment Instructional Level Expectations for Reading
iReady: 80% of students score above the 40th percentile

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark
Students whose assessment scores indicate they are not meeting or approaching expectations according to the approved district assessments.

How is the effectiveness of Tier 1 instruction being monitored?

The effectiveness of Tier 1 instruction is monitored through data chats, literacy team meetings, classroom walkthroughs, phonics unit assessments, pre- and post- reading units of study and writing assessments.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students?

Grade Levels: K-2

Data chats, coaching cycles, literacy team meetings, school problem-solving team meetings, grade and department level collaboration, and PD Cohorts are used to identify and solve problems in order to improve the effectiveness of Tier 1 instruction for all students. There are no distance learning students in the school.

How is the effectiveness of Tier 1 curriculum being monitored?

The effectiveness of Tier 1 curriculum is monitored through data chats, literacy team meetings, grade level and department meetings where data from screening, progress monitoring/formative assessments, diagnosis, and summative assessments are analyzed.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Provided to distance learning students?

Data chats, coaching cycles, literacy team meetings, school problem-solving team meetings, grade and department level collaboration, and PD Cohorts are used to identify and solve problems in order to evaluate the effectiveness of Tier 1 curriculum for all students. There are no distance learning students in the school.

How is instruction provided to students who receive instruction through distance learning?

All students at A.D. Henderson University School and FAU High School (FAU-Palm Beach) in grades K-9 participate in full-time, in-person instruction. Students in grades 10-12 are full time dual enrolled at Florida Atlantic University.

Grade Levels: 3-5

IF Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used)

Reading Running Record
○ Grade 3: at or above N
○ Grade 4: at or above Q
○ Grade 5: at or above T

iReady Diagnostic: at or above the 40th percentile

<div align="center">

THEN TIER 1 Only

</div>

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

Our 3-5 instructors teach students to decode words, analyze word parts, and write and recognize words. This has strong evidence to support a continued use and focus as indicated in the IES Practice Guide entitled "Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade."
Our 3-5 teachers ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. This has moderate evidence to support a continued use and focus as indicated in the IES Practice Guide entitled "Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade." Our 3-5 teachers are using Units of Study for Teaching Reading and Writing and Wilson's Fundations as their primary resource to implement this instruction.

Units of Study for Teaching Reading by Lucy Calkins (K-5 Only)
Units of Study for Teaching Writing by Lucy Calkins (K-3 Only)
Top Score Writing by Lisa Collum

Progress Monitoring

Assessment & Frequency
Fountas and Pinnell Benchmark Assessment RRR - twice annually
iReady Diagnostic - three times per year
On-going school-based progress monitoring assessments
F.A.S.T. - three times per year

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
RRR assessment - student demonstrates "meeting" or "exceeding" grade level text gradient according to the running record assessment, Instructional Level Expectations for Reading
iReady reading assessment - at least 80% of the students score at or above the 40th percentile
F.A.S.T. - At least 80% of the students score at Level 3 or above, or criteria for grade level performance set by the FDOE.

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark
Students who are not "meeting" or "approaching" the expected grade level benchmark during the progress monitoring period will prompt the addition of Tier 2 interventions.

How is the effectiveness of Tier 1 instruction being monitored?

Grade Levels: 3-5

The effectiveness of Tier 1 instruction is monitored through data chats, literacy team meetings, classroom walkthroughs, phonics unit assessments, pre- and post- reading units of study and writing assessments.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students?

Data chats, coaching cycles, literacy team meetings, school problem-solving team meetings, grade and department level collaboration, and PD Cohorts are used to identify and solve problems in order to improve the effectiveness of Tier 1 instruction for all students.

How is the effectiveness of Tier 1 curriculum being monitored?

The effectiveness of Tier 1 curriculum is monitored through data chats, literacy team meetings, grade level and department meetings where data from screening, progress monitoring/formative assessments, diagnosis, and summative assessments are analyzed.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Provided to distance learning students?

Data chats, coaching cycles, literacy team meetings, school problem-solving team meetings, grade and department level collaboration, and PD Cohorts are used to identify and solve problems in order to evaluate the effectiveness of Tier 1 curriculum for all students both in-person and virtual.

