

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	Peggy Land	Peggy.Land@okaloosaschools.com	(850) 833-5327
Data Element	Joe Peterson	PetersonJ@okaloosaschools.com	(850) 833-5870
Third Grade Promotion	Amy Dale	DaleA@okaloosaschools.com	(850) 833-6309
Multi-Tiered System of Supports	Beke Heald	Rebecca.Heald@okaloosaschools.com	(850) 689-7299
ESOL	Dr. Anita Choice	Anita.Choice@okaloosaschools.com	(850) 833-6312

2) District Expenditures

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

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

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

Comprehensive System of Reading Instruction Expenditures	Amount	FTE
Elementary Expenses		

Comprehensive System of Reading Instruction Expenditures	Amount	FTE
Literacy coaches	92,246	1
Intervention teachers	0	
Scientifically researched and evidence-based supplemental instructional materials	334,919	
Third grade summer reading camps	0	
Summer reading camps	0	
Secondary Expenses		
Literacy coaches	330,536	3
Intervention teachers	0	
Scientifically researched and evidence-based supplemental instructional materials	206,400	
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.		
Supplies	79,972	
Substitutes for Professional Learning	112,356	
Estimated Sum of Expenditures	1,221,429	

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	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Level 1	Level 1	Levels 3-5	Levels 3-5
K	13	10	63	65
1	23	15	56	60
2	26	15	56	60
3	14	10	62	65
4	15	10	65	70
5	13	10	65	70
6	10	10	70	75
7	11	7	70	73
8	13	8	67	73
9	14	10	62	70
10	13	11	63	65

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	• School Grade Data by School, Grade Level and Subgroup-Yearly - District and School Level STAR and FAST Level data-3 times per year	• School Grade Data by School, Grade, Classroom and Student – Yearly

	• District and School Level iReady Diagnostic data-3 times per year • District and School Level DIBELS Benchmarking Data-3 times per year (Grades K-2) • District and School Level DIBELS progress monitoring data for Tier 3 students-6 times per year • School Level and Grade Level Curriculum Based Assessment Data - Quarterly • School Level and Grade Level Curriculum Based Assessment data - quarterly • District Walk Through Trends Quarterly • Subgroup Data by District and School across assessments-at least quarterly	• School Level, Classroom Level and Student Level STAR and FAST Level data-3 times per year • School Level, Classroom Level and Student Level iReady Diagnostic data-3 times per year (Grades 3-5) • School Level, Classroom Level and Student Level DIBELS Benchmarking Data-3 times per year (Grades K-2) • Student Level DIBELS progress monitoring data for Tier 3 students-6 times per year • Grade level And Classroom Level Curriculum Based Assessment Data - quarterly • Ongoing Walk Through and Observation Data-monthly • Foundational Skills Assessment data by Grade Level and Classroom Level quarterly • Subgroup Data by District and School across assessments-at least quarterly
Actions for continuous support and improvement	• Tier schools by data to determine level of district support. • District level professional learning based upon data and trends. • Create specific district literacy leadership teams/focus groups to support area of growth. • Conduct ongoing implementation walkthroughs in schools demonstrating the greatest needs. • Create and train school-based leadership teams on the use of data PLC protocols to support schools in data driven decision making. • Develop common planning protocols that utilize the 4 Essential Questions to support teacher understanding of benchmarks and instructional strategies to best meet the needs of their students..	• School level professional learning based upon data and trends. • Instructional leadership team to plan and develop supports for specific needs through professional development, coaching or PLC's. • Conduct ongoing focused walk throughs with feedback aligned to instructional priorities and needs. • Facilitate data based PLCs at the school site to support teachers in determining tier 1, tier 2 and tier 3 instructional focus. • Establish a structure for common grade level PLC time and utilize the 4 Essential Questions protocol to support teacher understanding of benchmarks and instructional strategies to best meet the needs of their students.
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	-FAST (3x year) -NWEA MAP (3x year) -MyPerspectives Unit Assessments (quarterly) -School Visits (as needed)	-FAST (3x year) -NWEA MAP (3x year) -MyPerspectives Unit Assessments (quarterly) -Walkthroughs (weekly)

	-Monitoring of Read 180 usage in Intensive Reading classes (monthly)	
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) Common Planning Offerings (quarterly)	-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	-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 - 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.

