District Comprehensive Evidence-Based Reading Plan

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

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

1) Contact Information

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

Point of Contact	Name	Email	Phone
Main Reading Contact	Denise Berry	Denise.Berry@Okaloosaschools.com	850-833-4208
Data Element	Joe Peterson	PetersonJ@Okaloosaschools.com	850-833-3300
Third Grade Promotion	Amy Dale	DaleA@Okaloosaschools.com	850-833-4208
Multi-Tiered System of Supports	Beke Heald	Rebecca.Heald@Okaloosaschools.com	850-833-3300
Other -ESOL	Dr. Anita Choice	Anita.Choice@Okaloosaschools.com	850-833-3300

2) District Expenditures

Comprehensive System of Reading Instruction Expenditures ([Rule 6A-6.053(9)(b)3.b., F.A.C.](#))
The reading funding included in the Florida Education Finance Program (FEFP) base funding is intended to provide comprehensive reading instruction to students in prekindergarten (PreK) through grade 12. Districts will include salaries and benefits, professional learning, assessment, programs/materials, tutoring and incentives required to effectively implement the district's plan. The expenditures must prioritize Voluntary Prekindergarten (VPK) students who have a substantial deficiency in early literacy skills and K-3 students who have a substantial reading deficiency or characteristics of dyslexia.

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

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Elementary Expenses		
Literacy coaches	**182,000**	**1**
Intervention teachers	**0**	
Scientifically researched and evidence-based supplemental instructional materials	**393,125**	
Third grade summer reading camps	**0**	
Summer reading camps	**0**	
Secondary Expenses		
Literacy coaches	**0**	
Intervention teachers	**0**	
Scientifically researched and evidence-based supplemental instructional materials	**190,242**	
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction	**65,000**	
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification	**0**	
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential	**0**	
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)	**0**	
Tutoring programs to accelerate literacy learning	**0**	
Family engagement activities	**0**	
Other – Please Describe (Add additional rows as needed.)		
Substitutes for teachers to attend professional learning	**112,368**	
Supplies	**57,265**	
Estimated Sum of Expenditures	**1,000,000**	

3) Literacy Leadership – District and School

A. **Measurable Student Achievement Goals ([Rule 6A-6.053(9)(b)3.d., F.A.C.](#))**
   Goals for the plan year should increase from the previous year in order to meet statewide literacy achievement goals.

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Urgent Intervention <10th percentile	Urgent Intervention <10th percentile	At & Above Benchmark 40th percentile & above	At & Above Benchmark 40th percentile & above
VPK	0	0	99	100

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

Steps to Further Improve OCSD VPK Literacy Outcomes:

- **Targeted Professional Learning:** OCSD will continue to offer professional development for VPK and Blended Classroom teachers focused on evidence-based, differentiated literacy strategies, especially for students demonstrating early signs of needing additional support.
- **Early Intervention Focus:** Teachers will receive guidance and support in implementing early intervention strategies within daily instruction to reinforce phonological awareness, vocabulary, print knowledge, and oral language development.
- **Collaboration with the Early Learning Coalition (ELC):** The district is actively collaborating with the local ELC to expand access to professional learning opportunities for VPK teachers, including those in private and blended settings.
- **Ongoing Data Monitoring:** Teachers and administrators will review formative data throughout the school year to adjust instruction and interventions in real-time, ensuring no student falls behind.
- **Equity and Access:** Special attention will be given to ELLs and students with limited exposure to academic English to ensure their unique needs are met with appropriate scaffolding and supports.

By maintaining high expectations and a focus on continuous improvement, OCSD remains committed to ensuring that all VPK students have the literacy skills they need to thrive in kindergarten and beyond.

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

FAST				
Grade	Previous School Year – % of Students Scoring Level 1	Goal for Plan Year – % of Students Scoring Level 1	Previous School Year – % of Students Scoring Levels 3-5	Goal for Plan Year – % of Students Scoring Levels 3-5
K	10	7	73	76
1	21	18	64	67
2	22	19	60	63
3	20	17	60	63
4	15	12	65	68
5	13	10	62	65
6	11	8	70	73
7	12	9	66	69
8	13	10	65	68
9	15	12	63	66
10	17	14	58	61

B. **Plan Implementation and Monitoring ([Rule 6A-6.053(10), F.A.C.](#))**
   Districts must monitor the implementation of the District CERP at the district and school level, including charter schools sponsored by a district.

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

Grades K-5	District Level	School Level

Data that will be collected and frequency of review is found within the parenthesis next to each data point	-FAST (3x year) -i-Ready (3x year) -Benchmark Unit Assessments (monthly) -School Visits (as needed)	-FAST (3x year) -i-Ready (3x year) -Benchmark Assessments (weekly/monthly) -Reading Walkthroughs (weekly)
Actions for continuous support and improvement	-Create and monitor goals at District LLT -School Data Chats -Determine professional learning needs	-Create and monitor goals at the school level LLT -Determines PLC focus -Identify students in need of additional support -Instructional Coach support
Grades 6-8	**District Level**	**School Level**
Data that will be collected and frequency of review is found within the parenthesis next to each data point	-FAST (3x year) -NWEA MAP (3x year) -MyPerspectives Unit Assessments (quarterly) -School Visits (as needed) -Monitoring of Read 180 usage in Intensive Reading classes (monthly)	-FAST (3x year) -NWEA MAP (3x year -MyPerspectives Unit Assessments (quarterly) -Walkthroughs (weekly)
Actions for continuous support and improvement	-FAST (3x year) -NWEA MAP (3x year -MyPerspectives Unit Assessments (quarterly) -School Visits (as needed) Monitoring of Read 180 usage in Intensive Reading classes (monthly)	-FAST (3x year) -NWEA MAP (3x year -MyPerspectives Unit Assessments (quarterly) -Walkthroughs (weekly) -Instructional Coach support
Grades 9-12	**District Level**	**School Level**
Data that will be collected and frequency of review is found within the parenthesis next to each data point	-FAST (3x year) -NWEA MAP (3x year -MyPerspectives Unit Assessments (quarterly) -School Visits (as needed) -Monitoring of Read 180 usage in Intensive Reading classes (monthly)	-FAST (3x year) -NWEA MAP (3x year -MyPerspectives Unit Assessments (quarterly) -Walkthroughs (weekly)
Actions for continuous support and improvement	-Specialists Attending at least one PLC (weekly) -School Data Chats -Determining professional Learning Needs -Quarterly Common Planning Offerings (Quarterly)	-Determining PLC Focus -Create and Monitor Goals at the school level LLT -Identify students in need of additional support

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

Based on the District CERP Reflection Tool results, the following topics have been strengthened throughout this CERP:

- Strengthening protocols pertaining to both school and district level Literacy Leadership Teams to include
- Targeted data analysis
- Plan development and monitoring techniques
- Strengthening protocols pertaining to Professional Learning Communities to include
  - Using student data to determine a SMART goal
  - Infusing high yield instructional strategies
- Professional learning for administrators aligned to evidence-based literacy instruction and the Science of Reading

Root-cause analysis of student performance data:
- Strengthen routines in primary (K-2) classrooms with a continued focus on the Science of Reading, specifically fluency and using strategies to develop fluent and proficient readers.

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

- School Performance Plan (SPP)/School Improvement Plan (SIP)
- Reading Walkthroughs (weekly)
- Professional Learning Communities (PLCs) (weekly)
- LLT Meetings (monthly)
- Grade level/Teacher Data Chats (quarterly)

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

- FOCUS Gradebook
- Online Assessments (Benchmark Advance/myPerspectives)
- Professional Learning Communities (PLC) notes and/or by attending
- MTSS Committee Meeting notes and/or by attending

C. **Literacy Coaches (Rule 6A-6.053(4), F.A.C.)**
   The Just Read, Florida! literacy coach model delineates the roles and responsibilities of literacy coaches.

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

      ☒Yes   ☐No

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

   N/A

   3. **How is the district's literacy coach model communicated to principals?**
   - Instructional Coach Job Description
   - Principal Meetings
   - School Visits
   - Literacy Leadership Teams
   - Administrator/Coach Partnership Agreement

   4. **How does the district support literacy coaches throughout the school year?**
   - Monthly Instructional Coach PLC and professional learning
   - Coach-Ins with Program Director
   - District Instructional Coach support

- New Instructional Coaches receive a mentor coach
- Individual coaching of coaches

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

Instructional Coaches complete data-driven Principal/Instructional Coach Partnership Agreements that are reviewed/revised following each FAST assessment period. The Partnership Agreements are submitted to the Program Director over the Instructional Coaches. This document allows the Program Director and Instructional Coach to collaborate (e.g., Coach Meetings, Coach Check-Ins) to analyze assessment data, identify trends, and create action plans. Additionally, the District Instructional Coach supports school-based Instructional Coaches to implement professional learning, analyze data, and provide individualized professional learning to the coach.

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

- Program Director over the Instructional Coaches conducts regular Coach Check-Ins to meet individually with Instructional Coaches to analyze data and develop/revise an action plan, as needed
- School visits
- District Data Chats
- Coach logs
- Coach calendar
- School-based feedback
- Literacy Leadership agendas/minutes

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

- FAST Data
- i-Ready Data
- Performance of grade levels of focus as determined by the Principal/Instructional Coach Partnership Agreement
- Coach logs
- Literacy Leadership agenda/minutes
- School Visits
- School-based feedback

4) Assessment, Curriculum and Reading Instruction

A. **Florida's Formula for Reading Success ([Rule 6A-6.053(3)(a), F.A.C.](#))**
K-12 reading instruction will align with Florida's Formula for Reading Success, 6 + 4 + T1 +T2 + T3, which includes:
- **Six components of reading**: oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.
- **Four types of classroom assessments**: screening, progress monitoring, diagnostic and summative assessment.
- **Three tiers of instruction that are standards-aligned**; include accommodations for students with a disability, students with an Individual Educational Plan (IEP) and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in [34 Code of Federal Regulations 200.2(b)(2)(ii)](#).

- o **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.
- o **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 still(s) and receive corrective feedback; occurs in addition to core instruction.
- o **Intensive, Individualized Instruction/Interventions (Tier 3)**: provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback and frequent progress monitoring; occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial deficiency in reading. All intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading or possess a literacy micro-credential as provided in [s. 1003.485, F.S.](#)

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

All students have access to Florida's Formula for Success and are given interventions needed, as identified through data. This includes ELL and ESE services. K-12 reading instruction is aligned to Florida's Formula for Success through the Science of Reading ELA Instructional Block, ELL District Plan, MTSS Process, and Pupil Progression Plan.

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

In Okaloosa County, our PreK programs—including VPK, PreK-D, and our Blended early childhood classrooms—are committed to providing a strong foundation in early literacy through aligned standards, high-quality instruction, and comprehensive assessment.

All Pre-K classrooms implement the Florida Early Learning and Developmental Standards (FELDS) to guide instruction across the developmental domains. All of our early childhood classrooms use Creative Curriculum, which supports whole-child development and is closely aligned to the six pillars of reading.

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

For assessment, VPK students participate in the state-required FAST Star Early Literacy assessment three times per year to frequently monitor each child's progress. PreK-D classrooms use Teaching Strategies GOLD, which provides ongoing formative data across all developmental areas, allowing for a well-rounded understanding of student growth and needs.

Literacy instruction is grounded in the Six Pillars of Reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. These essential components are embedded in daily instruction, small groups, and hands-on learning experiences.

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

Okaloosa County also utilizes a Multi-Tiered System of Supports (MTSS) across all early learning settings. Students identified through progress monitoring as needing additional support receive targeted interventions—even at the Pre-K level.

To extend learning beyond the school year, the district offers Summer VPK for students going to Kindergarten that have not used their certificate during the school year and hosted a countywide Summer Bridge Program for students who scored below 10% on the PM 3. Both programs focused on early literacy using a new curriculum by Teacher Created Materials called Explore & Learn, which emphasizes all six pillars of reading, prepares all the students for going to Kindergarten and contained engaging materials that offered.

The Explore and Learn Curriculum by Teacher Created Materials (TCM) is a research-based early childhood curriculum that emphasizes play, exploration, and hands-on learning to support whole-child development. It delivers engaging, developmentally appropriate instruction across subjects, supported by digital tools and strong family involvement.

Key Features:

- Play-Based Learning: Encourages creativity, social skills, and problem-solving through purposeful play.
- Exploration & Discovery: Hands-on activities foster curiosity and inquiry-based learning.
- Thematic Units: Connect concepts across content areas to boost engagement and retention.
- Differentiated Instruction: Flexible resources help meet diverse learning needs.
- Family Engagement: Tools promote communication and collaboration with families.
- Technology Integration: Digital manipulatives and audio/eBooks enhance learning experiences.

This curriculum offered during the summer is a comprehensive approach that ensures that every learner—regardless of ability—is supported, challenged, and prepared for future academic success.

B. **Assessment/Curriculum Decision Trees (Rule 6A-6.053(9)(b)4., F.A.C.)**
Districts are required to develop Assessment/Curriculum Decision Trees to demonstrate how data will be used to determine specific reading instructional needs and interventions for all students in grades K-12. Use Assessment/Curriculum Decision Trees to address ALL students. The template can be used for grade bands or for individual grades.