How is instruction provided to students who receive instruction through distance learning?

All students at A.D. Henderson University School and FAU High School (FAU-Palm Beach) in grades K-9 participate in full-time, in-person instruction. Students in grades 10-12 are full time dual enrolled at Florida Atlantic University.

Grade Levels: 6-9

IF Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used)

NOTE: FAU High School is an intensive dual-enrollment program whereby students must meet the selection criteria to be admitted into the program. Level 5 on FSA tests and score in the top 25% on the Accuplacer (a college-readiness exam) is among the criterial for admission. FAU High School students will not need reading interventions.
For the 22-23 school year, results from the 2022 FSA will inform Tier 1 instruction as indicated below.
Grade 6: Scale score at least 321
Grade 7: Scale score at least 326
Grade 8: Scale score at least 333
Grade 9: Scale score at least 337
Grade 10: Scale score at least 343
(FSA Achievement Levels 3-5)
And
Students in grades 6-9 score at or above the 40th percentile on the iReady Reading diagnostic assessment

THEN TIER 1 Only

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

Our 6-8 instructors are teaching students fluency, vocabulary, and comprehension. This has strong evidence to support a continued use and focus as indicated in the IES Practice Guide entitled "Foundational Skills to Support Reading for Understanding in 6th through 8th Grade." Our 6-8 teachers are using Amplify as their primary resource to implement
this practice.

Supplemental Programs:
NoRedInk, grammar and writing instruction
CommonLit, comprehension and fluency

Progress Monitoring

Assessment & Frequency
FAST progress monitoring assessments - 3 times per year
iReady reading assessment - 3 times per year
No Red Ink assessments - 3 times per year.

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
iReady reading assessment - at least 80% of the students score at or above the 40th percentile
F.A.S.T. - At least 80% of the students score at Level 3 or above, or criteria for grade level performance as set by the FDOE.

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark
Results from FAST progress monitoring indicate the need for Tier 2 interventions if a student scores below Level 2 and may indicate the need for interventions if the student scores at the low end of Level 3.

Grade Levels: 6-9

<div style="background-color:#D4A53C;">

Progress Monitoring
</div>

iReady progress monitoring results below the 40th percentile will indicate the need for a Tier II plan to address deficiencies in any of the key components of reading.

How is the effectiveness of Tier 1 instruction being monitored?

Administrators will informally assess classroom instruction throughout the school year (once per month). Administrators will also review lesson plans.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students?

Data collection, reading coach meetings and observations, data meetings with administration, reading coach, teacher, and grade-level team.

How is the effectiveness of Tier 1 curriculum being monitored?

Data chats with teachers take place quarterly to review scope and sequence and standards alignment

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Provided to distance learning students?

Data collection, reading coach meetings and observations, data meetings with administration, reading coach, teacher, and grade-level team.

How is instruction provided to students who receive instruction through distance learning?

All students at A.D. Henderson University School and FAU High School (FAU-Palm Beach) in grades K-9 participate in full-time, in-person instruction. Students in grades 10-12 are full time dual enrolled at Florida Atlantic University.

[enter grade levels]

Tier 2
Supplemental Instruction/Intervention:

- *is standards-aligned;*

- *address gaps and reduce barriers to students' ability to meet Tier 1 expectations;*

- *provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills;*

- *are matched to the needs of the students;*

- *provide multiple opportunities to practice the targeted skill(s) and receive corrective feedback;*

- *occurs during time allotted in addition to core instruction; and*

- *includes accommodations (IEP, ESOL, or 504).*

Grade Levels: Grade Levels: K-2

IF Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used)

Student meets the following criteria at beginning of school year:
-Iready score between 26th and 39th percentile

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Fountas and Pinnell's Leveled Literacy Intervention (LLI); 8-10 weeks (one to 4 or 5 students)
-Teaches students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.
-Ensures that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

Assessment & Frequency
RRR weekly/
biweekly

Performance Criteria to discontinue Tier 2 interventions
Positive response to Benchmark Assessment System (BAS) and have met benchmark criteria.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Positive/Questionable response to Benchmark Assessment System however still below benchmark criteria.