Increasing alignment and visibility of the CERP through principal meetings, professional learning opportunities, and ongoing communication so that school leaders and teachers clearly understand connections between the CERP, Practice Profiles, and the district's MTSS framework.

Strengthening Literacy Leadership Teams (LLTs) at both the district and school levels through standardized data-analysis protocols, consistent meeting structures, and action-planning processes to improve data-driven decision making and instructional responsiveness.

Enhancing professional learning for administrators and teachers with a focus on the science of reading, effective PLC practices, implementation of the new reading curriculum, and evidence-based instructional strategies. This revision addresses identified gaps in administrator training and collaborative instructional planning.

Improving implementation of Tier 2 and Tier 3 interventions by strengthening collaboration between Curriculum and Student Services departments, ensuring interventions are aligned with core instruction, consistently monitored, and responsive to student needs.

Refining assessment and progress-monitoring systems through districtwide LLT data protocols, FAST/i-Ready data review processes, and common templates that support regular analysis of student performance and timely instructional adjustments.

Monitoring curriculum fidelity and instructional effectiveness through learning walks, walkthrough data, coaching cycles, and ongoing review of student achievement data to ensure evidence-based practices are consistently implemented across schools.

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 (HMH Into Reading/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?

The district supports coaches in prioritizing high-impact activities through data-driven Principal/Instructional Coach Partnership Agreements that are reviewed and revised after each FAST assessment period. These agreements guide goal setting, data analysis, and action planning. Through regular Coach Meetings and Check-Ins, the Program Director and Instructional Coaches analyze student data, identify trends, and monitor progress. Additionally, the District Instructional Coach provides ongoing support through data analysis, professional learning, and individualized coaching to ensure school-based coaches effectively meet teacher and student needs.

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

The district monitors implementation of the literacy coach model through regular Coach Check-Ins conducted by the Program Director, school visits, District Data Chats, and reviews of coach logs and calendars. Feedback from school administrators and evidence from Literacy Leadership Team agendas and meeting minutes are also used to monitor coaching activities, ensure alignment to district expectations, and support continuous improvement.

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

The district measures the effectiveness of literacy coaches through multiple data sources, including FAST and i-Ready assessment results, grade-level performance goals identified in the Principal/Instructional Coach Partnership Agreements, coach logs, Literacy Leadership Team agendas and meeting minutes, school visits, and school-based feedback. Special attention is given to Schools of Concern through targeted monitoring, including Schools of Concern logs that document coaching support, teacher observations, feedback, and next steps. Instructional coaches also maintain records of teacher support, classroom observations, and follow-up actions to monitor implementation and measure the impact of coaching on instructional practices and student achievement.

4) Assessment, Curriculum and Reading Instruction

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

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

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.
- **Four types of classroom assessments:** screening, progress monitoring, diagnostic and summative assessment.
- **Three tiers of instruction that are standards-aligned;** include accommodations for students with a disability, students with an Individual Educational Plan (IEP) and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in [34 Code of Federal Regulations 200.2\(b\)\(2\)\(ii\)](#).
 - **Core Instruction (Tier 1):** provides print-rich explicit and systematic, scaffolded, differentiated instruction and corrective feedback; builds background and content knowledge; incorporates writing in response to reading.
 - **Supplemental Instruction/Interventions (Tier 2):** provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers

to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; occurs in addition to core instruction.