The Decision Trees must contain the following information:

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

8

description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

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

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

Grades VPK-5

1. Grades VPK-5 Assessments

FAST				
Name of the Assessment	**Target Audience**	**What component of reading is assessed?**	**Assessment Type**	**How often is the data collected?**
FAST Star Early Literacy	☒ VPK ☒ Grade K ☒ Grade 1	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year
FAST Star Reading	☒ Grade 1 ☒ Grade 2	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year
FAST ELA Reading	☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

Indicate in the chart below any additional assessment(s) used to guide instructional decision-making for grades PreK-5 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Other District Assessment i-Ready Diagnostic	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students ☐ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Other District Assessment DIBELS ORF 8th Ed.	☐ VPK ☐ PreK ☐ Grade K ☐ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Other District Assessment Core Phonics Survey	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other

2. **Students with a Substantial Deficiency in Reading (Rule 6A-6.053(6), F.A.C.)**
Students identified with a substantial deficiency in reading must have an individualized progress monitoring plan that is designed to address the student's specific reading deficiency and that meets the minimum requirements set forth in s. 1008.25(4)(c), F.S. The individualized progress monitoring plan must be developed within forty-five (45) days after the results of the coordinated screening and progress monitoring system become available, and parents must be consulted in the development of the plan.

Students with qualifying disabilities covered by an IEP or a 504 Plan are exempt from the requirement to have a progress monitoring plan, if the IEP or 504 Plan addresses the student's reading deficiency. Nothing in Rule 6A-6.053, F.A.C., should be construed to require or prohibit an IEP or 504 Plan or the contents of the CERP.

A K-3 student is identified as having a substantial deficiency in reading if:

- The student is identified as in need of Tier 3 interventions;
- A student in grades K-3 demonstrates through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading; and
  - 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(9), F.S.;
  - 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(9), F.S.; 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(9), F.S.
- A student in grade 3 scores Level 1 on the end-of-year statewide, standardized ELA assessment pursuant to s. 1008.22(3)(a), F.S.

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

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

The district's process for identifying grades K-3 students in need of Tier 2/Tier 3 interventions is outlined in the Pupil Progression Plan (PPP), CERP Decision Trees, and the district MTSS Manual.

K: Screening Criteria for All Students K-2 Step 1: • Develop a PMP for retained students • Administer FAST Reading to all students within 30 school days • Administer iReady Reading to all students Identification of Tiered Instruction Using Screening Data/Notification of Deficiency Step 2: Tier 3: FAST and iReady score below 10th percentile (substantial reading deficiency), retained students, or any other student of concern • Initiate a PMP • The parent will receive written notification of deficiency, a copy of the Read at Home Plan, and New Worlds Reading Initiative (NWRI) information • Provide multi-sensory intervention using a blended model of instruction / Tier 2: FAST score below the 20th percentile or students with a scale score of 309 and below on iReady Diagnostic 1 with MTSS Committee recommendation • Initiate a PMP • The parent will receive written notification of deficiency \ Tier 1: FAST score above the 20th percentile or with a scale score of above 309 on iReady Diagnostic 1 • No PMP required • Student receives Core Instruction to include differentiated small group instruction End of First Quarter Step 3: • Document conference on the 1st Quarter Kindergarten Report Card Conference Form indicating a reading deficiency (FAST Scale Score of 361-454) or a substantial reading deficiency (FAST Scale Score below 360), (F.S. 1008.25). • Initiate a PMP for students who have moved to Tier 2 instruction based on monitoring data and/or with an L on 1st Quarter Kindergarten Report Card. • The parent will receive written notification of deficiency if a PMP is initiated • ESE teachers shall be involved in process.

Progress Monitoring (FAST and iReady Diagnostic 2) Step 4: • Administer FAST Reading to all students • Administer the iReady Reading to all students • If retention is a possibility, provide written notification to parents specifying reading deficiency Identification, Modification, or Continuation of Tiered Instruction

Using Progress Monitoring Data/Notification of Deficiency Step 5: Tier 3 Progress Monitoring- Continue PMP Performance Criteria that would prompt changes to Tier 3 Interventions: • Student is not making typical growth towards grade level proficiency or • Student iReady scale score is not increasing Performance Criteria to remove Tier 3 and continue Tier 2 Interventions in addition to Tier 1 instruction: • Student has experienced a growth in placement: iReady scores increase to the green level or • Student is making typical growth towards grade level proficiency on the iReady Diagnostic Growth Report Assessment & Frequency • Movement between Tiers is based on student data using progress monitoring tools designated by the MTSS manual and school teams. Tier 2 Progress Monitoring- Initiate/Continue PMP Performance Criteria to discontinue Tier 2 Intervention: • Student has experienced a growth in placement: iReady scores increase towards grade level performance on the Reading Placement Chart (scale score of 309 and above) or Performance Criteria indicating initiating or continuation of Tier 2 interventions in addition to Tier 1 instruction: • Student placed one year below the current grade on the Overall Reading Placement Chart with teacher recommendation (scale score below 309) • Initiate a PMP for students who have moved to Tier 2 instruction based on monitoring data. The parent will receive written notification of deficiency. Performance Criteria that would prompt addition of Tier 3 interventions • Student placed one year below on the iReady Overall Placement Chart (yellow) or • Student is not experiencing expected grade level growth towards Typical Growth on the Diagnostic Growth Report Assessment & Frequency • Tier 2 intervention should be started as soon as a deficiency is suspected. • Movement between Tiers is based on student data using progress monitoring tools designated by the MTSS manual and school teams. Progress Monitoring (FAST and iReady Diagnostic 3) Step 6: • Administer FAST Reading to all students • Administer the iReady Reading to all Tier 3 students or any student of concern • Develop, continue or modify a PMP (Reading), as needed. Criteria for Possible Retention Including All ESE Students Step 7: • Both of the following criteria must be in place for a student to be considered for retention: o Final grade of L in Quarter 4 "ELA" for the year o A student who scores a 10th Percentile or below on both the iReady ELA Diagnostic 3 and FAST Progress Monitoring 3 • Student should be referred to Summer Intensive Studies • Students who meet this criteria are referred to the school's MTSS Committee/IEP/ESOL team where a final determination regarding retention will be made (using MIS 6064). • For those students being promoted, the Principal, teacher(s), and parent/guardian may collaborate to develop a customized 1-year education plan for the student which may include, but is not limited to supplemental educational support, services, interventions, and/or summer school

1st grade: Step 1: • Develop a PMP at Tier 3 for students who were promoted through the MTSS Process or who were retained • Continue PMP interventions for students who were receiving Tier 2 and Tier 3 interventions the previous year • Administer FAST Reading to all students • Administer iReady Reading to all students Identification of Tiered Instruction Using Screening Data/Notification of Deficiency Step 2: Tier 3: Students who scored the 10TH Percentile or below on both iReady Diagnostic 1 and FAST Progress Monitoring 1, retained students, or any other student of concern • Initiate a PMP • The parent will receive written notification of deficiency and a copy of the Read at Home Plan and NWRI Information • Provide multi-sensory intervention using a blended model of instruction o Frequency: individualized interventions are provided at an increased frequency from the Tier 2 interventions, routinely 4-5 days per week o Number of minutes per intervention session: interventions are provided in increments of approximately 20-30 minutes to reflect an increase in duration from the Tier 2 interventions, as indicated in the individualized progress monitoring plan • Tier 2 Interventions will also be provided o Frequency: individualized interventions are provided at a frequency of approximately 2-3 days per week o Number of minutes per intervention session: interventions are provided in increments of approximately 15-20 minutes as indicated in the individualized progress monitoring plan Tier 2: Students who scored the 30th Percentile and below on both iReady Diagnostic 1 and FAST Progress Monitoring 1, with MTSS Committee recommendation • Initiate a PMP • The parent will receive written notification of deficiency • Tier 2 Interventions will be provided o Frequency: individualized interventions are provided at a frequency of approximately 2-3 days per week o Number of minutes per intervention session: interventions are provided in increments of

approximately 15-20 minutes as indicated in the individualized progress monitoring plan Tier 1: Students who scored the 31st Percentile and above on both iReady Diagnostic 1 and FAST Progress Monitoring 1 with teacher discretion • No PMP required • Student receives Core Instruction to include differentiated small group instruction End of First Quarter Step 3: • Develop, continue, or modify a PMP (Reading), as needed. • The parent will receive written notification of deficiency if a PMP is initiated • For ESE students, coordinate with ESE teacher (i.e., IEP review) Progress Monitor (FAST and iReady Diagnostic 2) Step 4: • Administer FAST Reading to all students • Administer iReady Reading to all students • If retention is a possibility, provide written notification to parents specifying reading deficiency Identification, Modification, or Continuation of Tiered Instruction Using Progress Monitoring Data/Notification of Deficiency Step 5: Tier 3 Progress Monitoring- Continue PMP Performance Criteria that would prompt changes to Tier 3 Interventions: • Student remaining on Yellow Level on iReady Placement Chart or • Student is not making typical growth towards grade level proficiency or • Student iReady percentile is not increasing Performance Criteria to remove Tier 3 and continue Tier 2 Interventions in addition to Tier 1 instruction: • Student has experienced a growth in placement: iReady scores increase to the green level (early to mid) or • Student is showing approximately 50% towards making stretch growth towards grade level proficiency on the iReady Diagnostic Growth Report Assessment & Frequency • Movement between Tiers is based on student data using progress monitoring tools designated by the MTSS manual and school teams. Tier 2 Progress Monitoring- Initiate/Continue PMP Performance Criteria to discontinue Tier 2 Intervention: • Student has experienced a growth in placement: iReady scores increase to grade level performance on the Reading Placement Chart (31st Percentile and above) Performance Criteria indicating initiating or continuation of Tier 2 interventions in addition to Tier 1 instruction: • Student placed one year below the current grade on the Overall Reading Placement Chart (30th Percentile or below) with teacher recommendation • Initiate a PMP for students who have moved to Tier 2 instruction based on monitoring data. The parent will receive written notification of deficiency. Performance Criteria that would prompt addition of Tier 3 interventions • Student placed one year below on the iReady Overall Placement Chart (yellow) • Student is not experiencing expected grade level growth towards Typical Growth on the Diagnostic Growth Report Assessment & Frequency • Tier 2 intervention should be started as soon as a deficiency is suspected. • Movement between Tiers is based on student data using progress monitoring tools designated by the MTSS manual and school teams. Progress Monitoring (FAST and iReady Diagnostic 3) Step 6: • Administer FAST Reading to all student • Administer the iReady Reading to all Tier 3 students or any student of concern • Develop, continue or modify a PMP (Reading), as needed. Criteria for Retention Including All ESE Students Step 7: • Both of the following criteria must be in place for a student to be considered for retention: o Grade of F in "ELA" for the year o A student who scores a 10th Percentile or below on both the iReady ELA Diagnostic 3 and FAST Progress Monitoring 3 • Student should be referred to Summer Intensive Studies • Students who meet this criteria are referred to the school's MTSS Committee/IEP/ESOL team where a final determination regarding retention will be made. • For those students being promoted, the Principal, teacher(s), and parent/guardian may collaborate to develop a customized 1-year education plan for the student which may include, but is not limited to supplemental educational support, services, interventions, and/or summer school

2nd grade: Step 1: • Develop a PMP at Tier 3 for students who were promoted through the MTSS Process or who were retained • Continue PMP interventions for students who were receiving Tier 2 and Tier 3 interventions the previous year • Administer FAST Reading to all students • Administer iReady Reading to all students Identification of Tiered Instruction Using Screening Data/Notification of Deficiency Step 2: Tier 3: Students who scored both in the Red Zone on iReady Diagnostic 1 and the 10th Percentile on FAST Reading, retained students, or any other student of concern • Initiate a PMP • The parent will receive written notification of deficiency and a copy of the Read at Home Plan and NWRI Information • Provide multi-sensory intervention using a blended model of instruction o Frequency: individualized interventions are provided at an increased frequency from the Tier 2 interventions, routinely 45 days per week o Number of minutes per intervention session: interventions are provided in increments of approximately 20-30 minutes

to reflect an increase in duration from the Tier 2 interventions, as indicated in the individualized progress monitoring plan • Tier 2 Interventions will also be provided o Frequency: individualized interventions are provided at a frequency of approximately 2-3 days per week o Number of minutes per intervention session: interventions are provided in increments of approximately 15-20 minutes as indicated in the individualized progress monitoring plan Tier 2: Students who scored the 30th Percentile and below on both iReady Diagnostic 1 and FAST Progress Monitoring 1, with MTSS Committee recommendation • Initiate a PMP • The parent will receive written notification of deficiency • Tier 2 Interventions will be provided o Frequency: individualized interventions are provided at a frequency of approximately 2-3 days per week o Number of minutes per intervention session: interventions are provided in increments of approximately 15-20 minutes as indicated in the individualized progress monitoring plan Tier 1: Students who scored the 31st Percentile and above on both iReady Diagnostic 1 and FAST Progress Monitoring 1 with teacher discretion • No PMP required • Student receives Core Instruction to include differentiated small group instruction End of First Quarter Step 3: • Develop, continue, or modify a PMP (Reading), as needed. • The parent will receive written notification of deficiency if a PMP is initiated • For ESE students, coordinate with ESE teacher (i.e., IEP review) Progress Monitor (FAST and iReady Diagnostic 2) Step 4: • Administer FAST Reading to all students • Administer iReady Reading to all students • If retention is a possibility, provide written notification to parents specifying reading deficiency Identification, Modification, or Continuation of Tiered Instruction Using Progress Monitoring Data/Notification of Deficiency Step 5: Tier 3 Progress Monitoring- Continue PMP Performance Criteria that would prompt changes to Tier 3 Interventions: • Student remaining on Red Level on iReady Placement Chart or • Student is not making typical growth towards grade level proficiency or • Student iReady percentile is not increasing Performance Criteria to remove Tier 3 and continue Tier 2 Interventions in addition to Tier 1 instruction: • Student has experienced a growth in placement: iReady scores increase to the yellow level (one year below) or • Student is showing approximately 50% towards making stretch growth towards grade level proficiency on the iReady Diagnostic Growth Report Assessment & Frequency • Movement between Tiers is based on student data using progress monitoring tools designated by the MTSS manual and school teams. Tier 2 Progress Monitoring- Initiate/Continue PMP Performance Criteria to discontinue Tier 2 Intervention: • Student has experienced a growth in placement: iReady scores increase to grade level performance on the Reading Placement Chart (23rd Percentile and above) Performance Criteria indicating initiating or continuation of Tier 2 interventions in addition to Tier 1 instruction: • Student placed one year below the current grade on the Overall Reading Placement Chart (22nd percentile or below) with teacher recommendation • Initiate a PMP for students who have moved to Tier 2 instruction based on monitoring data. The parent will receive written notification of deficiency. Performance Criteria that would prompt addition of Tier 3 interventions • Student placed one or more years below on the iReady Overall Placement Chart (red) or • Student is not experiencing expected grade level growth towards Stretch Growth on the Diagnostic Growth Report Assessment & Frequency • Tier 2 intervention should be started as soon as a deficiency is suspected.   • Movement between Tiers is based on student data using progress monitoring tools designated by the MTSS manual and school teams. Progress Monitoring (FAST and iReady Diagnostic 3) Step 6: • Administer FAST Reading and FAST Math to all students • Administer the iReady Reading and iReady Math to all Tier 3 students or any student of concern • Develop, continue or modify a PMP (Reading), as needed. Criteria for Retention Including All ESE Students Step 7: • Both criteria must be in place for a student to be considered for retention: o Grade of F in "ELA" for the year o A student who scores a 10th Percentile or below on both the iReady ELA Diagnostic 3 and FAST Progress Monitoring 3 • Student should be referred to Summer Intensive Studies • Students who meet this criteria are referred to the school's MTSS Committee/IEP/ESOL team where a final determination regarding retention will be made. • For those students being promoted, the Principal, teacher(s), and parent/guardian may collaborate to develop a customized 1-year education plan for the student which may include, but is not limited to supplemental educational support, services, interventions, and/or summer school