Performance Criteria that prompts the addition of Tier 3 interventions
Poor Response to Benchmark Assessment System and still significantly below benchmark criteria.

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

The Heggerty Phonemic Awareness Curriculum focuses on the 8 phonemic awareness skills.
-Develops awareness of the segments of sounds in speech and how they link to letters.
-Teaches students to decode words, analyze word parts, and write and recognize words.

Assessment & Frequency
Bi-weekly Phonemic Awareness Assessments

Performance Criteria to discontinue Tier 2 interventions
Demonstration of mastery on assessments (at least 80%) and have met benchmark criteria.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Below 80% on unit assessment however still below benchmark criteria.

Performance Criteria that prompts the addition of Tier 3 interventions
Poor performance in response to intervention compared to peers and still significantly below benchmark criteria.

Grade Levels: Grade Levels: K-2

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Wilson Fluency; provides additional reading practice with explicit fluency instruction to develop the application of skills with connected text.
(3-5-day intervention plan)
-Ensures that each student reads connected text to support reading accuracy, fluency, and comprehension.

Assessment & Frequency

Weekly DIBELS Fluency Assessment

Performance Criteria to discontinue Tier 2 interventions

Demonstration of mastery on assessment at least (80%) and have met benchmark criteria.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

Below 80% on assessment however still below benchmark criteria.

Performance Criteria that prompts the addition of Tier 3 interventions

Poor performance in response to intervention compared to peers and still significantly below benchmark criteria.

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Wilson's Fundations; explicit, systematic and multisensory approach to phonics (3-5-day intervention plan)
-Develops awareness of the segments of sounds in speech and how they link to letters.
-Teaches students to decode words, analyze word parts, and write and recognize words

Assessment & Frequency

Weekly Unit Assessments

Performance Criteria to discontinue Tier 2 interventions

Demonstration of mastery on assessments (at least 80%) and have met benchmark criteria.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

Below 80% on unit assessment however still below benchmark criteria.

Performance Criteria that prompts the addition of Tier 3 interventions

Poor performance in response to intervention compared to peers and still significantly below benchmark criteria.

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

MindPlay Virtual Reading Coach (MVRC)
-Develops awareness of the segments of sounds in speech and how they link to letters.
-Teaches students to decode words, analyze word parts, and write and recognize words
-Ensures that each student reads connected text to support reading accuracy, fluency, and comprehension.

Assessment & Frequency

Biweekly Mindplay progress monitoring. Quarterly Mindplay Assessment

Grade Levels: Grade Levels: K-2

Progress Monitoring

Performance Criteria to discontinue Tier 2 interventions
Positive response to biweekly assessments

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Questionable performance on weekly and quarterly assessments

Performance Criteria that prompts the addition of Tier 3 interventions
Poor performance on weekly and quarterly assessments.

Number of times per week intervention provided

3-5 days

Number of minutes per intervention session

30 min.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

The MTSS problem-solving process is utilized. Fidelity checks and data chats with teachers occur every 8-10 weeks regarding the progress of both in-person and distance learning students. At least 70% of students should be progressing to be faded back to tier 1. Teachers are taught how to use programs at the beginning of the year during Professional Development Days. Meetings are also held at the beginning of each intervention cycle to ensure that each teacher understands how to implement programs with fidelity.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

Our K-2 instructors teach students to decode words, analyze word parts, and write and recognize words. This has strong evidence to support a continued use and focus as indicated in the IES Practice Guide entitled "Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade." Our K-2 teachers are using Wilson's Fundations, Mindplay Virtual Reading Coach, and The Heggerty Phonemic Awareness Curriculum as their primary resource to implement this instruction.

Our K-2 teachers ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. This has moderate evidence to support a continued use and focus as indicated in the IES Practice Guide entitled "Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade." Our K-2 teachers use Fountas and Pinnell's Leveled Literacy Intervention (LLI) and Wilson Fluency as their primary resources to implement this practice.

How are Tier 2 interventions provided to students who receive interventions through distance learning?

