

FLORIDA STATE UNIVERSITY SCHOOLS, INC
2022-2023 BUDGET SUMMARY

As of April 30, 2023

	Dept ID	Fund	Board Budget	Expenditures	Encumbrances	Available
Function 5000	Instructional					
Elementary	131005	510	\$2,891,075	\$2,468,325	\$395,699	\$27,051
Secondary Grades 6-12	131029	510	\$2,564,509	\$2,392,282	\$374,858	(\$202,630)
Secondary Special Areas	131011	510	\$1,512,637	\$1,309,423	\$217,223	(\$14,009)
Supplemental Academic Instruction	131025	510	\$389,006	\$275,920	\$27,129	\$85,957
Exceptional Student Education	131026	510	\$533,584	\$390,552	\$27,920	\$115,112
Reading	131027	510	\$154,581	\$89,255	\$12,759	\$52,567
Class Size Reduction	131010	510	\$887,374	\$769,478	\$120,259	(\$2,363)
Teacher Allocation	131012	510	\$108,114	\$112,580	\$5,282	(\$9,748)
Instructional Materials	131023	510	\$348,320	\$306,839	\$16,131	\$25,350
	Totals		\$9,389,200	\$8,114,652	\$1,197,261	\$77,287
Function 6000	Student Services					
Instructional Support Services	131001	510	\$1,022,558	\$974,099	\$197,232	(\$148,772)
Instructional & Curriculum Dev-Training	131002	510	\$6,000	\$10,798	\$0	(\$4,798)
Public School Tech - Instructional	131009	510	\$35,000	\$36,584	\$6,797	(\$8,381)
Digital Classroom Technology	131034	510	\$0	\$759	\$0	(\$759)
Mental Health Assistance	131036	510	\$143,273	\$146,629	\$14,649	(\$18,005)
	Totals		\$1,206,831	\$1,168,869	\$218,677	(\$180,715)
Function 7000	Administration					
School Board	131031	510	\$127,325	\$81,567	\$61,743	(\$15,985)
General Administration	131022	510	\$459,114	\$413,105	\$65,121	(\$19,112)
School Administration	131000	510	\$564,696	\$432,466	\$71,767	\$60,464
Fiscal Services	131030	510	\$244,445	\$136,301	\$58,895	\$49,250
Support Services	131003	510	\$124,750	\$82,056	\$11,022	\$31,671
Data Processing	131032	510	\$226,149	\$190,704	\$42,698	(\$7,252)
Administrative Technology Services	131021	510	\$395,892	\$433,844	\$67,263	(\$105,216)
Operation of Plant	131004	510	\$1,337,911	\$1,719,543	\$258,496	(\$640,128)
Maintenance of Plant	131033	510	\$224,742	\$103,171	\$32,736	\$88,835
Capital Outlay	131024	510	\$215,000	\$228,616	\$0	(\$13,616)
Safe Schools	131035	510	\$367,997	\$329,165	\$69,562	(\$30,729)
	Totals		\$4,288,021	\$4,150,537	\$739,302	(\$601,818)
Non-Operating	131014	510	\$15,331	\$20,432	\$86,687	(\$91,788)
TOTALS			\$14,899,383	\$13,454,491	\$2,241,927	(\$797,035)
			Expense Corrections	\$720,607	New balance	(\$76,428)
			<i>(\$91,385 back to 131004)</i>		Percent	-0.51%

**FLORIDA STATE UNIVERSITY SCHOOLS, INC
2022-2023 BUDGET SUMMARY**

As of April 30, 2023

	Dept ID	Fund	Board Budget	Expenditures	Encumbrances	Available
AUXILIARY & STUDENT ACTIVITIES:						
Lunch Program	131015	510	\$540,000	\$358,718	\$124,307	\$56,975
Extended Day	131016	510	\$592,265	\$620,361	\$135,666	(\$163,762)
Activity Fees	131017	510	\$525,000	\$255,664	\$143,232	\$126,104
Athletic	131019	510	\$247,273	\$233,632	\$18,719	(\$5,078)
TOTALS			\$1,904,538	\$1,468,375	\$421,924	\$14,239
GRAND TOTALS			\$16,803,921	\$14,922,865	\$2,663,852	(\$782,796)

Project Name	End Date	Project #	Budget	Encumbrances	Expenses	Available
Title I, Part A: 2022-202	06/30/23	101613	\$284,331	\$30,678	\$117,627	\$136,026
Title II, Part A: 2022-20	06/30/23	101614	\$54,073	\$0	\$12,079	\$41,994
IDEA Pre-K 2022-2023	06/30/23	101651	\$5,377	\$181	\$991	\$4,205
Strengthening Career and	06/30/23	101932	\$96,000	\$0	\$16,829	\$79,171
Title IV, Part A - Studen	07/31/23	101848	\$21,985	\$9,016	\$9,872	\$3,097
ESSER II - Non-Enrollment	09/30/23	100947	\$26,295	\$0	\$35,389	(\$9,094)
ESSER II - Lump Sum	09/30/23	100984	\$466,737	\$26,634	\$276,788	\$163,316
ESSER II - Academic Accel	09/30/23	100949	\$131,475	\$0	\$54,783	\$76,692
ESSER II - Technology Ass	09/30/23	100950	\$32,869	\$0	\$31,224	\$1,645
A Pre-K supplemental fund	09/30/23	101367	\$7,379	\$0	\$2,226	\$5,153
CRRSA ESSER II - Technolo	09/30/23	101711	\$12,967	\$0	\$12,967	\$0
ESSER II Supplemental Pro	09/30/23	102098	\$62,243	\$0	\$0	\$62,243
ESSER II LEON Supplementa	09/30/23	102113	\$76,692	\$0	\$0	\$76,692
FSUS ARP ESSER 21-24	09/30/24	101179	\$1,649,019	\$71,507	\$940,210	\$637,302
Leon - Summer Learning Ca	09/30/24	101480	\$216,848	\$57,600	\$0	\$159,248
High-Impact Reading Inter	09/30/24	101676	\$268,280	\$107,217	\$7,451	\$153,612
Leon - Intensive Aftersch	09/30/24	101910	\$559,684	\$0	\$5,980	\$553,704
Leon - Instructional Mate	09/30/24	101911	\$372,813	\$0	\$0	\$372,813
Leon: Targeted Mathematic	09/30/24	101920	\$326,578	\$37,614	\$18,704	\$270,261
High-Impact Reading Inter	09/30/24	102048	\$257,219	\$0	\$0	\$257,219
TOTALS			\$4,345,067	\$302,832	\$1,524,416	\$2,517,819

Impact to Grants/Reduction in grant budgets **(\$629,222)**

FLORIDA STATE UNIVERSITY SCHOOLS, INC
23-24 SCHOOL YEAR BUDGET SUMMARY

FEFP Revenues

Florida Education Finance Program (FEFP)	\$	15,636,277.00
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FEFP Expenditures