3rd grade: Step 1: • Develop a PMP at Tier 3 for students who were promoted through the MTSS Process or who were retained • Continue PMP interventions for students who were receiving Tier 2 and Tier 3 interventions the previous year • Administer FAST Reading to all students • Administer iReady Reading to all students Identification of Tiered Instruction Using Screening Data/Notification of Deficiency Step 2: Tier 3: Students who scored: • FAST PM 1: Level 1 AND • I-Ready Diagnostic 1: 3+ Grade Levels Below • Retained students • MTSS Promoted students OR • Any other student of concern not meeting the above criteria • Initiate a PMP • The parent will receive written notification of deficiency and a copy of the Read at Home Plan and NWRI information • As soon as a student in Grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first, the MTSS Committee will require collecting evidence for a portfolio. • Provide multi-sensory intervention using a blended model of instruction (Tier 3 Instruction: UFLI for a deficiency in phonics and/or phonemic awareness) o Frequency: individualized interventions are provided at an increased frequency from the Tier 2 interventions, routinely 4-5 days per week o Number of minutes per intervention session: interventions are provided in increments of approximately 20-30 minutes to reflect an increase in duration from the Tier 2 interventions, as indicated in the individualized progress monitoring plan • Tier 2 Interventions will also be provided o Frequency: individualized interventions are provided at a frequency of approximately 2-3 days per week o Number of minutes per intervention session: interventions are provided in increments of approximately 15-20 minutes as indicated in the individualized progress monitoring plan   Tier 2: Students who scored: • FAST PM 1: Level 1 or Level 2 AND • I-Ready Diagnostic 1: 2 Grade Levels Below OR • I-Ready Diagnostic 1: One Grade Level Below with Teacher Recommendation • Initiate a PMP • The parent will receive written notification of deficiency • As soon as a student in Grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first, the MTSS Committee will require collecting evidence for a portfolio. • Tier 2 Interventions will be provided o Frequency: individualized interventions are provided at a frequency of approximately 2-3 days per week o Number of minutes per intervention session: interventions are provided in increments of approximately 15-20 minutes as indicated in the individualized progress monitoring plan   Tier 1: Students who scored: • FAST PM 1: Level 3 and above AND • I-Ready Diagnostic 1: One Grade Level Below OR • I-Ready Diagnostic 1: Early On Grade Level or above • No PMP required • Student receives Core Instruction to include differentiated small group instruction End of First Quarter Step 3: • Develop, continue, or modify a PMP (Reading), as needed. • The parent will receive written notification of deficiency if a PMP is initiated • For ESE students, coordinate with ESE teacher (i.e., IEP review) Progress Monitor (FAST and iReady Diagnostic 2) Step 4: • Administer FAST Reading to all students • Administer iReady Reading to all students • If retention is a possibility, provide written notification to parents specifying reading deficiency Identification, Modification, or Continuation of Tiered Instruction Using Progress Monitoring Data/Notification of Deficiency Step 5: Tier 3 Progress Monitoring- Continue PMP Performance Criteria that would prompt changes to Tier 3 Interventions: • Student remaining 3 Grade Levels or Below on iReady Placement Chart Performance Criteria to remove Tier 3 and continue Tier 2 Interventions in addition to Tier 1 instruction: • Student has experienced a growth in placement: iReady scores increase to the 2 Grade Levels or Below Assessment & Frequency • Movement between Tiers is based on student data using progress monitoring tools designated by the MTSS manual and school teams. Tier 2 Progress Monitoring- Initiate/Continue PMP Performance Criteria to discontinue Tier 2 Intervention: • Student has experienced a growth in placement: iReady scores increase to grade level performance on the Reading Placement Chart Performance Criteria indicating initiating or continuation of Tier 2 interventions in addition to Tier 1 instruction: • Student placed 2 Grade Levels Below on the Overall Reading Placement Chart with teacher recommendation or • Initiate a PMP for students who have moved to Tier 2 instruction based on monitoring data. The parent will receive written notification of deficiency. Performance Criteria that would prompt addition of Tier 3 interventions • Student placed 3+ Grade Levels Below on the iReady Overall Placement Chart Assessment & Frequency • Tier 2 intervention should be started as soon as a deficiency is suspected.   • Movement between Tiers is based on student data using progress monitoring tools designated by the MTSS manual and school teams. Progress Monitoring (FAST and iReady Diagnostic 3) Step 6: • Administer FAST Reading to all students • Administer the iReady Reading to all Tier 3 students or any

student of concern • Develop, continue or modify a PMP (Reading), as needed. Criteria for Retention Including All ESE Students Step 7: • Grade 3: The following criteria must be in place for a 3rd grade student to be retained. If the criteria is met, move to Steps 8 and 9: o Level 1 on FAST ELA (F.S. 1008.25(5)(b)

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

The district's process for identifying grades K-3 students in need of Tier 2/Tier 3 interventions is outlined in the Pupil Progression Plan (PPP), CERP Decision Trees, and the district MTSS Manual.

4th and 5th grade: Step 1: • Develop a PMP at Tier 3 for students who were promoted through the MTSS Process or who were retained • Continue PMP interventions for students who were receiving Tier 2 and Tier 3 interventions the previous year • Administer FAST Reading to all students • Administer iReady Reading to all students Identification of Tiered Instruction Using Screening Data/Notification of Deficiency Step 2: Tier 3: Students who scored: • FAST PM 1: Level 1 AND • I-Ready Diagnostic 1: 3+ Grade Levels Below • Retained students • MTSS Promoted students OR • Any other student of concern not meeting the above criteria • Initiate a PMP • The parent will receive written notification of deficiency and a copy of the Read at Home Plan and NWRI information • As soon as a student in Grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first, the MTSS Committee will require collecting evidence for a portfolio. • Provide multi-sensory intervention using a blended model of instruction (Tier 3 Instruction: UFLI for a deficiency in phonics and/or phonemic awareness) o Frequency: individualized interventions are provided at an increased frequency from the Tier 2 interventions, routinely 4-5 days per week o Number of minutes per intervention session: interventions are provided in increments of approximately 20-30 minutes to reflect an increase in duration from the Tier 2 interventions, as indicated in the individualized progress monitoring plan • Tier 2 Interventions will also be provided o Frequency: individualized interventions are provided at a frequency of approximately 2-3 days per week o Number of minutes per intervention session: interventions are provided in increments of approximately 15-20 minutes as indicated in the individualized progress monitoring plan   Tier 2: Students who scored: • FAST PM 1: Level 1 or Level 2 AND • I-Ready Diagnostic 1: 2 Grade Levels Below OR • I-Ready Diagnostic 1: One Grade Level Below with Teacher Recommendation • Initiate a PMP • The parent will receive written notification of deficiency • As soon as a student in Grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first, the MTSS Committee will require collecting evidence for a portfolio. • Tier 2 Interventions will be provided o Frequency: individualized interventions are provided at a frequency of approximately 2-3 days per week o Number of minutes per intervention session: interventions are provided in increments of approximately 15-20 minutes as indicated in the individualized progress monitoring plan   Tier 1: Students who scored: • FAST PM 1: Level 3 and above AND • I-Ready Diagnostic 1: One Grade Level Below OR • I-Ready Diagnostic 1: Early On Grade Level or above • No PMP required • Student receives Core Instruction to include differentiated small group instruction End of First Quarter Step 3: • Develop, continue, or modify a PMP (Reading), as needed. • The parent will receive written notification of deficiency if a PMP is initiated • For ESE students, coordinate with ESE teacher (i.e., IEP review) Progress Monitor (FAST and iReady Diagnostic 2) Step 4: • Administer FAST Reading to all students • Administer iReady Reading to all students • If retention is a possibility, provide written notification to parents specifying reading deficiency Identification, Modification, or Continuation of Tiered Instruction Using Progress Monitoring Data/Notification of Deficiency Step 5: Tier 3 Progress Monitoring- Continue PMP Performance Criteria that would prompt changes to Tier 3 Interventions: • Student remaining 3 Grade Levels or Below on iReady Placement Chart Performance Criteria to remove Tier 3 and continue Tier 2 Interventions in addition to Tier 1 instruction: • Student has experienced a growth in placement: iReady scores increase to the 2 Grade Levels or Below Assessment & Frequency • Movement between Tiers is based on student data using progress monitoring tools designated by the MTSS manual and school teams. Tier 2 Progress Monitoring- Initiate/Continue PMP Performance Criteria to discontinue Tier 2 Intervention: • Student has experienced a growth in placement: iReady scores increase to grade level performance on the Reading Placement Chart

16

Performance Criteria indicating initiating or continuation of Tier 2 interventions in addition to Tier 1 instruction: • Student placed 2 Grade Levels Below on the Overall Reading Placement Chart with teacher recommendation or • Initiate a PMP for students who have moved to Tier 2 instruction based on monitoring data. The parent will receive written notification of deficiency. Performance Criteria that would prompt addition of Tier 3 interventions • Student placed 3+ Grade Levels Below on the iReady Overall Placement Chart Assessment & Frequency • Tier 2 intervention should be started as soon as a deficiency is suspected.   • Movement between Tiers is based on student data using progress monitoring tools designated by the MTSS manual and school teams. Progress Monitoring (FAST and iReady Diagnostic 3) Step 6: • Administer FAST Reading to all students • Administer the iReady Reading to all Tier 3 students or any student of concern • Develop, continue or modify a PMP (Reading), as needed. Criteria for Retention Including All ESE Students Step 7: • Grade 3: The following criteria must be in place for a 3rd grade student to be retained. If the criteria is met, move to Steps 8 and 9: o Level 1 on FAST ELA (F.S. 1008.25(5)(b))

3. **Students with Characteristics of Dyslexia (Rule 6A-6.053(7), F.A.C.)**
   Students who have characteristics of dyslexia must be covered by one of the plans described in s. 1008.25(4)(b), F.S., and parents must be consulted in the development of the plan.

3a. If not included within the Decision Tree, describe the district's process (i.e., actionable steps) for identifying grades K-3 students with characteristics of dyslexia. Tier 3 interventions must be provided to students identified as having characteristics of dyslexia.

All students in kindergarten through grade 3 will take the FAST Reading within 30 school days. Schools also administer iReady Reading to all students. Students who exhibit a substantial deficiency in reading based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments; or teacher observations must be provided intensive, explicit, systematic, and multisensory reading interventions immediately following the identification of the reading deficiency.
Deficiency is determined in accordance to 6A-6.053, F.A.C., students in grades K-3 are identified with a substantial deficiency in reading and in need of Tier 3 interventions when they have been previously retained or below the 10th percentile or level 1 in kindergarten - grade 2 and the 20th percentile or level 1 in grade 3

3b. Describe the district's process for providing additional screening to students with characteristics of dyslexia pursuant to s. 1008.25(9), F.S. Name the screener(s) utilized.

Students are initially screened through state- and district-approved universal screeners, such as i-Ready Diagnostic, DIBELS 8th Edition, or FAST Progress Monitoring (PM1, PM2, PM3).

When students are identified as having characteristics of dyslexia (e.g., deficits in phonological processing, decoding, or rapid naming), they are referred to the school's Multi-Tiered System of Supports (MTSS) team. The MTSS team reviews data from universal screeners, classroom performance, and progress monitoring to determine the need for additional screenings. Okaloosa County utilizes the Kaufman Test of Educational Achievement, Third Edition (KTEA-3) or the Woodcock-Johnson IV Tests of Achievement (WJ-IV) to guide interventions and potentially play a role in determining eligibility for a Specific Learning Disability (SLD) under IDEA.
This process ensures early identification, timely intervention, and appropriate support for students with dyslexia-related characteristics, aligning with state statutes and best practices in reading intervention.