All students attend school in-person, there is no virtual option.

Grade Levels: Grade Levels: 3-5

IF Student meets the following criteria at the beginning of the school year:
(Enter assessment criteria that will be used)

Student meets the following criteria at beginning of school year:
Score Level 2 on the FAST PM
iReady Fall Diagnostic- between the 26th and 39th percentile

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Fountas and Pinnell's Leveled Literacy Intervention (LLI); 8-10 weeks (one to 4 or 5 students)
-Teaches students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.
-Ensures that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

Assessment & Frequency
RRR weekly/
biweekly

Performance Criteria to discontinue Tier 2 interventions
Positive response to Benchmark Assessment System (BAS) and have met benchmark criteria.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Positive/Questionable response to Benchmark Assessment System however still below benchmark criteria.

Performance Criteria that prompts the addition of Tier 3 interventions
Poor Response to Benchmark Assessment System and still significantly below benchmark criteria.

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Wilson's FUNdations; explicit, systematic and multisensory approach to phonics (3-5 day intervention plan)
-Develops awareness of the segments of sounds in speech and how they link to letters.
-Teaches students to decode words, analyze word parts, and write and recognize words

Assessment & Frequency
Weekly Unit Assessments

Performance Criteria to discontinue Tier 2 interventions
Demonstration of mastery on assessments (at least 80%) and have met benchmark criteria.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Below 80% on unit assessment and still below benchmark criteria.

Performance Criteria that prompts the addition of Tier 3 interventions
Poor performance in response to intervention compared to peers and still significantly below benchmark criteria.

Grade Levels: Grade Levels: 3-5

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Wilson Fluency; provides additional reading practice with explicit fluency instruction to develop the application of skills with connected text.
(3-5 day intervention plan)
-Ensures that each student reads connected text to support reading accuracy, fluency, and comprehension

Assessment & Frequency
Weekly DIBELS Fluency Assessment

Performance Criteria to discontinue Tier 2 interventions
Demonstration of mastery on assessment (at least 80%) and have met benchmark criteria.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Below 80% on assessment and still below benchmark criteria.

Performance Criteria that prompts the addition of Tier 3 interventions
Poor performance in response to intervention compared to peers and still significantly below benchmark criteria.

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Curriculum Associates Comprehensive Assessment of Reading Strategies (CARS) and Strategies to Achieve Reading Success (STARS); provides assessment and instruction to improve student's reading comprehension; focuses on 12 core strategies that gives students the tools they need to improve their reading comprehension. (3-5-day intervention plan).
-Teaches students how to use reading comprehension strategies

Assessment & Frequency
CARS Assessment to determine skills that need to be targeted- weekly progress monitoring assessments for the skill taught.

Performance Criteria to discontinue Tier 2 interventions

Positive response to intervention with at least 80% on weekly assessments during one cycle of the intervention and have met benchmark criteria

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Below 80% on assessment and still below benchmark criteria.

Performance Criteria that prompts the addition of Tier 3 interventions
Poor performance in response to intervention and still significantly below benchmark criteria.

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Curriculum Associates i-Ready Magnetic Reading Florida's B.E.S.T.; develops sound skills and strategies for reading comprehension; (3-5-day intervention plan).

Assessment & Frequency
Ready weekly progress monitoring assessments for the skill taught

Grade Levels: Grade Levels: 3-5

Progress Monitoring

Performance Criteria to discontinue Tier 2 interventions

Positive response to intervention with at least 80% average on weekly assessments during one cycle of the intervention and have met benchmark criteria

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

Below 80% on assessment and still below benchmark criteria.

Performance Criteria that prompts the addition of Tier 3 interventions

Poor performance in response to intervention and still significantly below benchmark criteria.

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

MindPlay Virtual Reading Coach (MVRC)
-Develops awareness of the segments of sounds in speech and how they link to letters.
-Teaches students to decode words, analyze word parts, and write and recognize words
-Ensures that each student reads connected text to support reading accuracy, fluency, and comprehension.