	Dept ID	Fund		Total Salary	Total Non-Salary/OPS	Total Budget
Function 5000	Instructional					
Elementary	131005	510	\$	2,837,273.43	\$ 132,276.00	\$ 2,969,549.43
Secondary Grades 6-12	131029	510	\$	3,028,559.51	-	\$ 3,028,559.51
Secondary Special Areas	131011	510	\$	1,441,670.74	\$ 126,519.00	\$ 1,568,189.74
Supplemental Academic Instruction	131025	510	\$	75,850.35	\$ 143,560.81	\$ 219,411.16
Exceptional Student Education	131026	510	\$	258,113.22	\$ 65,218.26	\$ 323,331.48
Reading	131027	510	\$	-	\$ 50,770.00	\$ 50,770.00
Class Size Reduction	131010	510	\$	945,927.39	\$ 2,569.00	\$ 948,496.39
Teacher Allocation	131012	510	\$	-	\$ 108,765.13	\$ 108,765.13
Instructional Materials	131023	510	\$	-	\$ 350,615.92	\$ 350,615.92
Totals				\$8,587,395	\$980,294	\$ 9,567,688.76
Function 6000	Student Services					
Instructional Support Services	131001	510	\$	1,064,220.33	\$ 33,445.22	\$ 1,097,665.55
Instructional & Curriculum Dev-Training	131002	510	\$	-	\$ 9,413.13	\$ 9,413.13
Public School Tech - Instructional	131009	510	\$	-	\$ 33,042.00	\$ 33,042.00
Digital Classroom Technology	131034	510	\$	-	\$ 12,159.00	\$ 12,159.00
Mental Health Assistance	131036	510	\$	77,182.00	\$ 121,983.95	\$ 199,165.95
Totals				\$1,141,402	\$210,043	\$ 1,351,445.63
Function 7000	Administration					
School Board	131031	510	\$	-	\$ 96,136.58	\$ 96,136.58
General Administration	131022	510	\$	374,504.82	\$ 132,250.30	\$ 506,755.12
School Administration	131000	510	\$	473,025.94	\$ 85,326.52	\$ 773,352.45
Fiscal Services	131030	510	\$	377,932.35	\$ 3,402.87	\$ 381,335.22
Support Services	131003	510	\$	-	\$ 28,338.00	\$ 28,338.00
Data Processing	131032	510	\$	232,649.69	\$ 13,094.23	\$ 245,743.92
Administrative Technology Services	131021	510	\$	254,644.73	\$ 248,017.14	\$ 502,661.87
Operation of Plant - non-Salary	131004	510	\$	344,696.09	\$ 1,137,308.00	\$ 1,482,004.09
Maintenance of Plant - Salary/OPS	131033	510	\$	-	\$ 215,000.00	\$ 215,000.00
Safe Schools	131035	510	\$	314,774.71	\$ 103,198.27	\$ 417,972.98
Totals				\$2,372,228	\$2,277,072	\$ 4,649,300.21
Non-Operating (Contingency)	131014	510	\$	-	-	-
Capital Outlay	131024	510	\$	-	\$ 215,000.00	-

GRANT TOTAL - EXPENDITURES \$12,101,025 \$3,467,409 \$ 15,568,434.59

NET VARIANCE (FEFP Revenue & Expenditures)	\$ 67,842.41
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AUXILIARY & STUDENT ACTIVITIES:

Lunch Program	131015	510	\$	45,824.81	\$	436,626.92	\$	482,451.73
Extended Day	131016	510	\$	307,989.61	\$	376,812.78	\$	684,802.39
Activity Fees	131017	510	\$	-	\$	424,817.24	\$	424,817.24
Athletic	131019	510	\$	74,665.46	\$	115,464.40	\$	190,129.85
TOTALS				\$428,480		\$1,353,721	\$	1,782,201.21

Active Grants (with end dates in FY24)

Project Name	End Date	Project #	Award Budget	Estimated Balance
Title IV, Part A - Studen	07/31/23	101848		
ESSER II - Technology Ass	09/30/23	100950		
A Pre-K supplemental fund	09/30/23	101367		
ESSER II - Non-Enrollment	09/30/23	100947		
ESSER II - Academic Accel	09/30/23	100949		
CRRSA ESSER II - Technolo	09/30/23	101711		
Leon - Summer Learning Ca	09/30/24	101480		
FSUS ARP ESSER 21-24	09/30/24	101179		
Leon - Intensive Aftersch	09/30/24	101910		
Leon - Instructional Mate	09/30/24	101911		
Leon: Targeted Mathematic	09/30/24	101920		

Anticipated Grants (with start dates in FY24)

Project Name	Estimated Budget (based on past awards)
Title I	
Title II	
Title IV	
"Carl Perkins"	
IDEA Pre-K	
IDEA K-12	

EDUCATIONAL MEDIA MATERIALS SELECTION POLICY

The Florida State University Schools (FSUS) Library Media Center serves as a keystone for the curriculum needs of the school community while also promoting and providing for students' recreational reading. The Library Media Center assists students in becoming lifelong information seekers and ensures that they develop the skills to utilize information effectively through collaborative instruction and flexible access.

- I. Objectives of Selection - The primary objective of the Florida State University School's (FSUS) educational media center is to implement, enrich, and support the educational program of the school. The center shall provide a wide range of materials on all levels of difficulty, with diversity of appeal, and the representation of different points of view. The FSUS School Board asserts that the responsibility of the media center is to provide:
 - A. Instructional and supplemental materials that will enrich and support the curriculum, taking into consideration the varied interest, abilities, and maturity levels of the students being served.
 - B. Materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
 - C. A background of information enabling students to make intelligent judgments in their daily life.
 - D. Materials on opposing sides of controversial issues in order that students may develop, under guidance, the practice of critical analysis of all media.
 - E. Materials representative of the many religious, ethnic, and cultural groups and their contributions to the heritage and culture of America and the world.
 - F. A comprehensive collection appropriate for the users of the media center placing principle above personal opinion and reason above prejudice in the selection of materials of the highest quality.
- II. Legal Responsibility for Selection. The School Board is legally responsible for all matters relating to the operation of the Florida State University Schools. The responsibility for the selection of educational materials, regardless of whether the book is purchased, donated, or otherwise made available to students is delegated to a school district employee who holds a valid educational media specialist certificate. School principals are responsible for overseeing compliance with school district procedures for selecting school library media center materials.

III. Parental Responsibility. Parents shall have the right to review materials in the media center and request that it be noted in the student's library record that the student not be allowed to check out certain materials.

IV. Criteria for Selection of Media Materials

A. The standards to determine the propriety of the educational materials shall be pursuant to Florida Statutes.

B. First consideration shall be given to the needs of the individual school based on knowledge of the curriculum, of the existing collection, and of the needs of children and youth. Requests from users of the collection, (i.e., administrators, faculty, parents, and students) shall be given high priority.

C. Materials shall be considered on the basis of accuracy of content, overall purpose, timeliness, importance of the subject matter, quality of the writing/production, readability and popular appeal, authoritativeness, comprehensiveness of material, reputation of the publisher/producer, reputation and significance of the author/artist/composer/producer, format and price.

D. In determining the suitability and value of the material included in the collection, consideration of the following elements must be given:

1. Religion - factual, unbiased material which represents all major religions.

2. Ideologies - factual information on any ideology or philosophy that exerts a strong force in society.

3. Sex Education - factual information, appropriate for the age group or related to the school curriculum.

4. Sex - pornographic, sensational, or titillating materials shall not be included.

5. Profanity - the fact that limited profanity appears in material shall not automatically disqualify a selection. However, care shall be taken to exclude materials using profanity in a lewd or detrimental manner and not in context with the material.

6. Science - factual information about medical and scientific knowledge, without any biased selection of facts.

- E. Gifts of media or money may be accepted with the understanding that their use or disposition shall be determined by those persons having the responsibility for acquisitions, according to the same selection criteria and procedures as purchased materials.

V. Procedures for Selection

- A. In selecting materials made available to students through the library media center, the school media specialist shall:

1. Consult with reputable, unbiased, professionally recognized reviewing periodicals and school community stakeholders (including, media staff, curriculum consultants, students, faculty, parents and community members).
2. Require that book selections meet the criteria set forth in s. 1006.40(3)(d), F.S.
3. The library media center collection will:
 - a. be based on reader interest;
 - b. support state academic standards and aligned curriculum;
and
 - c. support the academic needs of students and faculty.
4. When considering materials to be purchased, the media specialist shall follow these procedures:
 - a. Purchase materials which are outstanding and frequently used;
 - b. Periodically replace worn or missing items;
 - c. Withdraw out-of-date or unnecessary items from the collection or items required to be removed pursuant to subparagraph 2; and replaced by new and age appropriate materials,
 - d. Purchase materials in many types of format: digital, e-books, electronic, or print.
 - e. Examine sets of materials and materials acquired by subscription and purchase only material to fill a definite need.
5. Weeding is the process of removing materials from the library collection in a systematic, deliberate way, and is an ongoing part of collection management. The CREW Method is the system used to weed the library collection; CREW stands for Continuous Review, Evaluation, and Weeding. The main criteria used in the CREW method are:

M = Misleading (and/or factually inaccurate)

U = Ugly (worn and beyond mending or rebinding)

S = Superseded (by a truly new edition or by a much better book on the subject)

T = Trivial (of no discernible literary or scientific merit; usually of ephemeral interest at some time in the past)

I = Irrelevant to the needs and interests of your community

E=The material or information may be obtained expeditiously Elsewhere through interlibrary loan, reciprocal borrowing, or in electronic format.

- B. The FSUS elementary school must publish on the school website a list of all materials maintained in the school library media center or required as a part of a school or grade-level reading list.