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

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

The district's strategic priorities align with Florida's Formula for Reading Success by ensuring all students, including students with disabilities and English language learners, have access to high-quality, evidence-based reading instruction and data-driven interventions. Reading instruction is supported through the Science of Reading-based ELA instructional block, the District Comprehensive Evidence-Based Reading Plan (CERP), the English Language Learner (ELL) Plan, the Multi-Tiered System of Supports (MTSS) framework, and the Pupil Progression Plan. These systems provide universal instruction, ongoing progress monitoring, targeted interventions, and individualized support based on student need. The district uses assessment data to identify and address learning gaps, ensuring equitable access to literacy instruction and interventions that accelerate achievement for all learners

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 public school PreK programs—including VPK, PreK ESE (PreK-D), and blended early childhood classrooms—provide a comprehensive approach to standards, assessment, instruction, and support to meet the needs of all learners. Instruction is aligned to the Florida Early Learning and Developmental Standards (FELDS) and delivered through Creative Curriculum, which supports the six pillars of reading by developing oral language, phonological awareness, phonics, vocabulary, fluency, and comprehension. Ongoing developmental and progress-monitoring assessments are used to evaluate student growth, guide instructional planning, and identify students who may need additional support. Teachers use assessment data to differentiate instruction and provide targeted interventions through the Multi-Tiered System of Supports (MTSS). Students with disabilities and English language learners receive individualized services and accommodations to ensure equitable access to instruction and early literacy development, promoting school readiness and future reading success.

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

Okaloosa County's public school PreK programs—including VPK, PreK ESE (PreK-D), and blended early childhood classrooms—utilize **Creative Curriculum** as the core instructional resource. Creative Curriculum provides developmentally appropriate, play-based learning experiences aligned to the Florida Early Learning and Developmental Standards (FELDS) and supports the development of the six pillars of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Instruction is delivered through whole-group, small-group, and individualized learning experiences, incorporating interactive read-alouds, language-rich discussions, literacy centers, and hands-on activities. Teachers supplement instruction with age-appropriate texts, manipulatives, and literacy resources to differentiate

learning and meet the diverse needs of all students, including students with disabilities and English language learners.

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 utilizes a Multi-Tiered System of Supports (MTSS) to identify and provide interventions for VPK students with substantial deficiencies in early literacy skills. Students scoring below the state-established benchmark, including those performing at or below the 25th percentile on FAST Star Early Literacy Progress Monitoring 2 (PM2), receive targeted, data-driven interventions focused on foundational literacy skills. Intervention supports are designed to strengthen oral language, phonological awareness, phonics, vocabulary, fluency, and comprehension through differentiated small-group instruction and individualized support.

To accelerate literacy growth and support kindergarten readiness, the district offers Summer VPK for eligible students who have not used their VPK certificate during the school year and provides a Summer Bridge Program for students identified as at risk based on literacy assessment data. Summer programming utilizes the *Explore and Learn* curriculum from Teacher Created Materials, which provides engaging, research-based learning experiences aligned to early literacy development and the six pillars of reading. Through ongoing progress monitoring, targeted intervention, and extended learning opportunities, the district ensures that students with substantial literacy needs receive the support necessary for a successful transition to kindergarten.

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

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

The Decision Trees must contain the following information:

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

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

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

Grades VPK-5

1. Grades VPK-5 Assessments

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

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Other District Assessment - iReady Diagnostic	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☐ Select Students	☒ Vocabulary ☒ Comprehension		☐ Annually ☐ As Needed ☐ Other
Other District Assessment - DIBELS ORF, 8 th Edition	☒ 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
Other District Assessment - AMIRA	☐ 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 - SAT-10	☐ VPK ☐ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☒ Grade 3 ☐ Grade 4 ☐ Grade 5	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	☐ All Students ☐ Select Students			☐ Other

2. Students with a Substantial Deficiency in Reading ([Rule 6A-6.053\(6\), F.A.C.](#))

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

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

A K-3 student is identified as having a substantial deficiency in reading if the student demonstrates through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading; and

- The student is identified as in need of Tier 3 interventions; or
- The student was retained the previous school year; or
- For kindergarten through grade 2, the student scores:
 - Below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
 - Level 1 at the end of the year test administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
- For grade 3, the student scores:
 - Below the twentieth (20th) percentile at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
 - Level 1 on the statewide, standardized ELA assessment pursuant to [s. 1008.22\(3\)\(a\), F.S.](#)

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

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

Okaloosa County School District utilizes a systematic Multi-Tiered System of Supports (MTSS) framework, outlined in the district's Pupil Progression Plan (PPP), CERP Decision Trees, and MTSS Manual, to identify and support K-3 students with reading deficiencies.