Assessment & Frequency

Biweekly Mindplay progress monitoring. Quarterly Mindplay Assessment

Performance Criteria to discontinue Tier 2 interventions

Positive response to biweekly assessments

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

Questionable performance on weekly and quarterly assessments

Performance Criteria that prompts the addition of Tier 3 interventions

Poor performance on weekly and quarterly assessments.

Number of times per week intervention provided

3-5 days

Number of minutes per intervention session

30 min.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

The MTSS process is utilized to identify and solve problems. Fidelity checks and data chats with teachers occur every 8-10 weeks regarding the progress of both in-person and distance learning students. The goal of these cycles is for at least 70% of students to be progressing toward a fade back to tier 1. Teachers are taught how to use programs at the beginning of the year during Professional Development Days. Meetings are also held at the beginning of each intervention cycle to ensure that each teacher understands how to teach programs with fidelity.

Grade Levels: Grade Levels: 3-5

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

Our 3-5 instructors are teaching students to decode words, analyze word parts, and write and recognize words. This has strong evidence to support a continued use and focus as indicated in the IES Practice Guide entitled "Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade." Our 3rd grade teachers are using Wilson's Fundations as their primary resource to implement this practice.

Our 3-5 instructors are teaching students to decode words, analyze word parts, and write and recognize words. This has strong evidence to support a continued use and focus as indicated in the IES Practice Guide entitled "Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade." Our 3-5 teachers are using Mindplay Virtual Reading Coach as their primary resource to implement this practice.

Our 3-5 teachers are ensuring that each student reads connected text every day to support reading accuracy, fluency, and comprehension. This has moderate evidence to support a continued use and focus as indicated in the IES Practice Guide entitled "Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade". Our 3-5 teachers are using Fountas and Pinnell's Leveled Literacy Intervention (LLI) and Wilson Fluency and Reading Plus as their primary resources to implement this practice.

Our 3-5 instructors are teaching students how to use reading comprehension strategies. This has strong evidence to support a continued use and focus as indicated in the IES Practice Guide entitled "Improving Reading Comprehension in Kindergarten Through 3rd Grade." Our 3-5 teachers are using Curriculum Associates Comprehensive Assessment of Reading Strategies (CARS) and Strategies to Achieve Reading Success (STARS) and Curriculum Associates i-Ready Magnetic Reading Florida's B.E.S.T. as their primary resources to implement this practice.

How are Tier 2 interventions provided to students who receive interventions through distance learning?

All students attend school in-person, there is no virtual option.

Grade Levels: Grade Levels: 6-9

IF Student meets the following criteria at the beginning of the school year:
(Enter assessment criteria that will be used)

Student meets the following criteria at beginning of school year:
-Level 2 on FSA ELA
-iReady Diagnostic- between the 26th and 39th percentile

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
90-minute Intensive Reading Class in addition to ELA Class, daily (block-schedule)
Small group differentiated instruction, daily
LLI Teal System Diagnostic will determine student placement in the Teal System lessons

Assessment & Frequency
Weekly progress monitoring

Performance Criteria to discontinue Tier 2 interventions
Change of target or intervention based on decisions made by the problem solving team.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Positive response to intervention(s); however, performance still below grade level/benchmark expectations.

Performance Criteria that prompts the addition of Tier 3 interventions
If a full data review indicates ongoing deficiency, the problem solving team must meet to make the decision on what tier 3 intervention should be added and the students weekly progress in the intervention will be closely monitored.

Number of times per week intervention provided

3-5 times per week

Number of minutes per intervention session

30 minutes

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

Data collection, reading coach meetings and observations, data meetings with admin., reading coach, teacher, and grade-level team

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

LLI Teal Kit is supported by Promising Evidence for use with students in grades 3-12.

Grade Levels: Grade Levels: 6-9

How are Tier 2 interventions provided to students who receive interventions through distance learning?

All students attend school in-person, there is no virtual option.

Grade Levels: Grade Level(s): 6-9 NOTE: FAU High School is an aggressive dual-enrollment program where students meet the selection criteria to be admitted into the program. Students are expected to score a level 5 on their FSA tests and score in the top 25% on the Accuplacer (a college-readiness exam) to be admitted. FAU High School students will not need reading interventions.