VI. Challenged Materials. Library materials deemed by some persons to be objectionable may be considered by others to have sound educational value. Any concerned parent, district resident or employee of the district may request reconsideration of school library media; however, the challenged material shall not be removed from circulation during the reconsideration process. When a complaint is made, the following procedure shall be followed:

- A. The library media specialist shall discuss the matter informally with the complainant explaining the selection procedures for library media materials. If the complainant accepts the explanation given by the media specialist, the reconsideration process concludes.
- B. If the explanation fails to resolve the objection, the principal will ask the complainant initiating the challenge to file, within two weeks, a formal written objection by completing a "Request for Reconsideration of Library Media" form which must reflect that the complainant has read the material in full. Failure to do so results in the conclusion of the reconsideration process.
- C. Upon receipt of the completed form "Request for Reconsideration of Library Media," the principal shall forward copies to the appropriate personnel on the School-level Review Committee (a committee of teachers, educational media specialists and parents of the school).
- D. The challenged material shall not be removed immediately; however, such materials shall not be available for student use pending a final decision.
- E. The challenged material shall be read and re-evaluated by the committee, considering the specific objections raised.

- F. The School-level Review Committee, in carrying out its assigned function, shall:
1. Read, view or listen to the material in its entirety;
 2. Check general acceptance of the material by reading reviews and consulting recommended lists;
 3. Determine the extent to which the material supports the curriculum;
 4. Complete the "Checklist for Reconsideration of Library Media," judging the material for its strength and value as a whole and not in part; and
 5. Forward, within fifteen (15) working days, a written recommendation to the Director.
- G. The complainant shall be informed in writing concerning the school-level committee's decision.
- H. If the complainant disagrees with the decision rendered by the school-level committee, a written appeal may be filed with the FSUS School Board within 15 working days. Failure to do so results in the conclusion of the reconsideration process.
- I. The School Board shall consider the decision of the School-level Review Committee and any other appropriate documentation (i.e. meeting summaries, material reviews, etc.). The decision of the School Board regarding appropriateness of a particular library media material will be considered final.
- J. The Director will inform the complainant and the school's media specialist of the School Board's decision to retain or remove the challenged material.
- K. Library Media materials in question can only be removed from circulation and/or used in the school district through the procedures of this policy.

STATUTORY AUTHORITY: 1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED: 1000.21, 1001.43, 1006.28, 1006.34(2)(b), 1006.40 F.S.

HISTORY: ADOPTED: _____ REVISION DATE(S): _____
FORMERLY:

FSUS Request for Reconsideration of Instructional Material Form

This form is to be submitted by any district resident(s), employee(s), or student(s), requesting the reconsideration of a curriculum-related material. ***For an instructional material item to be reconsidered, this form must be completely filled out and returned to the office of the FSUS principal.***

Title of Work _____

Author/Producer _____

Description of Material _____

Location of Material _____

Request initiated by _____

Address: _____

Daytime Telephone: _____

Complainant represents: (circle one) himself/herself Organization _____

To what material do you object? Please be specific. _____

Did you read/view the material in its entirety? ____ Yes ____ No

If not, what portion(s)? _____

What do you believe to be the theme/content of this material? _____

After conferring with the appropriate faculty member, what did you understand to be the intended objective of this material? _____

What do you believe might be the result of students viewing/reading this material/work?

For what age group would you recommend this material? _____

What educational value does this material have? _____

Are you aware of the evaluation of this material by critics or experts in the field?

What is your desired outcome of this reconsideration process? _____

Signature of Complainant _____

Date _____

Appendix B

Checklist for FSUS Educational Material Review Committee

Date _____

Title in Question _____

Copyright Date of Title in Question _____

Author _____

Purpose:

What is the overall purpose of the material? _____

Is the purpose accomplished? _____ Yes _____ No

Authenticity:

Is the information authored or otherwise sourced? _____ Yes _____ No

What is the reputation and significance of the author and publisher/producer in the field?

Is the material up-to-date? _____ Yes _____ No

Are the information sources well documented? _____ Yes _____ No

Are translations and retelling faithful to the original? _____ Yes _____ No

Appropriateness:

Does the material promote the educational goals and objectives of the curriculum?

_____ Yes _____ No

Is the material appropriate to the level of instruction intended? _____ Yes _____ No

Are the illustrations appropriate to the subject and age levels? _____ Yes _____ No

Content:

Is the content of this material well presented by providing adequate scope, range, depth, and continuity? _____ Yes _____ No

Does this material present information not otherwise available? _____ Yes _____ No

Does this material give a new dimension or direction to the subject? _____ Yes _____ No

Does the material give a realistic picture of life as it is now? _____ Yes _____ No

Is factual information part of the story and is it presented accurately? _____ Yes _____ No

Are concepts presented appropriate to the ability and maturity of the potential reader?

_____ Yes _____ No

Do characters speak in a language true to the period and section of the country in which they live? _____ Yes _____ No

Is there a preoccupation with sex, violence, cruelty, brutality, and aberrant behavior that would make this material inappropriate for children? _____ Yes _____ No

If there is use of offensive language, it is appropriate to the purpose of the text for children? _____ Yes _____ No

If there are graphics or photographic reproductions, are they appropriate to the purpose of the text for children? _____ Yes _____ No

Does the material give a broader understanding of human behavior without stressing differences of class, race, color, sex, education, religion, or philosophy in any way?

_____ Yes _____ No

Is the material well-written or produced? _____ Yes _____ No

Does the material make a significant contribution to the history of literature or ideas?

_____ Yes _____ No

EDUCATIONAL MEDIA MATERIALS SELECTION**(1) Objectives of Selection**

The primary objective of the school's educational media center is to implement, enrich, and support the educational program of the school. The center shall provide a wide range of materials on all levels of difficulty, with diversity of appeal, and the representation of different points of view. The Director asserts that the responsibility of the media center is to provide:

- (a) Materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served.
- (b) Materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
- (c) A background of information enabling students to make intelligent judgments in their daily life.
- (d) Materials representative of the many religious, ethnic, and cultural groups and their contributions to the American heritage.
- (e) A comprehensive collection appropriate for the users of the media center which places principle above personal opinion and reason above prejudice in the selection of materials of the highest quality.

(2) Criteria for Selection of Educational Materials

- (a) The standards to determine the propriety of the educational materials shall be pursuant to Florida Statutes.
- (b) First consideration shall be given to the needs of the school based on knowledge of the curriculum, of the existing collection, and the of the needs of children and youth. Requests from users of the collection (i.e., administrators, faculty, parents, and students) shall be given high priority.

- ~~(c) Materials shall be considered on the basis of accuracy of content, overall purpose, timeliness, importance of the subject matter, quality of the writing/production, readability and popular appeal, authoritativeness, comprehensiveness of the material, reputation of the author/artist/composer/producer, etc.; and format and price.~~
- ~~(d) Gifts of media or money shall be accepted with the understanding that those persons having the responsibility for acquisitions will use the same selection criteria to determine their use or disposition and procedures as purchased materials.~~

(3) Procedures for Selection

- ~~(a) In selecting materials for purchase, the school media specialist shall evaluate the existing collection and shall consult with:~~
- ~~1. Reputable, unbiased, professionally prepared selection aids such as those published by companies generally accepted by the educational media profession.~~
 - ~~2. Media staff, curriculum consultants, faculty, students and community representatives.~~
 - ~~3. Media committee appointments by the Director to serve in an advisory capacity in the selection of materials.~~
- ~~(b) In specific areas, the media specialist shall follow these procedures:~~
- ~~1. Purchase materials that are outstanding and frequently used.~~
 - ~~2. Replace periodically worn or missing basic items;~~
 - ~~3. Withdraw out of date or unnecessary items from the collection; and~~
 - ~~4. Examine sets of materials and materials acquired by subscription and purchase to fill a definite need.~~

STATUTORY AUTHORITY:

1001.41; 1001.42, F.S.

LAWS IMPLEMENTED:

1006.28; 1001.43; 1006.34(2)(B), F.S.