Universal Screening and Data Review

- All K–3 students participate in FAST Reading and i-Ready Reading assessments during each assessment window.
- School-based MTSS teams review screening results, progress-monitoring data, classroom performance, teacher observations, and other relevant data to identify students requiring additional support.
- Students retained in grade, promoted through the MTSS process, or identified as students of concern are automatically reviewed for intervention services.

Tiered Identification Process

Grade Level	Tier 2 Criteria	Tier 3 Criteria
Kindergarten	FAST below 20th percentile or i-Ready Diagnostic 1 scale score $\leq$ 309 with MTSS recommendation	FAST and i-Ready below 10th percentile, retained students, or students with a substantial reading deficiency
Grade 1	FAST PM1 and i-Ready Diagnostic 1 at or below the 30th percentile with MTSS recommendation	FAST PM1 and i-Ready Diagnostic 1 below the 10th percentile, retained students, MTSS-promoted students, or students of concern
Grade 2	FAST PM1 and i-Ready Diagnostic 1 at or below the 30th percentile with MTSS recommendation	FAST PM1 below the 10th percentile and i-Ready Diagnostic 1 in the Red Placement level, retained students, MTSS-promoted students, or students of concern
Grade 3	FAST PM1 Level 1 or 2 and i-Ready Diagnostic 1 two grade levels below or one grade level below with teacher recommendation	FAST PM1 Level 1 and i-Ready Diagnostic 1 three or more grade levels below, retained students, MTSS-promoted students, or students of concern

Intervention and Progress Monitoring

- Students identified for Tier 2 and Tier 3 support receive interventions in addition to core instruction.
- Progress Monitoring Plans (PMPs) are developed as required, and parents receive notification of reading deficiencies, intervention supports, and available resources.
- Tier 3 students receive more intensive and frequent interventions, including evidence-based, multisensory instructional supports aligned to identified reading needs.
- FAST and i-Ready data are reviewed following each progress-monitoring cycle to determine student response to intervention and movement between tiers.
- ESE and ESOL staff participate in the problem-solving process as appropriate to ensure interventions align with individual student needs.

K–3 Focus

The district's K–3 process emphasizes early identification, prevention, and remediation of reading deficiencies. Special attention is given to students with substantial reading deficiencies and third-grade students at risk of retention through ongoing progress monitoring, MTSS problem solving, portfolio development, and intervention planning.

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

Okaloosa County School District utilizes a systematic Multi-Tiered System of Supports (MTSS) framework, outlined in the district's Pupil Progression Plan (PPP), CERP Decision Trees, and MTSS Manual, to identify and support students in grades 4–5 who require additional reading intervention.

Universal Screening and Data Review

- All students participate in FAST Reading and i-Ready Reading assessments during each assessment window.
- School-based MTSS teams analyze assessment results, classroom performance, intervention data, and teacher observations to identify students requiring Tier 2 or Tier 3 support.
- Students retained in grade, promoted through the MTSS process, or identified as students of concern are closely monitored.

Tiered Identification Process

Tier Level	Criteria
Tier 2	FAST PM1 Level 1 or 2 and i-Ready Diagnostic 1 two grade levels below, or one grade level below with teacher recommendation
Tier 3	FAST PM1 Level 1 and i-Ready Diagnostic 1 three or more grade levels below, retained students, MTSS-promoted students, or students identified through the MTSS problem-solving process

Intervention and Progress Monitoring

- Students identified for Tier 2 support receive targeted small-group instruction in addition to core instruction.
- Students identified for Tier 3 support receive intensive, individualized interventions based on identified skill deficits.
- PMPs are developed as required, and parents receive notification of identified deficiencies and planned interventions.
- Intervention effectiveness is reviewed following each FAST and i-Ready assessment cycle, with students moving between tiers based on documented response to instruction.
- ESE and ESOL staff participate in decision-making to ensure interventions are aligned to individual student needs.