4. **Explain how the effectiveness of Tier 1 instruction is monitored.**

School Level:
- Reading Walkthroughs
- Grade level Data Chats

- Teacher Data Chats
- Student Grades
- Professional Learning Community (PLCs)
- Literacy Leadership Team (LLT)
- MTSS Team

District Level:
- School Visits
- School-based Data Chats
- Student Grades
- Literacy Leadership Teams (LLT)

5. Explain how the effectiveness of Tier 2 interventions is monitored.

- Individual student's Progress Monitoring Plan (PMP)
- MTSS Committee Meetings
- Professional Learning Community (PLCs)
- Data Chats
- Coaching cycles
- Literacy Leadership Committee (LLT)

6. Explain how the effectiveness of Tier 3 interventions is monitored.

- Individual student's Progress Monitoring Plan (PMP)
- MTSS Committee Meetings
- Professional Learning Community (PLCs)
- Data Chats
- Literacy Leadership Committee (LLT)

Grades K-5 Decision Tree
Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.
Tier 1 (Core) Only
Beginning of Year Data
Students must meet the following criteria at the beginning of the school year: Students who scored the 31st Percentile and above on both iReady Diagnostic 1 and FAST Progress Monitoring 1 with teacher discretion
List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students. Student success with Benchmark Advance Unit Assessments is the criterion that indicates is Tier 1 is sufficient for at least 80% of students. If Tier 1 is sufficient, at least 80% of students should earn a C or better on the assessment.
What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? School Level: • Literacy Leadership Teams (LLT) • Professional Learning Community (PLCs) • Grade Level/Individual Teacher Data Chats

District Level:
- Principal Meetings (monthly)
- School Visits
- School-based Data Chats

Core Instruction Indicate the core curriculum utilized. Add additional rows as needed.	
Name of Program	**Year of Program Adoption**
Benchmark Advance	2021

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:
- Students demonstrate lack of proficiency on weekly/unit assessments as measured by averaged grades of 60 and below at the end of the 9 weeks or sooner as teacher identifies pattern of grades below the 60th %.
- Consideration of other student data as appropriate, with teacher recommendation

Tier 1 Instruction + Tier 2 Interventions
Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:
Students who scored the 30th Percentile and below on both iReady Diagnostic 1 and FAST Progress Monitoring 1, with MTSS Committee recommendation

Number of times per week interventions are provided:
- Individualized interventions are provided at a frequency of approximately 2-3 days per week

Number of minutes per intervention session:
- Interventions are provided in increments of approximately 15-20 minutes as indicated in the individualized progress monitoring plan

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

Name of Program	ESSA Evidence Level	Verbiage (as needed)
UFLI		UFLI does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation(s) - Develop awareness of the segments of sounds in speech and how they link to letters. (Tier 1- Strong) - Teach students to decode words, analyze word parts, and write and recognize words. (Tier 1- Strong) - Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. (Tier 2- Moderate)

		These recommendations were built into the program by the explicit, systematic structure of daily instruction. The district will support and monitor implementation of this program by school visits, OCSD UFLI PLC with teacher representatives, ongoing professional learning, OCSD ELA website to include resources, on demand professional learning modules, and instructional coaching
Benchmark Phonics Intervention		Benchmark Phonics Intervention does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation(s) • Develop awareness of the segments of sounds in speech and how they link to letters. (Tier 1- Strong) • Teach students to decode words, analyze word parts, and write and recognize words. (Tier 1- Strong) • Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. (Tier 2- Moderate) These recommendations were built into the program by the explicit, systematic structure of daily instruction. The district will support and monitor implementation of this program by school visits, and instructional coaching
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Orton-Gillingham		Orton-Gillingham does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade* • Develop awareness of the segments of sounds in speech and how they link to letters (*Strong evidence*) • Teach students to decode words, analyze word parts, and write and recognize words (*Strong evidence*)

		• Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (*Strong evidence*) • Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge (*Minimal evidence*) *Improving Reading Comprehension in Kindergarten Through 3rd Grade* • Teach students how to use comprehension strategies (*Strong evidence*) • Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content (*Moderate evidence*) • Guide students through focused, high-quality discussion on the meaning of text (*Moderate evidence*) • Select texts purposefully to support comprehension development (*Moderate evidence*) • Establish an engaging and motivating context in which to teach reading comprehension (*Moderate evidence*). These recommendations were built into the program by embedding explicit, systematic instruction in phonological awareness, phonics, word analysis, and encoding, delivered through multisensory methods that connect auditory, visual, and kinesthetic-tactile modalities. Orton-Gillingham lessons are cumulative and diagnostic, meaning students master each skill before moving on, and instruction is continuously adapted based on student performance. The approach includes daily structured practice with connected text, supports vocabulary and comprehension development through scaffolded discussions and text-based tasks, and introduces text structure and strategy instruction as students advance. The district will support and monitor implementation of this program by ensuring

		all K–5 interventionists and reading teachers receive specialized training in the Orton-Gillingham approach; establishing regular classroom observations and fidelity checks by reading coaches; using universal screeners and progress monitoring tools to group students and adjust pacing; and providing professional learning opportunities including an initial certification course or structured literacy training, monthly PLCs focused on planning and analyzing student data, and ongoing coaching cycles in which instructional leaders model lessons, co-teach, and provide feedback aligned to the WWC-supported recommendations embedded in Orton-Gillingham instruction.
Benchmark Advance	Strong	

English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Benchmark Advance		Benchmark Advance does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide recommendations support the program: WWC Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade (Additional guidance aligns with Improving Reading Comprehension in Kindergarten Through 3rd Grade) Recommendations and Levels of Evidence: • Teach students academic language skills, including inferential and narrative language, and vocabulary knowledge. — Minimal evidence • Develop awareness of the segments of sounds in speech and how they link to letters. — Strong evidence • Teach students to decode words, analyze word parts, and write and recognize words. — Strong evidence • Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. — Moderate evidence

		These recommendations are reflected in the design of Benchmark Advance, which incorporates explicit and systematic phonics instruction, decoding and word analysis strategies, and daily opportunities for connected text reading to build fluency and comprehension. The program embeds academic vocabulary and language-rich instruction throughout its lessons, providing scaffolds and differentiation to meet diverse student needs. Its structured sequence supports foundational reading skills that lead to comprehension and higher-level literacy outcomes. The district will support and monitor implementation of Benchmark Advance by: • Defining clear outcomes aligned with grade-level reading benchmarks and foundational literacy growth. • Providing professional learning opportunities for educators, including training on phonemic awareness, decoding instruction, vocabulary development, and using assessment data to guide instruction. • Engaging stakeholders, including teachers, instructional coaches, and families, to promote shared understanding of literacy goals and student progress. • Clarifying roles and responsibilities among administrators, coaches, and teachers to ensure consistent and accountable implementation. • Utilizing technology for progress monitoring, student data collection, and reporting to streamline feedback and instructional planning. • Establishing a continuous feedback loop to review fidelity of implementation, monitor progress, and make data-informed instructional adjustments. • Analyzing and sharing results with stakeholders to guide reflection and planning, ensuring continuous

		improvement and sustained literacy growth.
Sheltered Instruction Observation Protocol		The SIOP Model does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide recommendations support the program: WWC Practice Guide: *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School* Recommendations and Levels of Evidence: • Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities. — *Strong evidence* • Integrate oral and written English-language instruction into content-area teaching. — *Strong evidence* • Provide regular, structured opportunities to develop written language skills. — *Minimal evidence* • Provide small-group instructional intervention to students struggling in areas of literacy and English-language development. — *Moderate evidence* These recommendations are embedded in the design of the SIOP Model, which provides a research-based framework for planning, delivering, and reflecting instruction that integrates content and language objectives. SIOP lessons are structured around eight components: lesson preparation, building background, comprehensible input, strategies, interaction, practice/application, lesson delivery, and review/assessment. This design supports both academic language acquisition and content mastery by ensuring lessons are accessible, engaging, and linguistically rich for English learners. The district will support and monitor implementation of SIOP by:

		• Defining clear outcomes tied to improvements in teacher instructional practices, student language proficiency growth, and academic achievement.
		• Providing professional learning opportunities through workshops, coaching cycles, and peer observations focused on the eight SIOP components and their classroom application.
		• Engaging stakeholders, including administrators, instructional coaches, and teachers, to promote collaborative implementation and shared accountability.
		• Clarifying roles and responsibilities by designating SIOP-trained coaches and administrators to provide modeling, feedback, and fidelity checks.
		• Leveraging technology for lesson planning, observation documentation, and data collection on instructional effectiveness.
		• Establishing a continuous feedback loop that includes walkthrough observations, teacher self-assessments, and reflective discussions to guide ongoing refinement.
		• Analyzing and sharing results with teachers and administrators to celebrate progress, identify areas for growth, and develop targeted action plans for sustained improvement in sheltered instruction and English learner outcomes.
Benchmark Hello Acquisition Program grades 3-5		The program Benchmark Hello! does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide recommendations support the program: WWC Practice Guide: *Teaching Academic*

		Content and Literacy to English Learners in Elementary and Middle School
		Recommendations and Levels of Evidence:
		- Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities. — *Strong evidence* - Integrate oral and written English-language instruction into content-area teaching. — *Strong evidence* - Provide regular, structured opportunities to develop written language skills. — *Minimal evidence* - Provide small-group instructional intervention to students struggling in areas of literacy and English-language development. — *Moderate evidence*
		These recommendations are built into the design of Benchmark Hello! through its structure: the program offers weekly units focused on oral language and vocabulary for newcomer students, lessons that connect to students' prior language and culture, scaffolded teaching of both spoken and written English in context, structured routines and peer interactions, and assessments to monitor progress. The materials also include resources for social-emotional learning and home-school connections to support newly arrived learners.
		The district will support and monitor implementation of Benchmark Hello! by:
		- Defining clear outcomes aligned with newcomer students' language proficiency growth and academic integration. - Providing professional learning opportunities for educators, including workshops on newcomer language development strategies, implementation of the Benchmark Hello! curriculum, differentiation for multilingual learners, and using the program's assessment data.

		• Engaging stakeholders (teachers, instructional coaches, students, parents/families) in goal setting, progress tracking, and communication of expectations and support. • Clarifying roles and responsibilities, assigning instructional coaches or EL specialists to support fidelity of implementation, defining teacher responsibilities, administrator oversight, and data-monitoring leads. • Utilizing technology (digital resources included in Benchmark Hello! online assessments, student tracking dashboards) to streamline data collection, monitor student progress, and adjust instruction. • Establishing a feedback loop: regular check-ins, lesson observations, teacher reflections, and program-usage reviews. • Analyzing and sharing results with stakeholders: review assessment data, usage reports, student growth, then determine next-step action plans (e.g., additional supports, targeted professional learning, adjustment of grouping or pacing) based on findings to ensure continuous improvement of implementation and student outcomes.
Benchmark Express		• Benchmark Express does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: These recommendation(s): • Explicit and Systematic Foundational Skills Instruction • Regular Practice with Complex Text • Building Knowledge and Vocabulary • Teacher Modeling and Guided Practice

		• Monitoring Student Progress These recommendations were built in by implementing several evidence-based practices, particularly in English Language Development (ELD). The district will support and monitor the implementation of this program. The implementation plan emphasizes clear goals, continuous professional learning, and active stakeholder engagement to ensure coherence and accountability. Roles and responsibilities are clearly defined, and technology is leveraged to enhance efficiency, track progress, and support instructional alignment. Ongoing monitoring is achieved through a structured feedback loop, consistent data collection, and trained monitors who ensure reliability. Results are analyzed and shared transparently with stakeholders, leading to informed action plans that refine strategies, strengthen implementation, and sustain continuous improvement. for professional learning for professional learning.
Ellevation Strategies (ES)		The program Ellevation does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide recommendations support the program: WWC Practice Guide: *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School* Recommendations and Levels of Evidence: • Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities. — *Strong evidence* • Integrate oral and written English language instruction into content-area teaching. — *Strong evidence* • Provide regular, structured opportunities to develop written language skills. — *Minimal evidence* • Provide small-group instructional intervention to students struggling in areas of literacy and English-

		language development. — *Moderate evidence*

These recommendations are reflected in the design of Ellevation, which integrates academic language development, targeted vocabulary practice, scaffolded oral and written language instruction, and small-group intervention support. The platform's data tools allow teachers to monitor student progress, align instruction with WIDA standards, and implement strategies that promote content and language growth simultaneously.

The district will support and monitor implementation of Ellevation by:

- Defining clear outcomes aligned with WIDA proficiency goals and student academic growth.
- Providing professional learning opportunities for educators, including workshops on leveraging Ellevation reports, embedding language objectives in content instruction, and using data to differentiate learning.
- Engaging stakeholders, including teachers, students, and parents, through goal setting and progress of communication.
- Clarifying roles and responsibilities to ensure accountability among administrators, instructional coaches, and teachers.
- Utilizing technology to streamline data collection and progress monitoring through Ellevation dashboards. Establishing a continuous feedback loop for data review, fidelity checks, and instructional adjustments.
- Analyzing and sharing results with stakeholders to inform decision-making and determine the next steps for instructional support and professional learning. |

Summit K12 Connect to Literacy (C2L)		The program Summit K12 does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide recommendations support the program: WWC Practice Guide: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Recommendations and Levels of Evidence: • Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities. — Strong evidence • Integrate oral and written English-language instruction into content-area teaching. — Strong evidence • Provide regular, structured opportunities to develop written language skills. — Minimal evidence • Provide small-group instructional intervention to students struggling in areas of literacy and English-language development. — Moderate evidence These recommendations are embedded in the design of Summit K12, which provides explicit academic vocabulary instruction, scaffolded oral and written language development, and integrated listening, speaking, reading, and writing practice across content areas. The program aligns directly with WIDA English Language Development Standards, offering differentiated lessons and adaptive activities that address students' individual proficiency levels. Its built-in assessments and data dashboards allow educators to monitor progress, identify gaps, and personalize instruction for English learners at all stages of acquisition. The district will support and monitor implementation of Summit K12 by: • Defining clear outcomes aligned with WIDA proficiency goals and student growth in English language development. • Providing professional learning opportunities for educators using

		Summit K12 effectively to integrate language and content instruction, analyze student data, and apply instructional strategies for multilingual learners. • Engaging stakeholders, including teachers, administrators, students, and parents, to promote shared accountability and understanding of language proficiency targets. • Clarifying roles and responsibilities for administrators, instructional coaches, and teachers to ensure fidelity and consistency across schools. • Leveraging technology through Summit K12's dashboards and reports to streamline data collection, progress monitoring, and instructional planning. • Establishing a continuous feedback loop that includes regular data reviews, classroom observations, and teacher input to monitor fidelity of implementation. • Analyzing and sharing results with stakeholders to evaluate program impact and determine next steps, including targeted support or additional professional learning to strengthen implementation and student outcomes.