HISTORY:

ADOPTED:

REVISION DATE(S): 12/8/09

FORMERLY: 3.09

District K-12 Comprehensive Evidence-Based Reading Plan

Annually, school districts must submit a K-12 Comprehensive Evidence-Based Reading Plan (CERP) by June 15 for the purpose of supporting increased student achievement in literacy and closing achievement gaps. In order to assist districts, the Department has developed the attached format for district reading plans. Districts may utilize the Department’s format or an alternative developed by the district school board. The comprehensive reading plan must be approved by the applicable school board, charter school governing board, or lab school board of trustees, for the specific use of the evidence-based reading instruction allocation. By July 1 of each year, the Department will release to each school district its allocation of appropriated funds pending plan submission.

The District K-12 CERP depicts and details the role of administration (both district and school level), professional development, assessment, curriculum, and instruction in the improvement of student learning of the B.E.S.T. English Language Arts Standards as provided in [Rule 6A-1.09401, Student Performance Standards, Florida Administrative Code \(F.A.C.\)](#). This information is reflected for all schools and grade levels and shared with all stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff, and parents.

1) Contact Information

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

Point of Contact	Name	Email	Phone
Main Reading Contact	Suzanne Wilkinson	swilkinson@fsu.edu	850-245-3700
Data Element	Alice Raker	araker@admin.fsu.edu	850-245-3700
Third Grade Promotion	Suzanne Wilkinson	swilkinson@fsu.edu	850-245-3700
Multi-Tiered System of Supports	Monica Broome	mbroome@fsu.edu	850-245-3800
	Matt McCloskey	mmccloskey@fsu.edu	850-245-3700
Other (Assessment)	Megan Crombie	mcrombie@fsu.edu	850-245-3700

2) District Budget for Evidence-Based Reading Allocation ([Rule 6A-6.053\(2\), F.A.C.](#))

The specific evidence-based reading instruction allocation will be available June 15, 2023. Proposed allocation for the 2023-2024 school year is \$212, 850.

Reading Allocation Budget Items

The evidence-based reading instruction allocation is created to provide comprehensive reading instruction to students in prekindergarten (PreK) through grade 12. Districts will include salaries and benefits, professional development, assessment, programs/materials, tutoring, and incentives required to effectively implement the district’s plan. Budget must prioritize K-3 students with substantial deficiencies in reading.

Reading Allocation Budget Item	Amount	FTE (where applicable)
Amount of District Evidence-Based Reading Instruction Allocation	\$212,850	
Estimated proportional share distributed to district charters	N/A	

Reading Allocation Budget Item	Amount	FTE (where applicable)
<i>*Charter schools must utilize their proportionate share of the evidence-based reading allocation in accordance with Section (s.) 1002.33(7)(a)2.a. and s. 1008.25(3)(a), Florida Statutes (F.S.). Note: All intensive reading interventions specified by the charter must be delivered by a teacher who has a literacy micro-credential or is certified or endorsed in reading.</i>		
Elementary Expenses		
Literacy coaches		
Intervention teachers	\$20,000	
Scientifically researched and evidence-based supplemental instructional materials	\$3,737.50	
Summer reading camps for grade 3 students		
Secondary Expenses		
Literacy coaches		
Intervention teachers	\$157,900	
Scientifically researched and evidence-based supplemental instructional materials	\$3,737.50	
K-12/PreK Expenses		
Professional development to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction	\$13,737.50	
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Reading Endorsement or Certification		
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Emergent, Elementary, or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning		
Family engagement activities	\$13,737.50	
Other – Please Describe		
Sum of Expenditures	\$212,850	

3) Literacy Leadership – District and School

A. Measurable Student Achievement Goals ([Rule 6A-6.053\(1\)\(d\), F.A.C.](#))

For each grade, PreK-10, establish clear and measurable student literacy achievement goals based on the Florida Assessment of Student Thinking (FAST). Goals for plan year should increase from previous year in order to meet statewide literacy achievement goals.

This is based on PM 2 data for ELA. Students were assessed December 2022.

Florida Assessment of Student Thinking (FAST)

Grade	Previous School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above
PreK	N/A	N/A	N/A	N/A
K	4%	80%	3%	81%
1	0%	86%	3%	81%
2	1%	80%	0%	87%
Florida Assessment of Student Thinking (FAST)				
Grade	Previous School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	Level 1	Levels 3-5	Level 1	Levels 3-5
3	14	57	13%	58%
4	8	70	13%	58%
5	10	67	7%	71%
6	15	63	9%	68%
7	28	50	14%	64%
8	22	58	27%	51%
9	15	62	21%	59%
10	21	59	14%	63%

The goals were derived by decreasing the percentage of students needing urgent interventions and increasing the levels of 3-5 by 1% at each grade level. The decrease/increase is based on the cohort year, except in the case of moving from 2nd to 3rd grade because there is a different assessment moving from grade 2 to 3 and the rigor increases.

B. School Literacy Leadership Teams ([Rule 6A-6.053\(3\), F.A.C.](#))

Schools are required to establish a School Literacy Leadership Team.

- 1. Describe the process the principal will use to form and maintain a School Literacy Leadership Team, consisting of a school administrator, literacy coach, media specialist, lead teachers, and other relevant team members, as applicable.**

FSUS' literacy leadership team includes our K-8 and 9-12 Principals, Academic Deans, ESE Director, MTSS Coordinator, Media Specialist, and Director of Research, Data and Learning.

- 2. Describe how the School Literacy Leadership Team requirement is communicated to principals, including how School Literacy Leadership Teams use data to establish literacy goals and take strategic action to improve literacy achievement for all students.**

FSU Lab School is its own district. The K-8 principal serves as the reading contact. The school's literacy leadership team is responsible for supporting and monitoring compliance. The literacy leadership team is also responsible for using data to develop literacy goals to improve literacy achievement for all students.

C. Plan Implementation and Monitoring ([Rule 6A-6.053\(7\), \(8\), F.A.C.](#))

Districts must monitor the implementation of the District K-12 CERP at the district and school level.

- 1. Provide an explanation of the following:**

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	Progress monitoring meetings are scheduled monthly and the leadership team and teachers use the data based problem solving protocol to ensure that the data from formative assessments are used to guide differentiation of reading instruction for all students.	Progress monitoring meetings are scheduled monthly and the leadership team and teachers use the data based problem solving protocol to ensure that the data from formative assessments are used to guide differentiation of reading instruction for all students.
Actions for continuous support and improvement	The leadership team meets quarterly to review school-wide data in order to determine intervention and support needs of students. The leadership team and administrators will informally assess classroom instruction throughout the school year, at least once per month.	The leadership team meets quarterly to review school-wide data in order to determine intervention and support needs of students. The leadership team and administrators will informally assess classroom instruction throughout the school year, at least once per month.

Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	Progress monitoring meetings are scheduled monthly and the leadership team and teachers use the data based problem solving protocol to ensure that the data from formative assessments are used to guide differentiation of reading instruction for all students.	Progress monitoring meetings are scheduled monthly and the leadership team and teachers use the data based problem solving protocol to ensure that the data from formative assessments are used to guide differentiation of reading instruction for all students.
Actions for continuous support and improvement	The leadership team meets quarterly to review school-wide data in order to determine intervention and support needs of students. The leadership team and administrators will informally assess classroom instruction throughout the school year, at least once per month.	The leadership team meets quarterly to review school-wide data in order to determine intervention and support needs of students. The leadership team and administrators will informally assess classroom instruction throughout the school year, at least once per month.
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	Progress monitoring meetings are scheduled monthly and the leadership team and teachers use the data based problem solving protocol to ensure that the data from formative assessments are used to guide	Progress monitoring meetings are scheduled monthly and the leadership team and teachers use the data based problem solving protocol to ensure that the data from formative assessments are used to guide

	differentiation of reading instruction for all students.	differentiation of reading instruction for all students.
Actions for continuous support and improvement	The leadership team meets quarterly to review school-wide data in order to determine intervention and support needs of students. The leadership team and administrators will informally assess classroom instruction throughout the school year, at least once per month.	The leadership team meets quarterly to review school-wide data in order to determine intervention and support needs of students. The leadership team and administrators will informally assess classroom instruction throughout the school year, at least once per month.

2. How are concerns communicated if it is determined that the District K-12 CERP is not being implemented with fidelity?

Surveys are sent to stakeholders for constructive feedback. The leadership team reviews the concerns and schedule meetings as needed.