Grades 4–5 Focus

The district's grades 4–5 process focuses on accelerating literacy growth for students who continue to demonstrate reading deficiencies, closing achievement gaps, and adjusting intervention intensity based on student response to instruction and progress-monitoring data. This ongoing MTSS process ensures students receive the level of support necessary to achieve grade-level reading proficiency.

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

Students who have characteristics of dyslexia must be covered by one of the plans described in

[s. 1008.25\(4\)\(b\), F.S.](#), and parents must be consulted in the development of the plan.

3a. Describe the district's process (i.e., actionable steps) for identifying grades K-3 students with characteristics of dyslexia. Tier 3 interventions must be provided to students identified as having characteristics of dyslexia.

Okaloosa County School District utilizes a Multi-Tiered System of Supports (MTSS) framework to identify K-3 students with characteristics of dyslexia. Universal screening data from FAST Reading, i-Ready Diagnostic, DIBELS 8th Edition, and Amira (Grade 3) are reviewed along with classroom performance, progress-monitoring data, teacher observations, and parent input.

Students are referred to the MTSS team when data indicate a substantial reading deficiency and persistent difficulties commonly associated with dyslexia, including phonological awareness, phonics, decoding, word recognition, spelling, reading fluency, rapid naming, and reading comprehension. Data demonstrating a substantial deficiency may include performance at or below the 10th percentile in kindergarten through grade 2, FAST Level 1 performance, significant reading skill deficits, previous retention, or an insufficient response to intervention.

The MTSS team reviews all available data, including information provided by parents such as medical evaluations, outside diagnoses, family history, and concerns regarding reading development. Parents are active participants in the MTSS problem-solving process and are consulted during the development, implementation, and review of the student's Progress Monitoring Plan (PMP).

Students identified with characteristics of dyslexia receive Tier 3 interventions that are intensive, explicit, systematic, and multisensory. Instruction is grounded in the Science of Reading and includes evidence-based foundational literacy routines, sound walls, and targeted instruction using HMH Into Reading resources. Student progress is monitored regularly, and interventions are adjusted based on response to instruction.

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

Screeners Utilized

FAST Reading Progress Monitoring (PM1, PM2, PM3)

- i-Ready Reading Diagnostic
- DIBELS 8th Edition
- Amira (Grade 3)

Students with characteristics of dyslexia are identified through universal screening and progress-monitoring data, including FAST Reading, i-Ready Reading Diagnostic, DIBELS 8th Edition, and Amira (Grade 3). When screening results, classroom performance, intervention response, teacher observations, or parent input indicate persistent difficulties in areas associated with dyslexia, the student's data are reviewed through the MTSS problem-solving process. Additional diagnostic evaluation may be conducted, when appropriate, to further identify specific skill deficits and guide intervention planning. Parents are active participants throughout the MTSS process and contribute information from outside evaluations, medical documentation, and input to support decision-making and intervention development.

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

Okaloosa County School District uses a continuous improvement process to identify and address concerns with Tier 1 reading instruction through classroom observation, data analysis, professional learning, and instructional support.

At the school level, administrators, instructional coaches, and Literacy Leadership Teams (LLTs) monitor the effectiveness of Tier 1 instruction through classroom walkthroughs, grade-level Professional Learning Communities (PLCs), data chats, student performance data, and ongoing review of instructional practices. Assessment data from FAST, i-Ready, classroom assessments, and grade-level outcomes are analyzed to identify instructional strengths, areas of need, and trends in student performance.

When data indicate a need for improvement, school leaders collaborate with teachers and instructional coaches to develop action plans that may include targeted professional learning, instructional coaching, modeling of evidence-based instructional practices, co-planning, and classroom support. Progress is monitored through follow-up walkthroughs, PLC discussions, and subsequent student achievement data reviews.

At the district level, curriculum specialists and district administrators conduct school visits, curriculum walkthroughs, Literacy Leadership Team reviews, and district data chats to evaluate implementation of the district's literacy framework and Science of Reading-aligned instructional practices. Findings are used to provide differentiated support, professional learning, and coaching to strengthen Tier 1 instruction and improve student outcomes.