For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided.

Multisensory interventions will be provided using a blended model of instruction. Multisensory interventions include text marking with student talk, see it/say it, idea mapping, word building, use of textures, air writing, tapping out sounds, say it/write it, read it//build it/write it.

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:
• Consistent scores below student's goal on Tier 2 progress monitoring assessments
• Consider other student data as appropriate

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

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:
Students who scored the 10TH Percentile or below on both iReady Diagnostic 1 and FAST Progress Monitoring 1, retained students, or any other student of concern 6A-6.053, F.A.C., students in grades K-3 are identified with a substantial deficiency in reading and in need of Tier 3 interventions when they have been previously retained or below the 10th percentile or level 1 in kindergarten - grade 2 and the 20th percentile or level 1 in grade 3

Number of times per week interventions are provided:
- Individualized interventions are provided at an increased frequency from the Tier 2 interventions, routinely 4-5 days per week

Number of minutes per intervention session:
- Interventions are provided in increments of approximately 20-30 minutes to reflect an increase in duration from the Tier 2 interventions as indicated in the individualized progress monitoring plan

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

Name of Program	ESSA Evidence Level	Verbiage (as needed)
UFLI		UFLI does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation(s) • Develop awareness of the segments of sounds in speech and how they link to letters. (Tier 1- Strong) • Teach students to decode words, analyze word parts, and write and recognize words. (Tier 1- Strong) • Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. (Tier 2- Moderate) These recommendations were built into the program by the explicit, systematic structure of daily instruction. The district will support and monitor implementation of this program by school visits, OCSD UFLI PLC with teacher representatives, ongoing professional learning, OCSD ELA website to include resources, on demand professional learning modules, and instructional coaching.
Benchmark Advance Intervention Kit		Benchmark Phonics Intervention does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation(s) • Develop awareness of the segments of sounds in speech and how they link to letters. (Tier 1- Strong)

		• Teach students to decode words, analyze word parts, and write and recognize words. (Tier 1- Strong) • Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. (Tier 2- Moderate) These recommendations were built into the program by the explicit, systematic structure of daily instruction. The district will support and monitor implementation of this program through school visits and instructional coaching
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Orton-Gillingham		Orton-Gillingham does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade* • Develop awareness of the segments of sounds in speech and how they link to letters (*Strong evidence*) • Teach students to decode words, analyze word parts, and write and recognize words (*Strong evidence*) • Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (*Strong evidence*) • Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge (*Minimal evidence*) *Improving Reading Comprehension in Kindergarten Through 3rd Grade* • Teach students how to use comprehension strategies (*Strong evidence*) • Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content (*Moderate evidence*)

		• Guide students through focused, high-quality discussion on the meaning of text (*Moderate evidence*) • Select texts purposefully to support comprehension development (*Moderate evidence*) • Establish an engaging and motivating context in which to teach reading comprehension (*Moderate evidence*). These recommendations were built into the program by embedding explicit, systematic instruction in phonological awareness, phonics, word analysis, and encoding, delivered through multisensory methods that connect auditory, visual, and kinesthetic-tactile modalities. Orton-Gillingham lessons are cumulative and diagnostic, meaning students master each skill before moving on, and instruction is continuously adapted based on student performance. The approach includes daily structured practice with connected text, supports vocabulary and comprehension development through scaffolded discussions and text-based tasks, and introduces text structure and strategy instruction as students advance. The district will support and monitor implementation of this program by ensuring all K–5 interventionists and reading teachers receive specialized training in the Orton-Gillingham approach; establishing regular classroom observations and fidelity checks by reading coaches; using universal screeners and progress monitoring tools to group students and adjust pacing; and providing professional learning opportunities including an initial certification course or structured literacy training, monthly PLCs focused on planning and analyzing student data, and ongoing coaching cycles in which instructional leaders model lessons, co-teach, and provide feedback aligned to the WWC-supported recommendations embedded in Orton-Gillingham instruction.

English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Sheltered Instruction Observation Protocol (SIOP)		The SIOP Model does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide recommendations support the program: WWC Practice Guide: *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School* Recommendations and Levels of Evidence: • Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities. — *Strong evidence* • Integrate oral and written English-language instruction into content-area teaching. — *Strong evidence* • Provide regular, structured opportunities to develop written language skills. — *Minimal evidence* • Provide small-group instructional intervention to students struggling in areas of literacy and English-language development. — *Moderate evidence* These recommendations are embedded in the design of the SIOP Model, which provides a research-based framework for planning, delivering, and reflecting instruction that integrates content and language objectives. SIOP lessons are structured around eight components: lesson preparation, building background, comprehensible input, strategies, interaction, practice/application, lesson delivery, and review/assessment. This design supports both academic language acquisition and content mastery by ensuring lessons are accessible, engaging, and linguistically rich for English learners. The district will support and monitor implementation of SIOP by: • Defining clear outcomes tied to improvements in teacher

		instructional practices, student language proficiency growth, and academic achievement.
		• Providing professional learning opportunities through workshops, coaching cycles, and peer observations focused on the eight SIOP components and their classroom application.
		• Engaging stakeholders, including administrators, instructional coaches, and teachers, to promote collaborative implementation and shared accountability.
		• Clarifying roles and responsibilities by designating SIOP-trained coaches and administrators to provide modeling, feedback, and fidelity checks.
		• Leveraging technology for lesson planning, observation documentation, and data collection on instructional effectiveness.
		• Establishing a continuous feedback loop that includes walkthrough observations, teacher self-assessments, and reflective discussions to guide ongoing refinement.
		Analyzing and sharing results with teachers and administrators to celebrate progress, identify areas for growth, and develop targeted action plans for sustained improvement in sheltered instruction and English learner outcomes.
Ellevation and other Instructional strategies as deemed appropriate by the ELL Committee/MTSS Team		The program Ellevation does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide recommendations support the program: WWC Practice Guide: *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School* Recommendations and Levels of Evidence: • Teach a set of academic vocabulary words intensively across several

		days using a variety of instructional activities. — *Strong evidence* • Integrate oral and written English language instruction into content-area teaching. — *Strong evidence* • Provide regular, structured opportunities to develop written language skills. — *Minimal evidence* • Provide small-group instructional intervention to students struggling in areas of literacy and English-language development. — *Moderate evidence* These recommendations are reflected in the design of Ellevation, which integrates academic language development, targeted vocabulary practice, scaffolded oral and written language instruction, and small-group intervention support. The platform's data tools allow teachers to monitor student progress, align instruction with WIDA standards, and implement strategies that promote content and language growth simultaneously. The district will support and monitor implementation of Ellevation by: • Defining clear outcomes aligned with WIDA proficiency goals and student academic growth. • Providing professional learning opportunities for educators, including workshops on leveraging Ellevation reports, embedding language objectives in content instruction, and using data to differentiate learning. • Engaging stakeholders, including teachers, students, and parents, through goal setting and progress of communication. • Clarifying roles and responsibilities to ensure accountability among administrators, instructional coaches, and teachers. • Utilizing technology to streamline data collection and progress monitoring through Ellevation

		dashboards. Establishing a continuous feedback loop for data review, fidelity checks, and instructional adjustments. • Analyzing and sharing results with stakeholders to inform decision-making and determine the next steps for instructional support and professional learning.
Summit K-12 Connect to Literacy (C2L)		The program Summit K12 does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide recommendations support the program: WWC Practice Guide: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Recommendations and Levels of Evidence: • Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities. — Strong evidence • Integrate oral and written English-language instruction into content-area teaching. — Strong evidence • Provide regular, structured opportunities to develop written language skills. — Minimal evidence • Provide small-group instructional intervention to students struggling in areas of literacy and English-language development. — Moderate evidence These recommendations are embedded in the design of Summit K12, which provides explicit academic vocabulary instruction, scaffolded oral and written language development, and integrated listening, speaking, reading, and writing practice across content areas. The program aligns directly with WIDA English Language Development Standards, offering differentiated lessons and adaptive activities that address students' individual proficiency levels. Its built-in assessments and data dashboards allow educators to monitor progress, identify gaps, and personalize

		instruction for English learners at all stages of acquisition. The district will support and monitor implementation of Summit K12 by: • Defining clear outcomes aligned with WIDA proficiency goals and student growth in English language development. • Providing professional learning opportunities for educators using Summit K12 effectively to integrate language and content instruction, analyze student data, and apply instructional strategies for multilingual learners. • Engaging stakeholders, including teachers, administrators, students, and parents, to promote shared accountability and understanding of language proficiency targets. • Clarifying roles and responsibilities for administrators, instructional coaches, and teachers to ensure fidelity and consistency across schools. • Leveraging technology through Summit K12's dashboards and reports to streamline data collection, progress monitoring, and instructional planning. • Establishing a continuous feedback loop that includes regular data reviews, classroom observations, and teacher input to monitor fidelity of implementation. • Analyzing and sharing results with stakeholders to evaluate program impact and determine next steps, including targeted support or additional professional learning to strengthen implementation and student outcomes.
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided. Multisensory interventions will be provided using a blended model of instruction. Multisensory interventions include, but are not limited to, text marking with student talk, see it/say it, idea mapping, word building, use of textures, air writing, tapping out sounds, say it/write it, read it/build it/write it.		

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

School Level:
- Grade Level/Individual Teacher Data Chats
- MTSS Committee Meetings
- Professional Learning Community (PLCs)
- Literacy Leadership Committee (LLT)

District Level:
- School Counselor Meetings
- MTSS Representative Meetings
- School-based Data Chats
- Principal Meetings

7. **Summer Reading Camps (Rule 6A-6.053(8), F.A.C.)**
   Requirements of Summer Reading Camps pursuant to s. 1008.25(8), F.S., include:

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

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

Summer Reading Camps for Retained Grade 3 Students
Schedule:

Sample Schedule
7:45-8:00   Camp News - Attendance and Announcements
8:15-8:45   Opening Campfire – Community Building Activity
8:45-9:30   Read Aloud and Reading Power: Bringing Foundational Skills
9:30-9:40   Transition
9:40- 10:05 Bringing the Text to Life (extension activity)
10:05-10:15 Stretch Break and Transition
10:15-12:15 Bunk Time and Lunch and Recess

During Bunk Time students will engage in Independent and Partner Reading, as well as. working on their personalized path (no more than 45 minutes per week).
Teachers will be conferring with students about their books and conducting differentiated small group instruction using iReady Toolbox.

(11:00 -11:45): Lunch and recess will be scheduled during Bunk Time at the school level. Recess should be no more than 20 minutes a day.

12:15-12:30   Community Lit (Whole Group Community Literacy Activity) 12:30-12:45   Writing Power Activity (This activity can be incorporated into Bunk Time) 12:45-1:00   Closing Campfire (review and reflection)
Evidence-Based Instructional Materials to be used, as defined in <u>20 U.S.C. s. 7801(21)(A)(i)</u>: • i-Ready Online Instructional Path • Scholastic LitCamp • UFLI(Refer to verbiage above)
Alternative Assessment Used: • i-Ready Diagnostic • SAT-10 • FAST Summer Window

Additional Information (optional):
Scholastic LitCamp does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Reading Comprehension in Kindergarten Through 3rd Grade and Providing Reading Interventions for Students in Grades 4–9
Recommendation(s)
• Teach students how to use reading comprehension strategies. (Tier 3- Strong)
• Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content. (Tier 3- Moderate)
• Establish an engaging and motivating context in which to teach reading comprehension. (Tier 3- Moderate)
• Build students' decoding skills so they can read complex multisyllabic words (Tier 1- Strong)
• Provide purposeful fluency-building activities to help students read effortlessly (Tier 1- Strong)
• Routinely use a set of comprehension-building practices to help students make sense of the text
    o Part 3A. Build students' world and word knowledge so they can make sense of the text
    o Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read
    o Part 3C. Teach students a routine for determining the gist of a short section of text
    o Part 3D. Teach students to monitor their comprehension as they read (Tier 1- Strong)
These recommendations were built into the program by the explicit, systematic structure of daily instruction. The district will support and monitor implementation of this program by school visits, professional learning, and instructional coaching

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

Summer Reading Camps for Students in Grades K-5
Will the district implement this option? ☒Yes   ☐No
If yes, please describe the grade level(s) that will be invited to participate. Kindergarten, 1st, 2nd, 4th, 5th

Grades 6-8

8. Grades 6-8 Assessments

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

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

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades 6-8) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
Other District Assessment NWEA MAP	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Other District Assessment Read 180	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Student	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☒ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other

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

- Students who score Level 1 on FAST PM 3 will be placed in an Intensive Reading class.
- ELL students will be placed in an Intensive reading class based on WIDA ACCESS (2024 Administration) tier for language acquisition with support and accommodations as outlined in the student's ELL Plan.
- Additional data such as MTSS Committee recommendations, student grades in ELA course, and teacher recommendation may be considered for placement in Intensive Reading in addition to assessments mentioned above.
- Students that are maintaining a D or F in ELA classes will require Tier 2 intervention administered by the ELA classroom teacher, and by the Intensive Reading teacher if enrolled in Intensive Reading classes.
- Students that tested needing foundational support upon the administration of NWEA MAP shall be monitored based on individual, weekly performance to determine further Tier 3 needs.