The leadership team meets quarterly to review school-wide data in order to determine intervention and support needs of students. The leadership team and administrators will informally assess classroom instruction throughout the school year, at least once per month.

3. Describe what has been revised to improve literacy outcomes for students in the district’s K-12 CERP based upon the District K-12 CERP Reflection Tool and a root-cause analysis of student performance data.

Based upon the analysis conducted as part of the District K-12 CERP Reflection Tool, FSU-Lab would like to focus improving the tiered intervention process for grades 6-12. As a way to increase literacy outcomes for our students, we will have a team that will focus on analyzing the effectiveness of interventions implemented and provide literacy coaching and guidance on curriculum and instructional strategies to increase literacy outcomes. Our Problem-Solving Team will be working in collaboration with teachers and Instructional Specialist.

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

The leadership team uses The Marzano’s Observation and Evaluation model to monitor and ensure effective implementation of the District’s CERP. The administrator that supervises elementary, middle and high school will use pre and post conferences as well as observations to assess classroom instruction. Administrators will Informally assess classroom instruction throughout the school year (once per month).

Teachers are expected to include standards within lesson plans. Observation results will showcase targeted Florida Best Standards within lessons. Administrators will do informal walk-throughs. Administrators will Informally assess classroom instruction aligned to Florida Best Standards throughout the school year (once per month). Beginning teachers and new teachers to the district will be formally observed three times. Teachers with at least four years of service will be formally observed one time per year.

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

The administrator that supervises elementary, middle and high school will conduct at least 6 progress-monitoring meetings with grade levels in grades K-8 and in grades 9-12 progress monitoring meetings occur monthly by the Department Chair who reports progress towards our district goals to the principal monthly. FAST data is reviewed by the English Department and Principal after each administration. A plan for data analysis requires teachers to review data and set learning goals based on specific student's data. Administrators monitor to assure that instruction aligns with set learning goals.

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

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

Literacy coaches should be assigned to schools determined to have the greatest need based on student performance data in reading. Districts can use the Just Read, Florida! literacy coach model or explain the evidence-based coaching model used in the district and how the district will monitor the implementation and effectiveness of the coaching model.

Describe how schools with the greatest need based on student performance data in reading are selected for coach services and supports.

N/A- FSU-Lab is a K-12 school within our own district.

B. The Just Read, Florida! Literacy Coach Model ([Rule 6A-6.053\(6\)\(c\), F.A.C.](#))

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

- 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 interventions.
- Model effective instructional strategies for teachers in whole and small group instruction;
- Collect and use data on instructional practices to inform and implement professional learning activities;
- Train teachers to administer assessments, analyze data, and use data to differentiate instruction;
- Coach and mentor teachers daily;
- Work with teachers to ensure that evidence-based reading strategies and programs grounded in the science of reading are implemented with fidelity;
- Participate in literacy leadership teams;
- Continue to grow professionally to increase knowledge of and ability to apply effective pedagogy and andragogy;
- Prioritize time to teachers, activities, and roles that will have the greatest impact on student achievement in reading; and
- Work with school principals to plan and implement a consistent program of improving reading achievement using evidence-based strategies that demonstrate a statistically significant effect on improving student outcomes.

Literacy coaches must possess the following:

- A minimum of a bachelor's degree and reading endorsement or K-12 certification in reading;
- Effective or highly effective rating from the most recently available evaluation that contains student performance data;

- Specialized knowledge of evidence-based reading instruction grounded in the science of reading, infusing evidence-based reading strategies into content area instruction;
- Special expertise in quality reading instruction and infusing reading strategies into content area instruction;
- Data management skills;
- Strong knowledge base in working with adult learners;
- Excellent communication skills; and
- Outstanding presentation, interpersonal, and time-management skills.

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.

1. Is the district using the Just Read, Florida! literacy coach model?

Yes/No

No

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

We have attached FSUS Student Services Evaluation Model.
<https://www.floridacims.org/uploads/answer/9211463/15937>

3. How is the literacy coach model being communicated to principals?

FSU-Lab is a K-12 school within our own district.

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

FSUS does not have a reading coach. Several people address the reading coach requirements. The teachers that provide the Tier 3 intensive support are reading endorsed and/or certified. The Leadership Team will review school data to identify strengths and areas for improvement and creates action plans for providing professional development. The MTSS members through ongoing data chats and observations monitor the effectiveness of small group, differentiated instruction. Support is provided by the ESE/Interventionist Teachers to ensure fidelity.

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

FSUS does not have a reading coach. Several people address the reading coach requirements. The teachers that provide the Tier 3 intensive support are reading endorsed and/or certified. The Leadership Team will review school data to identify strengths and areas for improvement and creates action plans for providing professional development. The MTSS members through ongoing data chats and observations monitor the effectiveness of small group, differentiated instruction. Support is provided by the ESE/Interventionist Teachers to ensure fidelity.

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

The Leadership Team will review school data to identify strengths and areas for improvement. The leadership team will attend regular scheduled meetings and progress monitoring meetings with support staff teachers. The MTSS members through ongoing data chats and observations monitor the effectiveness of small group, differentiated instruction. Support is provided by the ESE/Interventionist Teachers to ensure fidelity.

5) K-12 Assessment, Curriculum, and Instruction

A. Florida's Formula for Success ([Rule 6A-6.053\(9\)\(a\), F.A.C.](#))

K-12 reading instruction will align with Florida's 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;
- **Three tiers of instruction that are standards-aligned;** include accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in [34 C.F.R. 200.2\(b\)\(2\)\(ii\)](#);
 - **Core Instruction (Tier 1):** provides print-rich explicit and systematic, scaffolded, differentiated instruction, and corrective feedback; builds background and content knowledge; incorporates writing in response to reading;
 - **Supplemental Instruction/Interventions (Tier 2):** provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; occurs in addition to core instruction; and
 - **Intensive, Individualized Instruction/Interventions (Tier 3):** provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial reading deficiency. All intensive reading interventions must be delivered by instructional personnel who possess a literacy micro-credential as provided in [s. 1003.485, F.S.](#), or are certified or endorsed in reading.

1. Describe how the district will align K-12 reading instruction to Florida's Formula for Success for all students including students with a disability and students who are English language learners.

FSUS Decision Tree chart ensures alignment of the K-12 reading instruction and Florida's Revised Formula for Success. FSUS Reading Profiles chart identifies a learner's level of reading proficiency in the six areas of reading minimum of three times a year, including students with a disability and students who are English language learners. Students who are not meeting with adequate academic progress or having substantial deficiency in reading will receive intensive support as outlined in the reading plan. The effectiveness of Tier 1 instruction in grades K-12 will be monitored by the leadership team using pre and post conferences as well as walkthrough observations to ensure the effectiveness of classroom instruction and alignment

to the B.E.S.T. Standards and curriculum. At Tier 2 and Tier 3, the members of the MTSS Team and Leadership Team will analyze data and review progress monitoring meeting notes and use the problem-solving process using the ICEL/RIOT matrix to determine next action steps.

2. Describe your public school PreK program’s plan for assessment, standards, curriculum, instruction, and support to meet the needs of all learners.

N/A - FSU-Lab is a K-12 school within our own district.

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

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

The Decision Trees must contain the following information:

- Name of screening, progress monitoring, diagnostic, local assessment, statewide assessment, or teacher observations used within the district. For students in the Voluntary Prekindergarten Education Program through grade 10, the coordinated screening and progress monitoring system must be administered pursuant to [s. 1008.25\(8\)\(b\), F.S.](#), and included as a component of the Assessment/Curriculum Decision Trees.
- Targeted audience (grade level);
- Performance criteria used for decision-making for each instrument at each grade level;
- Assessment/curriculum connection, including evidence-based curriculum materials and practices used in instruction and interventions that address the six components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
- 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 or instructional personnel who possess a literacy micro-credential; and
- Identification of the multisensory interventions provided to students in grades K-3 who have a substantial reading deficiency, including a description of the intensive, explicit, systematic, and multisensory reading interventions which will be provided to students in grades K-3.

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

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

Grades PreK-5

1. Grades PreK-5 Assessments

Indicate in the chart below the assessment(s) used to screen and progress monitor grades PreK-5 students. Add additional rows as needed.