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

Okaloosa County School District uses a Multi-Tiered System of Supports (MTSS) problem-solving process to evaluate and improve the effectiveness of Tier 2 interventions. Students receive targeted support through teacher-led small-group instruction and intervention opportunities within the school's acceleration block.

FAST, i-Ready, classroom assessments, and Progress Monitoring Plan (PMP) data are regularly reviewed during MTSS meetings, Professional Learning Communities (PLCs), data chats, and Literacy Leadership Team (LLT) meetings to evaluate student growth and intervention effectiveness.

When data indicate that students are not making expected progress, school teams identify potential barriers and adjust intervention groups, instructional strategies, intervention time, or instructional resources. Schools provide support through collaborative planning, professional learning, data analysis, and job-embedded instructional support. Where available, instructional coaches assist teachers through co-planning, modeling evidence-based practices, and data-informed support. School and district leaders monitor implementation through walkthroughs, school visits, and data reviews to ensure interventions are implemented effectively and resulting in improved student outcomes.

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

Okaloosa County School District uses a Multi-Tiered System of Supports (MTSS) problem-solving process to evaluate and improve the effectiveness of Tier 3 interventions. Tier 3 supports are individualized and based on each student's specific reading needs as identified through assessment data, diagnostic information, classroom performance, and progress-monitoring results. Progress Monitoring Plans (PMPs) are used to document targeted goals, intervention supports, and student progress.

FAST, i-Ready, classroom assessments, and PMP data are regularly reviewed during MTSS meetings, data chats, Professional Learning Communities (PLCs), and Literacy Leadership Team (LLT) meetings to determine whether interventions are resulting in adequate student growth.

When students do not demonstrate sufficient progress, school teams engage in a problem-solving process to identify barriers and adjust intervention intensity, instructional strategies, group size, frequency, duration, or intervention resources to better match the student's needs. School and district leaders monitor implementation through data reviews, walkthroughs, and school visits to ensure Tier 3 interventions are delivered with fidelity and are producing positive student outcomes.

This ongoing cycle of data analysis, individualized planning, progress monitoring, and instructional adjustment ensures students receive the right level of support to accelerate literacy growth.

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 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 iReady Diagnostic 1 and/or FAST Progress Monitoring 1 with teacher discretion	
List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students. The effectiveness of Tier 1 instruction is measured through student performance on HMH Into Reading Weekly and Module Assessments. Tier 1 instruction is considered effective when at least 80% of students earn a grade of C or higher on these assessments, demonstrating mastery of grade-level standards and successful response to core instruction.	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
HMH Into Reading Program v3	2026
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: - Students demonstrate a lack of proficiency on HMH Into Reading Weekly and Module Assessments, as evidenced by an average grade of 60% or below at the end of a grading period or earlier when a pattern of insufficient progress is identified. - Students demonstrate inadequate progress on FAST Reading Progress Monitoring assessments, i-Ready Diagnostic assessments, classroom-based assessments, or other progress-monitoring measures.	

- Students fail to demonstrate mastery of grade-level standards taught through core instruction as evidenced by assessment and classroom performance data.
- Teacher observations, classroom performance, work samples, and Professional Learning Community (PLC) data reviews indicate persistent skill deficits despite participation in Tier 1 instruction.
- School-based data review and MTSS problem-solving processes identify a need for additional targeted support based on multiple sources of student data.