IF Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used)

Student meets the following criteria at beginning of school year:
-Level 2 on FSA ELA (4th and 5th Grade Only)
-iReady Diagnostic- between the 26th and 39th percentile

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Grades 6-8
Review Universal Screener information to determine targeted area(s) of need.
Core Instruction + Targeted Intervention;
•Content-area Reading Class or intensive Reading Class (in addition to ELA Class) –Daily;
•Integrated and targeted small-group instruction within class – groups of 5 – 7students;
Fountas and Pinnell's Leveled Literacy Intervention (LLI); 8-10 weeks (one to 4 or 5 students)
-Teaches students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.
-Ensures that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

Assessment & Frequency
Bi-weekly progress monitoring

Performance Criteria to discontinue Tier 2 interventions
Positive response to Benchmark Assessment System (BAS) and have met benchmark criteria.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Positive/Questionable response to Benchmark Assessment System however still below benchmark criteria.

Performance Criteria that prompts the addition of Tier 3 interventions
Poor Response to Benchmark Assessment System and still significantly below benchmark criteria.

Number of times per week intervention provided

Number of minutes per intervention session

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

Grade Levels: Grade Level(s): 6-9 NOTE: FAU High School is an aggressive dual-enrollment program where students meet the selection criteria to be admitted into the program. Students are expected to score a level 5 on their FSA tests and score in the top 25% on the Accuplacer (a college-readiness exam) to be admitted. FAU High School students will not need reading interventions.

How are Tier 2 interventions provided to students who receive interventions through distance learning?

Tier 3
Intensive, Individualized Instruction/Intervention:

- *is targeted instruction based on student need;*

- *provides small group or one-on-one instruction;*

- *includes accommodations (IEP, ESOL, or 504);*

- *includes more frequent progress monitoring than Tier 1 instruction and Tier 2 interventions; and*

- *ensures additional **time allotted is in addition** to core instruction and Tier 2 interventions.*

All Tier 3 interventions must be provided by a teacher who is certified in reading or has the reading endorsement.

Grade Levels: K-2

IF Student meets the following criteria at the beginning of the school year:
(Enter assessment criteria that will be used)

Student meets the following criteria at beginning of school year:
iReady score below the 25th percentile.

THEN TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Fountas and Pinnell's Leveled Literacy Intervention (LLI); 18-20 weeks (one-on-one)
Teaches students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. Ensures that each student reads connected text every day to support reading accuracy, fluency, and comprehension.
The Heggerty Phonemic Awareness Curriculum focuses on the 8 phonemic awareness skills. Develops awareness of the segments of sounds in speech and how they link to letters. Teaches students to decode words, analyze word parts, and write and recognize words
Wilson's FUNdations; explicit, systematic and multisensory approach to phonics (5 day intervention plan). -Develops awareness of the segments of sounds in speech and how they link to letters. Teaches students to decode words, analyze word parts, and write and recognize words
Wilson Fluency: provides additional reading practice with explicit fluency instruction to develop the application of skills with connected text. (5 day intervention plan). Ensures that each student reads connected text to support reading accuracy, fluency, and comprehension.
MindPlay Virtual Reading Coach (MVRC). Develops awareness of the segments of sounds in speech and how they link to letters. Teaches students to decode words, analyze word parts, and write and recognize words. Ensures that each student reads connected text to support reading accuracy, fluency, and comprehension

Assessment & Frequency
RRR - Biweekly assessment of reading
Heggerty - Biweekly phonemic awareness assessment.
Fundations - Weekly unit assessment.
Wilson Fluency - weekly DIBELS fluency assessment
MindPlay - Biweekly Mindplay progress monitoring; quarterly Mindplay assessment

Performance Criteria to discontinue Tier 3 interventions

RRR - Positive response to Benchmark Assessment System; however still below benchmark criteria.
Heggerty - Student consistently scores at or above 80% on weekly assessments during two cycles of intervention period.
Fundations - Student consistently scores at or above 80% on weekly assessments during two cycles of intervention period
Wilson Fluency - Demonstration of mastery on assessment (at least 80%) and met benchmark criteria.
MindPlay - Positive response to biweekly assessments. Student consistently score at or above 80% on assessments during two cycles of intervention period.