10. Explain how the effectiveness of Tier 1 instruction is monitored.

School Level:
- Reading Walkthroughs
- Grade level Data Chats
- Teacher Data Chats
- Student Grades
- Professional Learning Community (PLCs) or Collaborative Teacher Teams
- Literacy Leadership Team (LLT)
- MTSS Team

District Level:
- School Visits
- School-based Data Chats
- Student Grades
- Literacy Leadership Team (LLT)

11. Explain how the effectiveness of Tier 2 interventions is monitored.

- Individual student's Progress Monitoring Plan (PMP)
- MTSS Committee Meetings
- Professional Learning Community (PLCs)
- Data Chats
- Coaching cycles
- Literacy Leadership Committee (LLT)

12. Explain how the effectiveness of Tier 3 interventions is monitored.

- Individual student's Progress Monitoring Plan (PMP)
- MTSS Committee Meetings
- Professional Learning Community (PLCs)
- Data Chats
- Literacy Leadership Committee (LLT)

Grades 6-8 Decision Tree
Tier 1 (Core) Only
Beginning of Year Data
Students must meet the following criteria at the beginning of the school year: All students that score at level 3 – 5 on the FAST PM3.
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.   The performance criteria is a score of 70% or higher on the Savvas myPerspectives Unit Test which are standard-aligned cold reads to be given quarterly.
What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?   School Level: • Literacy Leadership Teams (LLT)   • Professional Learning Community (PLCs)   • Grade Level/Individual Teacher Data Chats

District Level:
- Principal Meetings (monthly)
- School Visits
- School-based Data Chats

Core Instruction	
Indicate the core curriculum utilized. Add additional rows as needed.	
Name of Program	**Year of Program Adoption**
SAVVAS myPerspectives	2020

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:
Level 1 students as well as Level 2 students with the grade of a static D or F in English throughout the school year.

Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: • **Within Intensive Reading Classes:** Students that score at level 1 on the F.A.S.T. • **Embedded in English Classes:** Level 2 students with a D or an F in English.		
Number of times per week interventions are provided: • **Within Intensive Reading Classes:** 5 times per week. • **Within ELA Classes:** 3 times per week. **Number of minutes per intervention session:** • **Within Intensive Reading Classes:** 20 minutes. • **Within ELA Classes:** 20 minutes **Course(s) where interventions take place:** • **Within Intensive Reading (IR) Classes:** Level 1 students. • **Embedded in English Classes:** Level 2 students, infrequently Level 1 Students who are not in IR.		
Supplemental Instruction/Interventions		
Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
SAVVAS myPerspectives Remediation sheets.		Savvas myPerspectives does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: *Improving Adolescent Literacy: Effective Classroom and Intervention Practices* • Provide explicit vocabulary instruction through embedded activities and reteach practice sheets • Integrate reading and writing to emphasize key features of text, supporting comprehension through text-based responses • Guide students to analyze the structure of texts, helping them understand how authors organize ideas and use evidence

| | | These strategies are built into the program through remediation and reteach practice sheets that reinforce foundational skills and support differentiated instruction.

The district will support and monitor implementation through targeted professional development, use of Florida Center for Reading Research (FCRR) resources, instructional coaching, and PLCs to ensure fidelity and continuous improvement. |
| --- | --- | --- |
| HMH Read 180 | Strong | |

Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Summit K-12 Connect to Literacy (C2L)		The program Summit K12 does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide recommendations support the program: WWC Practice Guide: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School

Recommendations and Levels of Evidence:
• Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities. — Strong evidence
• Integrate oral and written English-language instruction into content-area teaching. — Strong evidence
• Provide regular, structured opportunities to develop written language skills. — Minimal evidence
• Provide small-group instructional intervention to students struggling in areas of literacy and English-language development. — Moderate evidence

These recommendations are embedded in the design of Summit K12, which provides explicit academic vocabulary instruction, scaffolded oral and written language development, and integrated listening, speaking, reading, and |

		writing practice across content areas. The program aligns directly with WIDA English Language Development Standards, offering differentiated lessons and adaptive activities that address students' individual proficiency levels. Its built-in assessments and data dashboards allow educators to monitor progress, identify gaps, and personalize instruction for English learners at all stages of acquisition. The district will support and monitor implementation of Summit K12 by: • Defining clear outcomes aligned with WIDA proficiency goals and student growth in English language development. • Providing professional learning opportunities for educators using Summit K12 effectively to integrate language and content instruction, analyze student data, and apply instructional strategies for multilingual learners. • Engaging stakeholders, including teachers, administrators, students, and parents, to promote shared accountability and understanding of language proficiency targets. • Clarifying roles and responsibilities for administrators, instructional coaches, and teachers to ensure fidelity and consistency across schools. • Leveraging technology through Summit K12's dashboards and reports to streamline data collection, progress monitoring, and instructional planning. • Establishing a continuous feedback loop that includes regular data reviews, classroom observations, and teacher input to monitor fidelity of implementation. • Analyzing and sharing results with stakeholders to evaluate program impact and determine next steps, including targeted support or additional professional learning to strengthen implementation and student outcomes.
HMH English 3D		HMH English 3D does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program:

		Improving Adolescent Literacy: Effective Classroom and Intervention Practices
		- Provide explicit vocabulary instruction (Strong evidence) - Provide direct and explicit comprehension strategy instruction (Strong evidence) - Provide opportunities for extended discussion of text meaning and interpretation (Moderate evidence) - Increase student motivation and engagement in literacy learning (Moderate evidence) - Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists (Strong evidence). These recommendations were built into the program by embedding systematic, teacher-led vocabulary development routines, explicit instruction of comprehension strategies (such as modeling question generation, summarizing, and monitoring comprehension), structured discussion protocols and scaffolded group talk around text meaning, motivational scaffolds and engagement hooks tied to adolescent interests and real-world text use, and tiered intervention modules for students needing more intensive, individualized support delivered by specialists. The district will support and monitor implementation of this program by forming a literacy leadership team that includes instructional coaches and content-area specialists who will observe classrooms using HMH materials and provide feedback on fidelity and student discourse; by using benchmark and progress monitoring assessments to identify student needs, track vocabulary and comprehension growth, and guide flexible grouping and intervention placement; and by delivering professional learning opportunities including: a launch workshop for teachers introducing the HMH intervention's design and evidence-based recommendations, ongoing professional learning communities where teachers analyze student outcomes, refine instructional practices around vocabulary and comprehension strategy use, and share

		discussion-protocol implementation, and instructional coaching cycles in which coaches model effective uses of the HMH modules (vocabulary routines, comprehension strategy scaffolds, text discussion) co-teach with classroom teachers and provide job-embedded feedback and follow-up support.
HMH Read 180 (CODE)	Strong	
Ellevation Strategies (ES)		The program Ellevation does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide recommendations support the program: WWC Practice Guide: *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School* Recommendations and Levels of Evidence: • Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities. — *Strong evidence* • Integrate oral and written English language instruction into content-area teaching. — *Strong evidence* • Provide regular, structured opportunities to develop written language skills. — *Minimal evidence* • Provide small-group instructional intervention to students struggling in areas of literacy and English-language development. — *Moderate evidence* These recommendations are reflected in the design of Ellevation, which integrates academic language development, targeted vocabulary practice, scaffolded oral and written language instruction, and small-group intervention support. The platform's data tools allow teachers to monitor student progress, align instruction with WIDA standards, and implement strategies that promote content and language growth simultaneously. The district will support and monitor implementation of Ellevation by:

		- Defining clear outcomes aligned with WIDA proficiency goals and student academic growth. - Providing professional learning opportunities for educators, including workshops on leveraging Ellevation reports, embedding language objectives in content instruction, and using data to differentiate learning. - Engaging stakeholders, including teachers, students, and parents, through goal setting and progress of communication. - Clarifying roles and responsibilities to ensure accountability among administrators, instructional coaches, and teachers. Utilizing technology to streamline data collection and progress monitoring through Ellevation dashboards. Establishing a continuous feedback loop for data review, fidelity checks, and instructional adjustments.

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:
Scoring a level 1 on the Winter FAST assessment and/or maintaining a D or F in English Language Arts. This could be determined by the school administration along with the English teacher and/or the MTSS committee.

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

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:
A score of a level 1 on the FAST PM3 assessment as well as placement requiring foundational reading intervention and scoring below a 60D more than 3 times within the HMH Read 180 student application lesson platform.

Number of times per week interventions are provided:

Within Intensive Reading Classes: 5 times per week for 20 minutes.
Embedded in English Classes: Individualized interventions are provided at this increased frequency based on student need, as defined in the student's PMP. For Tier 3. Teachers will implement targeted, data-driven support using diagnostic assessments to identify specific skill deficits. Instruction will be delivered in small groups or one-on-one settings, with increased intensity, duration, and progress monitoring. Teachers will use scaffolded supports (Resources for Differentiation within the Read 180 platform), explicit modeling, and corrective feedback, and adjust instruction weekly based on student response to the intervention.

Course(s) where interventions take place:
Intensive Reading Classes

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

Name of Program	ESSA Evidence Level	Verbiage (as needed)
HMH Read 180 – Small Group Teacher Led Lessons	Strong	

Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
HMH English 3D		HMH English 3D does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: *Improving Adolescent Literacy: Effective Classroom and Intervention Practices* - Provide explicit vocabulary instruction (Strong evidence) - Provide direct and explicit comprehension strategy instruction (Strong evidence) - Provide opportunities for extended discussion of text meaning and interpretation (Moderate evidence) - Increase student motivation and engagement in literacy learning (Moderate evidence) - Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists (Strong evidence). These recommendations were built into the program by embedding systematic, teacher-led vocabulary development routines, explicit instruction of comprehension strategies (such as modeling question generation, summarizing, and monitoring comprehension), structured discussion protocols and scaffolded group talk around text meaning, motivational scaffolds and engagement hooks tied to adolescent interests and real-world text use, and tiered intervention modules for students needing more intensive, individualized support delivered by specialists. The district will support and monitor implementation of this program by forming a literacy leadership team that includes

		instructional coaches and content-area specialists who will observe classrooms using HMH materials and provide feedback on fidelity and student discourse; by using benchmark and progress monitoring assessments to identify student needs, track vocabulary and comprehension growth, and guide flexible grouping and intervention placement; and by delivering professional learning opportunities including: a launch workshop for teachers introducing the HMH intervention's design and evidence-based recommendations, ongoing professional learning communities where teachers analyze student outcomes, refine instructional practices around vocabulary and comprehension strategy use, and share discussion-protocol implementation, and instructional coaching cycles in which coaches model effective uses of the HMH modules (vocabulary routines, comprehension strategy scaffolds, text discussion) co-teach with classroom teachers and provide job-embedded feedback and follow-up support.
HMH Read 180 (CODE) - Teacher Led Small Group Lessons	Strong	
Summit K-12 Connect to Literacy (C2L)		Summit K12 Connect to Literacy (C2L) does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: *Improving Adolescent Literacy: Effective Classroom and Intervention Practices* • Provide explicit vocabulary instruction (Strong evidence) • Provide direct and explicit comprehension strategy instruction (Strong evidence) • Provide opportunities for extended discussion of text meaning and interpretation (Moderate evidence) • Increase student motivation and engagement in literacy learning (Moderate evidence) • Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists (Strong evidence).

		These recommendations were built into the program by integrating structured and scaffolded vocabulary modules, embedding teacher-led comprehension strategy lessons, designing discussion opportunities centered on text meaning and interpretation, incorporating motivational and engagement features (such as personalized learning paths and student choice) and offering differentiated, intensive modules for students who are performing below grade level.
		The district will support and monitor implementation of this program by forming a literacy leadership team that includes instructional coaches and content-area specialists who will conduct classroom observations of Connect to Literacy™ usage and monitor fidelity; designing a data-driven system in which students' progress in vocabulary, reading comprehension, and engagement metrics are reviewed at scheduled intervals and used to adjust small-group and individualized instruction; and providing professional learning opportunities including: a launch training workshop for teachers to understand how Connect to Literacy™ aligns to the adolescent literacy recommendations, monthly Professional Learning Communities focused on analyzing student engagement and comprehension outcomes, and instructional coaching cycles in which coaches model effective use of the platform's modules (vocabulary, comprehension strategy, discussion facilitation), co-teach lessons, and provide ongoing feedback tied to the WWC-supported recommendations.

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

Tier 3 interventions are monitored via the student's Progress Monitoring Plan (PMP) and MTSS Team by reviewing Reading and Phonics Inventories as well as the Interim and End of Workshop assessments. The data generated from the Zone and Independent Reading quizzes is also analyzed to monitor effectiveness and/or other data as indicated in the student's PMP.

Grades 9-12

13. **Grades 9-12 Assessments**

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

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

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades 9-12) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
Other District Assessment Common assessments for English courses	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☒ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Other District Assessment Read 180 MAP	☒ Grade 9 ☒ Grade 10 ☐ Grade 11 ☐ Grade 12 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other

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

Students who score a Level 1 or Level 2 on FAST are identified for a possible need of Tier 2/Tier 3 interventions. Additionally, the school-based MTSS Committee can place a student on Tier 2/Tier 3 interventions based on need/data.

15. Explain how the effectiveness of Tier 1 instruction is monitored.

Each teacher will disaggregate student performance data. If Tier 1 instruction is sufficient, at least 80% of students should earn a C or better on the assessment.