Name of the Assessment	Target Audience (Grades PreK-5)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST Star Early Literacy	<input checked="" type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
FAST Star Reading	<input type="checkbox"/> PreK <input type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
FAST ELA Reading	<input type="checkbox"/> PreK <input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Other District Assessment: iReady	<input type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other

Name of the Assessment	Target Audience (Grades PreK-5)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
Other District Assessment: CORE Assessing Reading Multiple Measures	<input type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other
Other District Assessment: Heggerty Phonological Awareness	<input type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other

2. Identification of K-5 Students with a Substantial Reading Deficiency ([Rule 6A-6.053\(10\), F.A.C.](#))

In accordance with [s. 1008.25\(4\)\(c\), F.S.](#), students identified with a substantial reading deficiency 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 reading deficiency if the following criteria are met:

- For kindergarten, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning, middle, or end of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(8\), F.S.](#), and the student has demonstrated, through progress monitoring, 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; fluency; and comprehension;
- For grades 1 and 2, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(8\), F.S.](#), and the student has demonstrated, through progress monitoring, 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; fluency; and comprehension; or
- For grade 3, the student scores:

- Below the twentieth (20th) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(8\), F.S.](#), and the student has demonstrated, through progress monitoring, 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; fluency; and comprehension; or
- Level 1 on the end of the year statewide, standardized English Language Arts assessment pursuant to [s. 1008.22\(3\)\(a\), F.S.](#)

2a. Describe the district’s process for identifying grades K-3 students in need of Tier 2/Tier 3 interventions. Tier 3 interventions must be provided to students identified as having a substantial reading deficiency.

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

2b. Describe the district’s process for identifying grades 4-5 students in need of Tier 2/Tier 3 interventions.

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

Grades K-5 Decision Tree
Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.
Beginning of year data
<p>IF: Student meets the following criteria at the beginning of the school year:</p> <p>Students in grades K-2 score in the 50th percentile on the FAST STAR Assessment and iReady Reading Diagnostic</p> <p>Students in grades 3-5 score in the 50th percentile on the FAST Assessment and iReady Reading Diagnostic (FAST Achievement Level 3-5)</p>
THEN TIER 1 Only
<p>Core Instruction</p> <p>Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence.</p> <p>Our Core Curriculum for grades K-5 is Benchmark Advance, which is supported by ESSA's moderate evidence criteria.</p>
<p>List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.</p> <p>Scoring at or above the 50th percentile and indicating mastery of the B.E.S.T. standards at or above 80%.</p>
<p>Explain how the effectiveness of Tier 1 instruction is monitored.</p> <p>The leadership team will use pre and post conferences as well as walkthrough observations to ensure the effectiveness of classroom instruction and alignment to grade-level B.E.S.T. Standards and curriculum.</p>
What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

<p>Analyzing and interpreting data through Progress Monitoring Meetings, walkthroughs, and collaborative grade level common planning.</p> <p>During monthly progress monitoring meetings, teachers and a member from the MTSS Team will analyze data and use the problem-solving process using the ICEL/RIOT matrix to create action steps.</p>
<p>Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:</p> <p>Scoring below the 40th percentile and indicating mastery of the B.E.S.T. standards below 70%. Early Warning System (EWS) indicators identifying students who are at risk</p>
<p>Beginning of year data</p>
<p>IF: Student meets the following criteria at the beginning of the school year:</p> <p>Student meets the following criteria if the score is below the 40th percentile on the FAST STAR Assessment and iReady Reading Diagnostic, and ORF is below grade level and in grades 3-5 if the score is below the 40th percentile on the FAST Assessment and iReady Reading Diagnostic, and ORF is below grade level (FAST Achievement Level is below 3)</p>
<p style="text-align: center;">THEN TIER 1 Instruction and TIER 2 Interventions</p>
<p>Supplemental Instruction/Interventions</p> <p>Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.</p> <p>Lexia Core 5 Program, at least three times per week iReady Tools for Instruction, at least three times per week CORE Teaching Reading Sourcebook will be used at least three times per week. FSUS grade level intervention specialist will pre and post assess the basic skills of Reading using the CORE Teaching Reading Assessment Manual and provide individual or small group instruction using the CORE Teaching Reading Strategies at least three times per week. Reciprocal Teaching strategy at least three times per week</p> <p>Lexia Core 5 is supported by Strong Evidence according to Evidence for ESSA. Reciprocal Teaching-strong https://visible-learning.org/2016/04/hattie-ranking-backup-of-138-effects/ iReady Instruction -Research meets the Every Student Succeeds Act (ESSA) Level 2 (Moderate) evidence requirements https://www.curriculumassociates.com/research-and-efficacy/i-ready-evidence-impact CORE's learning support meets the ESSA Moderate Evidence requirement with positive outcomes https://www.corelearn.com/teaching-reading-sourcebook-third-edition/</p>
<p>Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable. The same evidence-based programs and practices will be implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners.</p>
<p>For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided.</p> <p>For students who have a substantial reading deficiency, FSUS will use the Barton Reading and Spelling System for intensive multisensory instruction at least four times per week and the Heggerty Phonemic Awareness Intervention, at least four times per week.</p>
<p>Number of times per week interventions are provided:</p> <p>3 times per week</p>

<p>Number of minutes per intervention session: Between 20-30 minutes per intervention session</p>
<p>Explain how the effectiveness of Tier 2 interventions are monitored. The MTSS/Problem Solving team members through ongoing data chats and observations monitor the effectiveness of small group, differentiated instruction, and Tier 2 interventions.</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions? The MTSS/Problem Solving Team, Leadership Team, teachers will analyze data and use the problem-solving process using the ICEL/RIOT matrix to create action steps.</p>
<p>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Scoring below the 25th percentile. Negative trend line on the intervention</p>
<p>Beginning of year data</p>
<p>IF: Student meets the following criteria at the beginning of the school year: Students who received Tier 3 interventions in the previous school year or students who received multiple years of Tier 2 interventions with minimal progress determined by the MTSS/Problem Solving Team.</p>
<p style="text-align: center;">THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions</p>
<p>Intensive, Individualized Instruction/Interventions Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.</p> <p>Barton Reading and Spelling System for intensive multisensory instruction an Orton-Gillingham Approach has limited evidence of effectiveness- http://www.bestevidence.org/overviews/O/Orton-Gillingham-Approach.htm</p> <p>Lexia Core 5 is supported by Strong Evidence according to Evidence for ESSA.</p> <p>CORE's learning support meets the ESSA Moderate Evidence requirement with positive outcomes https://www.corelearn.com/teaching-reading-sourcebook-third-edition/</p> <p>Heggerty Bridge the Gap-Phonemic Awareness Intervention-supports the development and awareness of the segments of sounds in speech and how they link to letters, which is a strong ESSA Tier 1 evidence-based practice.</p> <p>https://heggerty.org/blog/lisa-cook-casestudy/#:~:text=Therefore%2C%20we%20chose%20to%20implement,Tier%201%20evidence%2Dbased%20practice .</p> <p>The following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. (https://ies.ed.gov/ncee/wwc/practiceguide/21).</p> <p>Recommendation(s): 1. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge-Minimal Evidence. 2. Develop awareness of the segments of sounds in speech and how they link to letters-Strong Evidence. 3. Teach students to decode words, analyze word parts, and write and recognize words-Strong Evidence. 4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension-Moderate Evidence. These recommendation(s) were built into the program by description of program design. The district will support and monitor implementation of this program by supporting and monitoring implementation, including professional learning activities for professional learning.</p>
<p>Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable. The same evidence-based programs and practices will be implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners.</p>

<p>For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided.</p> <p>For students who have a substantial reading deficiency, FSUS will use the Barton Reading and Spelling System for intensive multisensory instruction at least four times per week and the Heggerty Phonemic Awareness Intervention, at least four times per week.</p>
<p>Number of times per week interventions are provided:</p> <p>4 to 5 times per week</p>
<p>Number of minutes per intervention session:</p> <p>Between 15/20-25/30 minutes per intervention session</p>
<p>Explain how the effectiveness of Tier 3 interventions are monitored.</p> <p>The effectiveness of Tier 3 interventions will be monitored through progress monitoring meetings, walk-throughs, MTSS/Problem Solving Team meetings, and professional development.</p> <p>The MTSS/Problem Solving Team, Leadership Team, teachers will analyze data and use the problem-solving process using the ICEL/RIOT matrix to create action steps.</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?</p> <p>The MTSS/Problem Solving Team, Leadership Team, teachers will analyze data and use the problem-solving process using the ICEL/RIOT matrix to create action steps.</p>

3. Summer Reading Camps (Rule 6A-6.053(12), F.A.C.)

Requirements of Summer Reading Camps pursuant to [s. 1008.25\(7\), F.S.](#), include:

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

3a. Describe the district's plan to meet each requirement for Summer Reading Camps required by [s. 1008.25\(7\), F.S.](#) Include a description of the evidence-based instructional materials that will be utilized, as defined in [20 U.S.C. s. 7801\(21\)\(A\)\(i\)](#).