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

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

Students scoring at or below the 30th percentile on i-Ready Diagnostic 1 and/or FAST Progress Monitoring 1 with MTSS Team 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)
AMIRA (3rd grade)	Moderate Level	
HMH Intervention: Foundational Skills		HMH Intervention: Foundational Skills does not meet strong, moderate, or promising levels of evidence, however, is supported by the following IES Practice Guide Recommendations: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters (Strong Evidence) The following lessons components demonstrate Recommendation 2: • Phonological Awareness- blending phonemes into words and segmenting words into phonemes • Visual Drill- build automaticity with grapheme-phoneme correspondence • Auditory Drill- build automaticity with grapheme-phoneme correspondence • Blending Review- connect phonemic awareness skills with their grapheme-phoneme knowledge to practice decoding words and build decoding automaticity. • Explicit Instruction of New Concept- - explicit instruction to introduce the new grapheme-phoneme correspondence concept

		with guided practice reading (decoding) words/sentences and writing (encoding) words. • Continuous Blending- application of new knowledge through guided practice reading (decoding) words. • Spelling/Encoding- application of new knowledge through guided practice spelling (encoding) words. • Irregular Words- reading (decoding) and spelling (encoding) regular and irregular words that include both new and previously taught grapheme-phoneme correspondences. • Decodable Connected Text- Reading (decoding) and encoding (writing) connected text (sentences, decodable passages) Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words (Strong Evidence) The following lessons components demonstrate Recommendation 3: • Blending Review- connect phonemic awareness skills with their grapheme-phoneme knowledge to practice decoding words and build decoding automaticity. • Explicit Instruction of New Concept- - explicit instruction to introduce the new grapheme-phoneme correspondence concept with guided practice reading (decoding) words/sentences and writing (encoding) words. • Continuous Blending- application of new knowledge through guided practice reading (decoding) words. • Spelling/Encoding- application of new knowledge through guided practice spelling (encoding) words. • Irregular Words- reading (decoding) and spelling (encoding) regular and irregular words that include both new and previously taught grapheme-phoneme correspondences. • Decodable Connected Text- Reading (decoding) and encoding (writing) connected text (sentences, decodable passages) Recommendation 4: Ensure that student reads connected text every day to support reading accuracy, fluency, and comprehension (Moderate Evidence) The following lessons components demonstrate Recommendation 4: • Explicit Instruction of New Concept - Explicit instruction to introduce the new grapheme-phoneme correspondence concept with guided practice reading (decoding) words/sentences and writing (encoding) words. • Continuous Blending- application of new knowledge through guided practice reading (decoding) words. • Spelling/Encoding- application of new knowledge through guided practice spelling (encoding) words. • Irregular Words- reading (decoding) and spelling (encoding) regular and irregular words that include both new and previously taught grapheme-phoneme correspondences. • Decodable Connected Text- Reading (decoding) and encoding (writing) connected text (sentences, decodable passages) These recommendations were built into the Foundational Literacy Lessons and the lessons found in the Foundational Skills and Word Study Studio as well as the comprehension lessons used to support
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		core instruction. All lessons provide explicit instruction, opportunities for practice and corrective feedback. The district will support and monitor implementation of the HMH Interventions at the school sites through the MTSS review meetings and data chats. The district also provides professional development on the programs and best practices for implementing.
HMH Intervention: Foundational Skills Word Study Studio		HMH Intervention: Foundational Skills Word Study Studio does not meet strong, moderate, or promising levels of evidence, however, is supported by the following IES Practice Guide Recommendations: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters (Strong Evidence) The following lessons components demonstrate Recommendation 2: • Phonological Awareness Warm-up- blending phonemes into words and segmenting words into phonemes, segmenting words into syllables, addition and deletion of phonemes or parts of the word, identify initial, medial, and ending sounds, isolation of sounds, onset/rhyme. • Teach/Model Explicit Instruction- explicit instruction to introduce the new grapheme-phoneme correspondence concept with guided practice reading (decoding) words/sentences and writing (encoding) words. • Guided Practice Blending- application of new knowledge through guided practice reading (decoding) words. • Guided Practice Decoding- application of new knowledge through guided practice reading (decoding) words and/or sentences. • Guided Practice Building and Writing- application of new knowledge through guided practice spelling (encoding) words and/or sentences. • Apply with Connected Text- Reading (decoding) connected text (sentences, decodable passages). Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words (Strong Evidence) The following lessons components demonstrate Recommendation 3: • Teach/Model Explicit Instruction- explicit instruction to introduce the new grapheme-phoneme correspondence concept with guided