16. **Explain how the effectiveness of Tier 2 interventions is monitored.**

The effectiveness of Tier 2 interventions is monitored via the student's Progress Monitoring Plan (PMP) and MTSS Team monitoring of monthly parent communication.

17. **Explain how the effectiveness of Tier 3 interventions is monitored.**

The effectiveness of Tier 3 interventions is monitored via the student's Progress Monitoring Plan (PMP) and MTSS Team monitoring of monthly parent communication.

Grades 9-12 Decision Tree
Tier 1 (Core) Only

Beginning of Year Data

Students must meet the following criteria at the beginning of the school year:
Students are tested and monitored for a score a Level 3 and above on FAST PM3

List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.
Each teacher will disaggregate student performance data. If Tier 1 instruction is sufficient, at least 80% of students should earn a C or better on the assessment.

What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction and/or curriculum provided to students?
The effectiveness of Tier 1 instruction is monitored through Walkthroughs, Assessments, Data Chats, and Literacy Leadership Teams as well as Teacher Grade Level Meetings/PLCs Data Chats and Coaching Cycles.

Core Instruction
Indicate the core curriculum utilized. Add additional rows as needed.

Name of Program	Year of Program Adoption
myPerspectives by Pearson/SAVAAS	2020

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:
- Within Intensive Reading Classes: Students that score at Level 1 on the FAST
- Embedded in English Classes: Level 2 students with a D or an F in English

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:
Students who scored a Level 2 or below on FAST PM3

Number of times per week interventions are provided:
Within Intensive Reading Classes: 3 times per week
Embedded in English Classes: 2-3 days per week which equates to approximately 13 peer-group learning days within a 30-day, 6-week unit

Number of minutes per intervention session:
Within Intensive Reading Classes: 20 minutes
Embedded in English Classes: 100 to 110 minutes per week which equates to approximately 650 minutes spend on peer-group learning within a quarterly unit. The actual intervention session length will vary depending on unit sequence and student need as defined in the Progress Monitoring Plan

Course(s) where interventions take place:
Within Intensive Reading Classes: Level 1 students.
Embedded in English Classes: Level 2 students, and infrequently Level 1 students who are not in an IR class.

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

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Read 180	Strong	

Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		

Name of Program	ESSA Evidence Level	Verbiage (as needed)
AVID (Advancement Via Individual Determination)		AVID does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: • *Teaching Secondary Students to Write Effectively* — Recommendation 1 (Moderate evidence): Explicitly teach appropriate writing strategies using a model–practice–reflect cycle. • *Improving Reading Comprehension in Kindergarten Through 3rd Grade* and *Improving Adolescent Literacy: Effective Classroom and Intervention Practices* — Recommendation 2 (Moderate evidence): Teach students to use reading comprehension strategies, such as summarizing, asking questions, and analyzing text structures. • *Organizing Instruction and Study to Improve Student Learning* — Recommendation 1 (Strong evidence): Space learning over time; Recommendation 2 (Strong evidence): Use worked examples and guided practice; Recommendation 5 (Moderate evidence): Use quizzes and self-assessments to promote metacognition and accountability. These recommendations were built into the program by incorporating explicit instruction and practice in AVID strategies such as focused note-taking, close reading, organizational skills, and personal accountability. The learning strategies classes embed modeled instruction, guided practice, and reflection activities that align with WWC recommendations to improve study skills, comprehension, and motivation. The district will support and monitor implementation of this program by providing

quarterly professional development sessions for teachers of learning strategies classes, focused on AVID-aligned instructional practices. Designated district staff will conduct in-class supports and periodic school visits to observe fidelity of implementation, provide coaching, and ensure continuity of lesson delivery.This includes professional learning opportunities such as collaborative planning sessions, modeling of AVID strategies, classroom walkthroughs with feedback, and targeted training in the explicit teaching of accommodations for both students and teachers.

English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Sheltered Instruction Observation Protocol		The SIOP Model does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide recommendations support the program: WWC Practice Guide: *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School* Recommendations and Levels of Evidence: • Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities. — *Strong evidence* • Integrate oral and written English-language instruction into content-area teaching. — *Strong evidence* • Provide regular, structured opportunities to develop written language skills. — *Minimal evidence* • Provide small-group instructional intervention to students struggling in areas of literacy and English-language development. — *Moderate evidence* These recommendations are embedded in the design of the SIOP Model, which provides a research-based framework for planning, delivering, and reflecting instruction that integrates content and language objectives. SIOP lessons are structured around eight

		components: lesson preparation, building background, comprehensible input, strategies, interaction, practice/application, lesson delivery, and review/assessment. This design supports both academic language acquisition and content mastery by ensuring lessons are accessible, engaging, and linguistically rich for English learners.
		The district will support and monitor implementation of SIOP by:
		• Defining clear outcomes tied to improvements in teacher instructional practices, student language proficiency growth, and academic achievement. • Providing professional learning opportunities through workshops, coaching cycles, and peer observations focused on the eight SIOP components and their classroom application. • Engaging stakeholders, including administrators, instructional coaches, and teachers, to promote collaborative implementation and shared accountability. • Clarifying roles and responsibilities by designating SIOP-trained coaches and administrators to provide modeling, feedback, and fidelity checks. • Leveraging technology for lesson planning, observation documentation, and data collection on instructional effectiveness. • Establishing a continuous feedback loop that includes walkthrough observations, teacher self-assessments, and reflective discussions to guide ongoing refinement.
		Analyzing and sharing results with teachers and administrators to celebrate progress, identify areas for growth, and develop targeted action plans for sustained improvement in sheltered instruction and English learner outcomes
Ellevation Strategies (ES)		The program Ellevation does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide recommendations support the program:

| | | | WWC Practice Guide: *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School*

Recommendations and Levels of Evidence:

- Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities. — *Strong evidence*
- Integrate oral and written English language instruction into content-area teaching. — *Strong evidence*
- Provide regular, structured opportunities to develop written language skills. — *Minimal evidence*
- Provide small-group instructional intervention to students struggling in areas of literacy and English-language development. — *Moderate evidence*

These recommendations are reflected in the design of Ellevation, which integrates academic language development, targeted vocabulary practice, scaffolded oral and written language instruction, and small-group intervention support. The platform's data tools allow teachers to monitor student progress, align instruction with WIDA standards, and implement strategies that promote content and language growth simultaneously.

The district will support and monitor implementation of Ellevation by:

- Defining clear outcomes aligned with WIDA proficiency goals and student academic growth.
- Providing professional learning opportunities for educators, including workshops on leveraging Ellevation reports, embedding language objectives in content instruction, and using data to differentiate learning.
- Engaging stakeholders, including teachers, students, and parents, through goal setting and progress of communication.
- Clarifying roles and responsibilities to ensure accountability among |

		administrators, instructional coaches, and teachers. Utilizing technology to streamline data collection and progress monitoring through Ellevation dashboards. Establishing a continuous feedback loop for data review, fidelity checks, and instructional adjustments
Summit K12 Connect to Literacy (C2L)		Summit K12 Connect to Literacy (C2L) does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: *Improving Adolescent Literacy: Effective Classroom and Intervention Practices* • Provide explicit vocabulary instruction (Strong evidence) • Provide direct and explicit comprehension strategy instruction (Strong evidence) • Provide opportunities for extended discussion of text meaning and interpretation (Moderate evidence) • Increase student motivation and engagement in literacy learning (Moderate evidence) • Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists (Strong evidence). These recommendations were built into the program by integrating structured and scaffolded vocabulary modules, embedding teacher-led comprehension strategy lessons, designing discussion opportunities centered on text meaning and interpretation, incorporating motivational and engagement features (such as personalized learning paths and student choice) and offering differentiated, intensive modules for students who are performing below grade level. The district will support and monitor implementation of this program by forming a literacy leadership team that includes instructional coaches and content-area specialists who will conduct classroom observations of Connect to Literacy™ usage and monitor fidelity; designing a data-driven system in which students' progress in vocabulary, reading comprehension, and engagement

		metrics are reviewed at scheduled intervals and used to adjust small-group and individualized instruction; and providing professional learning opportunities including: a launch training workshop for teachers to understand how Connect to Literacy™ aligns to the adolescent literacy recommendations, monthly Professional Learning Communities focused on analyzing student engagement and comprehension outcomes, and instructional coaching cycles in which coaches model effective use of the platform's modules (vocabulary, comprehension strategy, discussion facilitation), co-teach lessons, and provide ongoing feedback tied to the WWC-supported recommendations.

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:

Scoring a level 1 on the Winter FAST assessment and/or maintaining a D or F in English Language Arts. This could be determined by the school administration along with the English teacher and/or the MTSS committee.

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

Beginning of Year Data

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

A score of a level 1 on the FAST PM3 assessment as well as placement requiring foundational reading intervention and not progressing.

Number of times per week interventions are provided:
- Individualized interventions are provided at an increased frequency as determined by student need and defined in the student's PMP

Number of minutes per intervention session:
- 20 minutes

Course(s) where interventions take place:
- Intensive Reading and English Courses

Intensive, Individualized Instruction/Interventions

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

Name of Program	ESSA Evidence Level	Verbiage (as needed)
MyPerspectives based small group instruction		myPerspectives does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: *Improving Adolescent Literacy: Effective Classroom and Intervention Practices* • Provide explicit vocabulary instruction (Strong evidence)

		• Provide direct and explicit comprehension strategy instruction (Strong evidence)
		• Provide opportunities for extended discussion of text meaning and interpretation (Moderate evidence)
		• Increase student motivation and engagement in literacy learning (Moderate evidence)
		• Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists (Strong evidence).
		These recommendations were built into the program by embedding scaffolded vocabulary modules, structured comprehension-strategy lessons, discussion-based text tasks, student-choice/motivation elements, and differentiated intervention pathways for struggling readers.
		The district will support and monitor implementation of this program by forming a literacy leadership team including instructional coaches and content specialists to observe classroom use of myPerspectives and monitor fidelity; implementing a data-driven review cycle in which student vocabulary growth, comprehension performance, and engagement metrics are analyzed regularly to adjust grouping and instruction; and offering professional learning opportunities including a launch workshop introducing teachers to the program's research-informed design and how to implement the embedded vocabulary, comprehension, and discussion components; ongoing Professional Learning Communities (PLCs) where teachers reflect on implementation, student outcomes, and refine practice using the myPerspectives materials; and instructional coaching cycles where coaches model effective use of myPerspectives resources (vocabulary instruction, comprehension strategy, discussion facilitation), co-teach lessons, provide feedback, and support teacher growth.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		

Students with Disabilities		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
AVID		AVID does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: • *Teaching Secondary Students to Write Effectively* — Recommendation 1 (Moderate evidence): Explicitly teach appropriate writing strategies using a model–practice–reflect cycle. • *Improving Reading Comprehension in Kindergarten Through 3rd Grade* and *Improving Adolescent Literacy: Effective Classroom and Intervention Practices* — Recommendation 2 (Moderate evidence): Teach students to use reading comprehension strategies, such as summarizing, asking questions, and analyzing text structures. • *Organizing Instruction and Study to Improve Student Learning* — Recommendation 1 (Strong evidence): Space learning over time; Recommendation 2 (Strong evidence): Use worked examples and guided practice; Recommendation 5 (Moderate evidence): Use quizzes and self-assessments to promote metacognition and accountability. These recommendations were built into the program by incorporating explicit instruction and practice in AVID strategies such as focused note-taking, close reading, organizational skills, and personal accountability. The learning strategies classes embed modeled instruction, guided practice, and reflection activities that align with WWC recommendations to improve study skills, comprehension, and motivation. The district will support and monitor implementation of this program by providing quarterly professional development sessions for teachers of learning strategies classes, focused on AVID-aligned instructional practices. Designated district staff will conduct in-class supports and periodic school visits to observe

| | | fidelity of implementation, provide coaching, and ensure continuity of lesson delivery. |
| | | This includes professional learning opportunities such as collaborative planning sessions, modeling of AVID strategies, classroom walkthroughs with feedback, and targeted training in the explicit teaching of accommodations for both students and teachers. |

English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
HMH English 3D		HMH English 3D does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: *Improving Adolescent Literacy: Effective Classroom and Intervention Practices* • Provide explicit vocabulary instruction (Strong evidence) • Provide direct and explicit comprehension strategy instruction (Strong evidence) • Provide opportunities for extended discussion of text meaning and interpretation (Moderate evidence) • Increase student motivation and engagement in literacy learning (Moderate evidence) • Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists (Strong evidence). These recommendations were built into the program by embedding systematic, teacher-led vocabulary development routines, explicit instruction of comprehension strategies (such as modeling question generation, summarizing, and monitoring comprehension), structured discussion protocols and scaffolded group talk around text meaning, motivational scaffolds and engagement hooks tied to adolescent interests and real-world text use, and tiered intervention modules for students needing more intensive, individualized support delivered by specialists.

		The district will support and monitor implementation of this program by forming a literacy leadership team that includes instructional coaches and content-area specialists who will observe classrooms using HMH materials and provide feedback on fidelity and student discourse; by using benchmark and progress monitoring assessments to identify student needs, track vocabulary and comprehension growth, and guide flexible grouping and intervention placement; and by delivering professional learning opportunities including: a launch workshop for teachers introducing the HMH intervention's design and evidence-based recommendations, ongoing professional learning communities where teachers analyze student outcomes, refine instructional practices around vocabulary and comprehension strategy use, and share discussion-protocol implementation, and instructional coaching cycles in which coaches model effective uses of the HMH modules (vocabulary routines, comprehension strategy scaffolds, text discussion) co-teach with classroom teachers and provide job-embedded feedback and follow-up support.
HMH Read 180 (CODE)- Teacher Led Small Group Lessons	Strong	ELL students use the CODE component of this program to gain foundational reading skills in English.
Summit K-12 Connect to Literacy (C2L)		Summit K12 Connect to Literacy (C2L) does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: *Improving Adolescent Literacy: Effective Classroom and Intervention Practices* • Provide explicit vocabulary instruction (Strong evidence) • Provide direct and explicit comprehension strategy instruction (Strong evidence) • Provide opportunities for extended discussion of text meaning and interpretation (Moderate evidence) • Increase student motivation and engagement in literacy learning (Moderate evidence) • Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists (Strong evidence).

| | | These recommendations were built into the program by integrating structured and scaffolded vocabulary modules, embedding teacher-led comprehension strategy lessons, designing discussion opportunities centered on text meaning and interpretation, incorporating motivational and engagement features (such as personalized learning paths and student choice) and offering differentiated, intensive modules for students who are performing below grade level.