Performance Criteria indicating continuation of Tier 3 interventions
Poor response to reading running records with insufficient gains in reading level.
Poor response to assessment-specific evaluation will indicate a need to change Tier 3 intervention or to intensify the intervention.

Grade Levels: K-2

<div style="background-color:#d4a94a;">

Progress Monitoring

</div>

Performance Criteria that prompts intensified Tier 3 interventions

Poor performance in response to intervention compared to peers and still significantly below benchmark criteria.

Number of times per week intervention provided

5 days/week

Number of minutes per intervention session

30 minutes per session

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

FAU-Palm Beach utilizes the MTSS problem-solving process. Fidelity checks and data chats with teachers occur every 8-10 weeks regarding the progress of all students. To ensure fidelity of implementation, at least 70% of students should be progressing in order to fade back to Tier 2 or Tier 1. Teachers are taught how to use programs at the beginning of the year during Professional Development Days, coaching, and modeling. Meetings are also held at the beginning of each intervention cycle to ensure that each teacher understands how to execute intervention programs with fidelity. Parent-teacher meetings and other forms of communication help to explain the extra layer of support that the child is receiving. All students at the school attend in-person. There is no virtual option.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

K-2 instructors teach students to decode words, analyze word parts, and write and recognize words. This has strong evidence to support a continued use and cocus as indicated in the IES Practice Guide entitled "Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade." Our K-2 teachers use Wilson's FUNdations, Mindplay Virtual Reading Coach, and The Heggerty Phonemic Awareness Curriculum as their primary resource to implement this instruction.

Our K-2 teachers ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. This has moderate evidence to support a continued use and focus as indicated in the IES Practice Guide entitled "Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade." Our K-2 teachers use Fountas and Pinnell's Leveled Literacy Intervention (LLI) and Wilson Fluency as their primary resources to implement this practice.

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

All students at the school attend in-person. There is no virtual option.

Grade Levels: 3-5

IF Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used)

Student meets the following criteria at beginning of school year:
Score Level 1 on the FAST PM
Score below the 25th percentile on the fall iReady Reading Assessment

---

THEN TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Fountas and Pinnell's Leveled Literacy Intervention (LLI); 18-20 weeks (one-on-one): Teaches students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. Ensures that each student reads connected text every day to support reading accuracy, fluency, and comprehension.
Wilson's FUNdations; explicit, systematic and multisensory approach to phonics (5 day intervention plan). -Develops awareness of the segments of sounds in speech and how they link to letters. Teaches students to decode words, analyze word parts, and write and recognize words
Wilson Fluency: provides additional reading practice with explicit fluency instruction to develop the application of skills with connected text. (5 day intervention plan). Ensures that each student reads connected text to support reading accuracy, fluency, and comprehension.
Reading Plus: Teaches students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. Ensures that each student reads connected text every day to support reading accuracy, fluency, and comprehension.
MindPlay Virtual Reading Coach (MVRC). Develops awareness of the segments of sounds in speech and how they link to letters. Teaches students to decode words, analyze word parts, and write and recognize words. Ensures that each student reads connected text to support reading accuracy, fluency, and comprehension

Assessment & Frequency
RRR - Biweekly assessment of reading
Fundations - Weekly unit assessment.
Wilson Fluency - weekly DIBELS fluency assessment
Reading Plus - Weekly reading average of comprehension and benchmark progress monitoring assessments
MindPlay - Biweekly Mindplay progress monitoring; quarterly Mindplay assessment

Performance Criteria to discontinue Tier 3 interventions
RRR - Positive response to Benchmark Assessment System; however still below benchmark criteria.
Fundations - Student consistently scores at or above 80% on weekly assessments during two cycles of intervention period
Wilson Fluency - Demonstration of mastery on assessment (at least 80%) and met benchmark criteria.
Reading Plus Positive response to intervention with at least 80% on weekly assessments during one cycle of the intervention and have met benchmark criteria
MindPlay - Positive response to biweekly assessments. Student consistently score at or above 80% on assessments during two cycles of intervention period.