Each student will complete a daily individual student-teacher conference to discuss daily skills assessment, and each student will complete a benchmark portfolio as well as take the STAR Reading Enterprise Test.

3b. Districts have the option of providing summer reading camps to students in grades K-2 who demonstrate a reading deficiency and students in grades 4-5 who score Level 1 on the statewide, standardized ELA assessment. Will the district implement this option?

Yes/No

Yes

3c. If yes, describe the district’s instructional plan. Include a description of the evidence-based instructional materials that will be utilized.

FSUS will provide summer reading camps for students in grades K-4. The program is called Practicing Academic Learning Skills (PALS-The PALS program is just what we called our summer reading camp.)We will be using the iReady-personalized instruction that consist of personalized instruction and performance

assessments on progress. The iReady Instruction -Research meets the Every Student Succeeds Act (ESSA) Level 2 (Moderate) evidence requirements <https://www.curriculumassociates.com/research-and-efficacy/i-ready-evidence-impact>

Grades 6-8

4. Grades 6-8 Assessments

Indicate in the chart below the assessment(s) used to screen and progress monitor grades 6-8 students. Add additional rows as needed.

Name of the Assessment	Target Audience (Grades 6-8)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Other District Assessment: iReady	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Other District Assessment: CORE Assessing Reading Multiple Measures	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other

5. Describe the district’s process for identifying grades 6-8 students in need of Tier 2/Tier 3 interventions.

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

Grades 6-8 Decision Tree

Beginning of year data
<p>IF: Student meets the following criteria at the beginning of the school year: Students in grades 6-8 score in the 50th percentile on the FAST Assessment (FAST Achievement Level 3-5) AND Students scoring at or above the 50th percentile on the iReady Diagnostic</p>
THEN TIER 1 Only
<p>Core Instruction Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence. Our Core Curriculum for grades 6-8 is myPerspectives, which is supported by ESSA's promising evidence criteria.</p>
<p>List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Scoring at or above the 50th percentile and indicating mastery of the B.E.S.T. standards at or above 80%.</p>
<p>Explain how the effectiveness of Tier 1 instruction is monitored. The leadership team will use pre and post conferences as well as walkthrough observations to ensure the effectiveness of classroom instruction and alignment to grade-level B.E.S.T. Standards and curriculum.</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? Analyzing and interpreting data through Progress Monitoring Meetings, walkthroughs, and collaborative grade level common planning. During monthly progress monitoring meetings, teachers and a member from the MTSS Team will analyze data and use the problem-solving process using the ICEL/RIOT matrix to create action steps.</p>
<p>Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Scoring below the 40th percentile and indicating mastery of the B.E.S.T. standards below 70%. Early Warning System (EWS) indicators identifying students who are at risk</p>
Beginning of year data
<p>IF: Student meets the following criteria at the beginning of the school year: Student meets the following criteria if the score is below the 40th percentile on the FAST Assessment and iReady Reading Diagnostic. (FAST Achievement Level is below 3)</p>
THEN TIER 1 Instruction and TIER 2 Interventions
<p>Supplemental Instruction/Interventions Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence. 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 – 7 students; using iReady Tools Reciprocal Teaching-strong https://visible-learning.org/2016/04/hattie-ranking-backup-of-138-effects/ iReady Instruction -Research meets the Every Student Succeeds Act (ESSA) Level 2 (Moderate) evidence requirements https://www.curriculumassociates.com/research-and-efficacy/i-ready-evidence-impact CORE’s learning support meets the ESSA Moderate Evidence requirement with positive outcomes https://www.corelearn.com/teaching-reading-sourcebook-third-edition/</p>
<p>Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.</p>

The same evidence-based programs and practices will be implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners.
Number of times per week interventions are provided: 3 times per week
Number of minutes per intervention session: Between 20-30 minutes per intervention session
Explain how the effectiveness of Tier 2 interventions are monitored. The MTSS/Problem Solving team members through ongoing data chats and observations monitor the effectiveness of small group, differentiated instruction, and Tier 2 interventions.
What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions? The MTSS/Problem Solving Team, Leadership Team, teachers will analyze data and use the problem-solving process using the ICEL/RIOT matrix to create action steps.
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Scoring below the 25th percentile. Negative trend line on the intervention
Beginning of year data
IF: Student meets the following criteria at the beginning of the school year: Students who received Tier 3 interventions in the previous school year or students who received multiple years of Tier 2 interventions with minimal progress determined by the MTSS Team.
THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions
Intensive, Individualized Instruction/Interventions Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence. CORE Teaching Reading Sourcebook will be used at least four times per week. FSUS grade level intervention specialist will pre and post assess the basic skills of Reading using the CORE Teaching Reading Assessment Manual and provide individual or small group instruction using the CORE Teaching Reading Strategies at least times per week. Heggerty Bridge the Gap-Phonemic Awareness Intervention, at least four times per week. (If needed.) Barton Reading and Spelling System for intensive multisensory instruction an Orton-Gillingham Approach has limited evidence of effectiveness- http://www.bestevidence.org/overviews/O/Orton-Gillingham-Approach.htm (If needed.) Grades 6-8 Review data from universal screener to determine area(s) of need. If sufficient information is not available, administer CORE Reading to plan intervention. Core Instruction + Targeted Intervention + Intensive Intervention; •90-minute Intensive Reading Class in addition to ELA Class (daily); •Small group differentiated instruction; groups of 3 – 7; using iReady Tools CORE's learning support meets the ESSA Moderate Evidence requirement with positive outcomes https://www.corelearn.com/teaching-reading-sourcebook-third-edition/ Heggerty Bridge the Gap-Phonemic Awareness Intervention-supports the development and awareness of the segments of sounds in speech and how they link to letters, which is a strong ESSA Tier 1 evidence-based practice. https://heggerty.org/blog/lisa-cook-casestudy/#:~:text=Therefore%2C%20we%20chose%20to%20implement,Tier%201%20evidence%2Dbased%20practice .

<p>The following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. (https://ies.ed.gov/ncee/wwc/practiceguide/21).</p> <p>Recommendation(s): 1. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge-Minimal Evidence. 2. Develop awareness of the segments of sounds in speech and how they link to letters-Strong Evidence. 3. Teach students to decode words, analyze word parts, and write and recognize words-Strong Evidence. 4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension-Moderate Evidence. These recommendation(s) were built into the program by description of program design. The district will support and monitor implementation of this program by supporting and monitoring implementation, including professional learning activities for professional learning.</p>
<p>Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable. The same evidence-based programs and practices will be implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners.</p>
<p>Number of times per week interventions are provided: 4 to 5 times per week</p>
<p>Number of minutes per intervention session: Between 15-30 minutes per intervention session</p>
<p>Explain how the effectiveness of Tier 3 interventions are monitored. The effectiveness of Tier 3 interventions will be monitored through progress monitoring meetings, walk-throughs, MTSS/Problem Solving Team meetings, and professional development. The MTSS/Problem Solving Team, Leadership Team, teachers will analyze data and use the problem-solving process using the ICEL/RIOT matrix to create action steps.</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? The MTSS/Problem Solving Team, Leadership Team, teachers will analyze data and use the problem-solving process using the ICEL/RIOT matrix to create action steps.</p>

Grades 9-12

6. Grades 9-12 Assessments

Indicate in the chart below the assessment(s) used to screen and progress monitor grades 9-12 students. Add additional rows as needed.

Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other

Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
Other District Assessment: CORE Assessing Reading Multiple Measures	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input checked="" type="checkbox"/> As Needed <input type="checkbox"/> Other

7. Describe the district’s process for identifying grades 9-12 students in need of Tier 2/Tier 3 interventions.

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

Grades 9-12 Decision Tree
Beginning of year data
<p>IF: Student meets the following criteria at the beginning of the school year: Students in grades 9-10 score in the 50th percentile on the FAST Assessment (FAST Achievement Level 3-5) AND Students scoring at or above the 50th percentile on the iReady Diagnostic</p>
THEN TIER 1 Only
<p>Core Instruction Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence. Our Core Curriculum for grades 9-12 is Perfection Learning and Pre-Advance Placement which are supported by ESSA's promising evidence criteria</p>
<p>List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Scoring at or above the 50th percentile and indicating mastery of the B.E.S.T. standards at or above 80%.</p>
<p>Explain how the effectiveness of Tier 1 instruction is monitored. The leadership team will use pre and post conferences as well as walkthrough observations to ensure the effectiveness of classroom instruction and alignment to grade-level B.E.S.T. Standards and curriculum.</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction and/or curriculum provided to students? Analyzing and interpreting data through Progress Monitoring Meetings, walkthroughs, and collaborative grade level common planning. During monthly progress monitoring meetings, teachers and a member from the MTSS Team will analyze data and use the problem-solving process using the ICEL/RIOT matrix to create action steps.</p>

<p>Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Scoring below the 40th percentile and indicating mastery of the B.E.S.T. standards below 70%. Early Warning System (EWS) indicators identifying students who are at risk</p>
<p>Beginning of year data</p>
<p>IF: Student meets the following criteria at the beginning of the school year: Student meets the following criteria if the score is below the 40th percentile on the FAST Assessment and iReady Reading Diagnostic. (FAST Achievement Level is below 3)</p>
<p style="text-align: center;">THEN TIER 1 Instruction and TIER 2 Interventions</p>
<p>Supplemental Instruction/Interventions Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence. Review of Universal Screener data will help target instruction. Core Instruction + Targeted Intervention; Content-Area Reading Class or Intensive Reading Class – 45-minutes daily •Barton- Differentiated small and whole group instruction with progress monitoring. iReady Tools for Instruction will be used at least three times per week CORE Teaching Reading Sourcebook will be used at least three times per week. FSUS grade level intervention specialist will pre and post assess the basic skills of Reading using the CORE Teaching Reading Assessment Manual and provide individual or small group instruction using the CORE Teaching Reading Strategies at least three times per week. Reciprocal Teaching strategy at least three times per week</p>
<p>Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable. The same evidence-based programs and practices will be implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners.</p>
<p>Number of times per week interventions are provided: 3 times per week</p>
<p>Number of minutes per intervention session: Between 20-30 minutes per intervention session</p>
<p>Explain how the effectiveness of Tier 2 interventions are monitored. The MTSS/Problem Solving team members through ongoing data chats and observations monitor the effectiveness of small group, differentiated instruction, and Tier 2 interventions.</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions? The MTSS/Problem Solving Team, Leadership Team, teachers will analyze data and use the problem-solving process using the ICEL/RIOT matrix to create action steps.</p>
<p>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Scoring below the 25th percentile. Negative trend line on the intervention</p>
<p>Beginning of year data</p>
<p>IF: Student meets the following criteria at the beginning of the school year: Students who received Tier 3 interventions in the previous school year or students who received multiple years of Tier 2 interventions with minimal progress determined by the MTSS Team.</p>
<p style="text-align: center;">THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions</p>

Intensive, Individualized Instruction/Interventions

Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.

Review data from universal screener to determine area(s) of need. If sufficient information is not available, administer CORE Reading to plan intervention. Core Instruction + Targeted Intervention + Intensive Intervention;

Intensive Reading Class; 45 – 90 minutes daily

Intensive Targeted classroom instruction occurring daily to build basic skills while continuing participation in core instruction.

CORE’s learning support meets the ESSA Moderate Evidence requirement with positive outcomes

<https://www.corelearn.com/teaching-reading-sourcebook-third-edition/>

Heggerty Bridge the Gap-Phonemic Awareness Intervention-supports the development and awareness of the segments of sounds in speech and how they link to letters, which is a strong ESSA Tier 1 evidence-based practice.<https://hegerty.org/blog/lisa-cook-casestudy/#:~:text=Therefore%2C%20we%20chose%20to%20implement,Tier%201%20evidence%2Dbased%20practice>

<https://hegerty.org/blog/lisa-cook-casestudy/#:~:text=Therefore%2C%20we%20chose%20to%20implement,Tier%201%20evidence%2Dbased%20practice>

The following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade.

(<https://ies.ed.gov/ncee/wwc/practiceguide/21>).

Recommendation(s): 1. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge-Minimal Evidence. 2. Develop awareness of the segments of sounds in speech and how they link to letters-Strong Evidence. 3. Teach students to decode words, analyze word parts, and write and recognize words-Strong Evidence. 4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension-Moderate Evidence. These recommendation(s) were built into the program by description of program design. The district will support and monitor implementation of this program by supporting and monitoring implementation, including professional learning activities for professional learning.

Barton Reading and Spelling System for intensive multisensory instruction an Orton-Gillingham Approach has limited evidence of effectiveness- <http://www.bestevidence.org/overviews/O/Orton-Gillingham-Approach.htm> (If needed.)

Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.

The same evidence-based programs and practices will be implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners.

Number of times per week interventions are provided:

4 to 5 times per week

Number of minutes per intervention session:

Between 15-30 minutes per intervention session

Explain how the effectiveness of Tier 3 interventions are monitored.

The effectiveness of Tier 3 interventions will be monitored through progress monitoring meetings, walk-throughs, MTSS/Problem Solving Team meetings, and professional development.

The MTSS/Problem Solving Team, Leadership Team, teachers will analyze data and use the problem-solving process using the ICEL/RIOT matrix to create action steps.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

6) Professional Development ([Rule 6A.6.053\(4\), F.A.C.](#))

The MTSS/Problem Solving Team, Leadership Team, teachers will analyze data and use the problem-solving process using the ICEL/RIOT matrix to create action steps.

A. Describe the literacy professional development that will be provided by the district and/or schools, aligned to the requirements below:

- Provide professional development required by [s. 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;
- Provide professional learning in B.E.S.T. ELA standards and evidence-based reading practices and programs;
- 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.

FSU-Lab School partners with NEFEC to provide professional development to teachers which includes training to help teachers integrate the six areas of reading, including multisensory intervention strategies, and structured literacy. The leadership team utilizes progress-monitoring data to identify areas of need to provide targeted professional development. FSUS will identify mentor teachers and model classrooms for demonstration of instructional strategies from teacher peers. Weekly meetings are set aside for grade level professional development.

B. List the pathways that are available in your district for earning the Reading Endorsement.

FSU-Lab School partners with NEFEC to provide professional development to teachers which includes earning the Reading Endorsement.

7) Tutoring Programs to Accelerate Literacy Learning ([Rule 6A-6.053\(2\), F.A.C.](#))

Describe any tutoring programs available within your district and include targeted grade levels (e.g., K-3 Reading Tutoring, RAISE High School Tutoring, etc.).

Middle School offers “lunch bunch” tutoring for students in grades 6-8 who need extra support in reading. Students receive targeted lessons at their level to fill in gaps that will help them achieve grade level success.

Elementary offers “PALS”-Practicing Academic and Learning Skills- tutoring program for students in grades K-5 who need extra support in reading. Students receive targeted lessons at their level to fill in gaps that will help them achieve grade level success.

8) Family Engagement ([Rule 6A-6.053\(11\), F.A.C.](#))

In accordance with [s. 1008.25\(5\)\(e\), F.S.](#), parents of students identified with a substantial reading deficiency must be provided a read-at-home plan, including multisensory strategies, 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 reading deficiency. Include literacy partnerships or programs the district utilizes to increase support for families to engage in literacy activities and reading at home (e.g., New Worlds Reading Initiative).

The Read-At-Home Plan will be distributed to all students who are on an academic PMP or have an IEP. The Read-Home Plan is sent to all parents electronically and a hard copy is sent home with students who are on an academic progress-monitoring plan or have an IEP and is given to the parents during our beginning of the year parent-teacher conferences. The Read-At-Home Plan is a plan that describes strategies and suggestions for helping students with foundational reading skills. The plan includes multisensory strategies, an overview of the components of reading, and reading activities and resources for students.