The district will support and monitor implementation of this program by forming a literacy leadership team that includes instructional coaches and content-area specialists who will conduct classroom observations of Connect to Literacy™ usage and monitor fidelity; designing a data-driven system in which students' progress in vocabulary, reading comprehension, and engagement metrics are reviewed at scheduled intervals and used to adjust small-group and individualized instruction; and providing professional learning opportunities including: a launch training workshop for teachers to understand how Connect to Literacy™ aligns to the adolescent literacy recommendations, monthly Professional Learning Communities focused on analyzing student engagement and comprehension outcomes, and instructional coaching cycles in which coaches model effective use of the platform's modules (vocabulary, comprehension strategy, discussion facilitation), co-teach lessons, and provide ongoing feedback tied to the WWC-supported recommendations. |
|---|---|---|

What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?
The effectiveness of Tier 3 interventions is monitored via the student's Progress Monitoring Plan (PMP) and MTSS Team. Additionally, Teacher Grade Level Meetings/PLCs Data Chats, Coaching Cycles, and Literacy Leadership Committee Meetings are also utilized for tracking and planning purposes.

5) Professional Learning (Rule 6A-6.053(9)(b)3.f.—j., F.A.C.)

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

- Provide professional learning required by ss. [1012.585(3)(f)](#) and [1012.98(5)(b)11., F.S.](#), which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary and text comprehension strategies into an explicit, systematic and sequential approach to reading instruction, including multisensory intervention strategies;
- Provide professional learning in B.E.S.T. ELA Standards and evidence-based reading practices and programs;
- Provide professional learning to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction;
- Differentiate and intensify professional learning for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional learning.

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

Name of Professional Learning	Target Audience	Description
Principals' Meetings (monthly)	All Principals	Administrators will be provided ongoing training in regards to: -The Practice Profiles -The Science of Reading -Literacy Leadership Teams -Professional Learning Communities -Data analysis -Evidence-based instructional practices -Other topics as needed based on data
Professional Learning Communities	All Administrators	PLC consultant from Solution Tree will present best practices of PLC implementation. Specifically, as an administrator, how to cultivate highly effective teams and support the implementation of PLCs.
Fluency Checks	K-5	This presentation will explore the what, why, and how of reading fluency, focusing on its essential role in building comprehension and overall literacy. Participants will learn practical strategies and classroom routines to support fluency development for any across grade levels. Participants will walk away with strategies for assessing fluency, implementing evidence-based practices, and integrating fluency into daily instruction.
Demystifying Fluency Instruction	K-5	Certified trainers from Benchmark Advance will train teachers on fluency to learn how to get students to cross the fluency bridge.
SoR-ing through UFLI	K-5	Unlock the power of the Science of Reading with this PL session on getting started with the UFLI Sound Wall, Getting Ready Lessons, and Day 1 instruction! Learn how to introduce speech sounds, build phonemic

		awareness, and connect sounds to print using this research-based approach.
Building Strong Foundations: Supporting English Language Learners in the Classroom	K-5	An interactive workshop that delves into the essential foundations of supporting English Language Learners (ELLs) in today's diverse classrooms. This session will provide educators with the tools and strategies necessary to meet the academic and linguistic needs of all ELL students.
ESOL: Making Grade Level Content Comprehensible Using Ellevation	K-5	Participants will learn specific ESOL strategies that when applied in the classroom will enhance students' comprehension and engagement regardless of their level of English proficiency. This is an interactive session focusing on activities from Ellevation Strategies that can be implemented across all content areas.
A Well-Stocked Mind: Building Background Knowledge Grades K-5	K-5	DOE SDLR will present a learning session where teachers will examine evidence-based research that supports instruction to intentionally build background knowledge as it pertains to the Science of Reading.
UFLI Literacy Intervention Based on the Science of Reading	Grades 3-5	Participants will learn how to utilize UFLI as a Tier II and Tier III intervention.
UFLI Phonics Instruction Based on the Science of Reading	Grades K-2	Participants will learn how to infuse UFLI into Tier I instruction.
Benchmark Advance- Steps to Advance	Select teachers, Grades 2-5	Certified trainers from Benchmark Advance will present a learning session on how to infuse Steps to Advance within Tier I instruction.
Read 180	6-10 Intensive Reading Teachers	Certified trainers from HMH will train teachers August 7, 2025 on all the components of reading.
English3D	6-12 ELL Reading Students	Certified trainers from HMH will train teachers August 7, 2025, on all the components of reading.
Science of Reading	6-12 ELA	Training will occur during district professional learning days and will be conducted by certified SOR trainers, Elease McDonald and Lynn Kozak.
Explicit Instruction	6-12 ELA	Training will occur during school-based planning sessions.
Instructional Personnel and Certified PreK Teachers **Describe how professional learning is provided to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential or credentials, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction.** Our district supports VPK and certified PreK teachers funded in the FEFP through high-quality professional learning aligned with Florida's Reading Endorsement competencies and evidence-based reading instruction. Key supports include:		

- **Reading Endorsement Pathways:** Access to DOE-approved courses offered online, through district cohorts, and local college partnerships.
- **Tuition & Scholarships:** Financial assistance for advanced degrees and micro-credentials in literacy with the TEACH Early Childhood Scholarship
- **Professional Learning Communities (PLCs):** Ongoing collaboration focused on early literacy best practices and the science of reading.
- **Professional Learning Needs Surveys:** Teachers complete surveys annually to help the district tailor professional development based on current needs and interests.
- **Emerald Coast Learning Coalition Collaboration:** Working with the education team to provide early literacy-focused sessions during two district-mandated professional learning days each year.
- **Alignment to B.E.S.T. Standards:** All PD reflects state standards in phonics, fluency, vocabulary, and comprehension.

These efforts ensure our PreK educators are equipped and continually supported to deliver high-impact, evidence-based reading instruction that promotes early literacy success.

Differentiated Professional Learning
Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data.
Professional learning is differentiated at the school-level. Each school's School Performance Plan (SPP) outlines differentiated professional learning based on teacher feedback and experience. The school's Professional Learning Plan (located in SPP) is broken up into semesters. The second semester Professional Learning Plan is developed following FAST PM2 to allow for differentiation based on data. District personnel review and provide feedback regarding each school's SPP and Professional Learning Plan.

Instructional Coaches provide differentiated professional learning based on teacher need and request through the Instructional Coach Model.

Professional learning is provided through three central messages (2 are delivered in a conference-like setting, 1 is delivered by grade level) focusing on the Practice Profiles- explicit instruction, systematic instruction, corrective feedback, scaffolded instruction, differentiated instruction. Additionally professional learning sessions are created and delivered based on teacher feedback, data from school visits, and student achievement data.

Mentor Teachers
Describe how mentor teachers are identified and how model classrooms are established and utilized within the school.
Mentor teachers must be clinical educator trained and are selected by the principal. Mentor teachers must be highly effective.
Each school has identified at least one model reading classroom. Teachers are provided release time, as needed, to observe. The model classroom teacher and visiting teacher debrief following the observation. Whenever possible the Instructional Coach attends the observation as a support.

Professional Learning Time
Describe how time is provided for teachers to meet weekly for professional learning.
Teachers participate in a Professional Learning Community (PLC) weekly for 30 minutes. Additional time for professional learning is provided on an as needed basis based on administrative discretion.

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

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

Name of Tutoring Program	Target Audience	Description
Benchmark Phonics Intervention	K-5	Benchmark Phonics Intervention is a structured Literacy Program based on the Science of Reading. The focus is on daily application to both reading and writing. Sound-spellings are sequenced from easier to more complex and include a review and repetition cycle for mastery, so students can more readily transfer the skills.
Measuring Up to Florida's Standards	6-8	Standards-based Literacy Instruction focusing on Foundational and word skills to build academic vocabulary; language conventions and writing comprehension. The program includes informational and literary text of varying types and genres.
Diving into Florida's BEST Standards for English Language Arts	9-10, retake students in 11 & 12	Guided preparation to build mastery of B.E.S.T Standards. The program uses content-rich texts from the B.E.S.T. Standards Reading List to build background knowledge.

7) Family Engagement (Rule 6A-6.053(9)(b)3.o., F.A.C.)

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

1. **Identification of the Deficiency:** Parent receives the *Students with Academic Deficiencies Notification of Progress Monitoring Plan (PMP) Requirement* that details the child has been identified as having a substantial deficiency in reading, a description and explanation, detailing the student's difficulty in learning and their lack of achievement in reading.
2. **Parental Rights and Information:** The *Students with Academic Deficiencies Notification of PMP Requirement* informs Information about the parent's right to be involved in the development of the student's individualized progress monitoring plan (IEP) or PMP and other decisions regarding the student's reading instruction.
3. **Proposed Interventions and Supports:** Interventions and support that will be provided to the child to remediate the identified areas of reading deficiency.
4. **Strategies for Home Support:** Provided the OCSD Read-At-Home Plan to include strategies that the parent can use to help their child succeed in reading.
5. **Promotion to the Next Grade:** A statement that if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless they are exempt from mandatory retention for good cause.
6. **Contact Information:** Information on who the parent can contact at the school or district for further information or to schedule a meeting to discuss their child's reading progress and the proposed interventions.

In addition to the initial immediate notification, the district will update the parent at least monthly of the student's progress in response to the intensive interventions and supports. These ongoing communications

will be in writing and explain any additional interventions or supports that will be implemented if the current ones are not resulting in improvement.

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

Okaloosa County School District has multiple initiatives and programs to increase support for families to engage in literacy activities:

- **Parent Workshops and Training:** Schools host workshops for parents on topics such as:
  - Effective read-aloud strategies.
  - Supporting phonics and early literacy skills at home.
  - Creating a literacy-rich home environment.
  - Understanding the science of reading.
  - Using technology and educational apps to support reading.
- **Family Literacy Nights:** Schools often host events that engage families in fun literacy activities, provide information about reading resources, and sometimes offer free books. Schools include Florida Center for Reading Research (FCRR) "School to Home" connection resources with families.
- **"Read at Home" Plans and Resources:** Provide families with specific activities, schedules, and resources to encourage regular reading time at home, often aligned with classroom instruction.
- **Communication and Outreach:** Regular newsletters, websites, and social media can be used to share literacy tips, book recommendations, and information about community literacy events with families.
- **Volunteer Programs:** Schools partner with volunteers to read with students.
- **New Worlds Reading Initiative:** Families are informed multiple times throughout the school year on Florida's NWI. OCSD actively participates by:
  - Identifying eligible students (VPK-5th grade not yet reading on grade level).
  - Informing parents about the opportunity to enroll their children in the free monthly book delivery program.
  - Potentially integrating the books and accompanying resources into classroom activities and home support suggestions.
- **Just Read, Families! (part of Just Read, Florida!):** Districts often utilize resources and materials from this state initiative to provide guidance to parents on how to support their children's reading development. This includes tips for reading aloud, creating a reading-friendly home, and making reading a priority.
- **Partnerships with businesses and community groups:** OCSD utilizes re3sources from Just Read Florida, with resources such as; Celebrate Literacy Week, Summer Reading Kit, as well as partnering with Early Learning Coalition of the Emerald Coast, Books A Million, and Read to Them.

8) Assurances ([Rule 6A-6.053(9)(b)2., F.A.C.](#))

District CERP Assurances: Initial next to each assurance (a.—i.). The [Local Educational Agency Chief Executive Officer, or his/her authorized representative] assures the following:

Initials	Assurance
	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that includes phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
	b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of [s. 1008.25(4)(c),](#)

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

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

Signature:	Date:

House Bill 1255 amends section 1003.4201, Florida Statutes, and adds a component of the reading instruction plan to provide a description of how the district prioritizes the assignment of highly effective teachers from kindergarten to grade 2.

9) Highly Effective Teachers

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

Following PM3 FAST data, district staff consult with principals regarding teacher data and assignments. Teacher assignments within the school are made by the principal. Principals and district monitor teacher assignments via Focus to ensure K-2 students are assigned to highly effective teachers.

> - **Partnerships with businesses and community groups:** OCSD utilizes re3sources from Just Read Florida, with resources such as; Celebrate Literacy Week, Summer Reading Kit, as well as partnering with Early Learning Coalition of the Emerald Coast, Books A Million, and Read to Them.

8) Assurances (Rule 6A-6.053(9)(b)2., F.A.C.)

District CERP Assurances: Initial next to each assurance (a.—i.). The [Local Educational Agency Chief Executive Officer, or his/her authorized representative] assures the following:

Initials	Assurance
MR	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that includes phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
MR	b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of s. 1008.25(4)(c), F.S., to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with Rule 6A-6.053(6)(c), F.A.C.
MR	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S. All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
MR	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
MR	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
MR	f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.
MR	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
MR	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
MR	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

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

Signature:

Date:
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House Bill 1255 amends section 1003.4201, Florida Statutes, and adds a component of the reading instruction plan to provide a description of how the district prioritizes the assignment of highly effective teachers from kindergarten to grade 2.