Performance Criteria indicating continuation of Tier 3 interventions
Positive response to intervention, but insufficient gains relative to peers.

Grade Levels: 3-5

<div style="background-color:#D9A842; padding:4px;">

Progress Monitoring

</div>

Performance Criteria that prompts intensified Tier 3 interventions

Poor response to assessment-specific evaluation will indicate a need to change Tier 3 intervention or to intensify the intervention.

Number of times per week intervention provided

5 days/week

Number of minutes per intervention session

30 minutes/session

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

FAU-Palm Beach utilizes the MTSS problem-solving process. Fidelity checks and data chats with teachers occur every 8-10 weeks regarding the progress of all students. To ensure fidelity of implementation, at least 70% of students should be progressing in order to fade back to Tier 2 or Tier 1. At the beginning of each school year, teachers participate in Professional Development Days, coaching, and modeling in order to implement each program with fidelity. Meetings held at the beginning of each intervention cycle ensure that each teacher understands how to execute intervention programs. Parent-teacher meetings and other forms of communication help to explain the extra layer of support that the child is receiving. All students at the school attend in-person. There is no virtual option.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

Our 3-5 instructors teach students to decode words, analyze word parts, and write and recognize words. This has strong evidence to support a continued use and focus as indicated in the IES Practice Guide entitled "Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade." Our 3-5 teachers use Wilson's Fundations, and Mindplay Virtual Reading Coach as their primary resource to implement this instruction.

Our 3-5 teachers ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. This has moderate evidence to support a continued use and focus as indicated in the IES Practice Guide entitled "Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade." Our 3-5 teachers use Fountas and Pinnell's Leveled Literacy Intervention (LLI) and Wilson Fluency as their primary resources to implement this practice.

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

All students at the school attend in-person. There is no virtual option.

Grade Levels: 6-8

IF Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used)

Student meets the following criteria at beginning of school year:
Score Level 1 on the FAST PM
Score below the 25th percentile on the fall iReady Reading Assessment

THEN TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions
Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

90-minute Intensive Reading Class in addition to ELA Class, daily (block-schedule)
Small group differentiated instruction, daily
LLI Teal System Diagnostic will determine student placement in the Teal System lessons

Assessment & Frequency
Weekly progress monitoring

Performance Criteria to discontinue Tier 3 interventions
Change of target or type of intervention based on problem solving.

Performance Criteria indicating continuation of Tier 3 interventions
Positive response to intervention(s); however, performance below grade level/benchmark expectations.

Performance Criteria that prompts intensified Tier 3 interventions
If full data review indicates ongoing deficiency, problem solving must occur to modify or change the intervention

Number of times per week intervention provided

3-5 times/week

Number of minutes per intervention session

Additional 30 minutes/session

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

Data collection, reading coach meetings and observations, data meetings with admin., reading coach, teacher, and grade-level team

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

LLI Teal Kit is supported by Promising Evidence for use with students in grades 3-12.

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

Grade Levels: 6-8

All students at the school attend in-person. There is no virtual option.

Identification of Students with a Substantial Reading Deficiency

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

- The student scores at the lowest achievement level/benchmark as identified by the publisher during a universal screening period, on an assessment listed in the district's approved District K-12 Comprehensive Evidence-Based Reading Plan; and beginning in 2022-2023 school year, students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F.S.;

- The student scores at the lowest achievement level/benchmark as identified by the publisher during progress monitoring administration at any time during the school year, on an assessment listed in the district's approved District K-12 Comprehensive Evidence-Based Reading Plan and beginning in 2022-2023 school year, students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F.S.; or

- The student has demonstrated, through consecutive formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; reading fluency; and reading comprehension.

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

Students that score at the lowest achievement level/benchmark as identified by the diagnostic assessments during a universal screening period and have demonstrated, through consecutive formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the 6 areas of reading will be placed in Tier II and possibly Tier III interventions depending on the needs of the students. The literacy coach, administration and the literacy team will continually analyze progress monitoring data so that decisions can be made at problem solving team meetings.