		practice reading (decoding) words/sentences and writing (encoding) words. • Guided Practice Blending- application of new knowledge through guided practice reading (decoding) words. • Guided Practice Decoding- application of new knowledge through guided practice reading (decoding) words and/or sentences. • Guided Practice Building and Writing- application of new knowledge through guided practice spelling (encoding) words and/or sentences. • Apply with Connected Text- Reading (decoding) connected text (sentences, decodable passages). Recommendation 4: Ensure that student reads connected text every day to support reading accuracy, fluency, and comprehension (Moderate Evidence) The following lessons components demonstrate Recommendation 4: • Teach/Model Explicit Instruction- explicit instruction to introduce the new grapheme-phoneme correspondence concept with guided practice reading (decoding) words/sentences and writing (encoding) words. • Guided Practice Blending- application of new knowledge through guided practice reading (decoding) words. • Guided Practice Decoding- application of new knowledge through guided practice reading (decoding) words and/or sentences. • Guided Practice Building and Writing- application of new knowledge through guided practice spelling (encoding) words and/or sentences. • Apply with Connected Text- Reading (decoding) connected text (sentences, decodables, and/or reading passages). Providing Reading Interventions for Students in Grades 4-9 Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words (Strong Evidence) The following lessons components demonstrate Recommendation 1: • Teach/Model Explicit Instruction- explicit instruction to introduce the new grapheme-phoneme correspondence concept with guided
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		practice reading (decoding) words/sentences and writing (encoding) words. • Guided Practice Blending- application of new knowledge through guided practice reading (decoding) words. • Guided Practice Decoding- application of new knowledge through guided practice reading (decoding) words and/or sentences. • Apply with Connected Text- Reading (decoding) connected text (sentences, decodables, and/or reading passages). Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text (Strong Evidence) The following lessons components demonstrate Recommendation 3: • Teach/Model Explicit Instruction- explicit instruction to introduce the new grapheme-phoneme correspondence concept with guided practice reading (decoding) words/sentences and writing (encoding) words. • Apply with Connected Text- Reading (decoding) connected text (sentences, decodables, and/or reading passages). Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information (Moderate Evidence) The following lessons components demonstrate Recommendation 4: • Apply with Connected Text- Reading (decoding) connected text (sentences, decodables, and/or reading passages). These recommendations were built into the lessons found in the Foundational Skills Word Study Studio used to support core instruction. All lessons provide explicit instruction, opportunities for guided and independent practice and corrective feedback. The district will support and monitor implementation of the HMH Interventions at the school sites through the MTSS review meetings and data chats. The district also provides professional development on the programs and best practices for implementing.
HMH Intervention: Tabletop Mini-Lesson with Read and Respond Journals		HMH Intervention: Tabletop Mini-Lessons with Read and Respond Journals does not meet strong, moderate, or promising levels of evidence, however, is supported by the following IES Practice Guide Recommendations: Improving Reading Comprehension in Kindergarten through 3rd Grade Recommendation 1: Teach students how to use reading comprehension strategies (Strong Evidence) The following lesson components demonstrate Recommendation 1:

		• Anchor the Concept- explicit instruction to re-emphasize the comprehension concept/strategy. • Apply to Text- application of the comprehension concept/strategy to a new or familiar text while providing guided practice through scaffolded modeling and questioning. • Read & Respond- application of the comprehension concept/strategy to a new text through chunking (separated into smaller, more manageable pieces). Recommendation 2: Teach students to identify and use the text’s organizational structure to comprehend, learn, and remember content (Moderate Evidence) The following lesson components demonstrate Recommendation 2: • Anchor the Concept- explicit instruction to re-emphasize the comprehension concept/strategy. • Apply to Text- application of the comprehension concept/strategy to a new or familiar text while providing guided practice through scaffolded modeling and questioning. • Read & Respond- application of the comprehension concept/strategy to a new text through chunking (separated into smaller, more manageable pieces). Recommendation 4: Select texts purposefully to support comprehension development (Minimal Evidence) The following lesson components demonstrate Recommendation 4: • Apply to Text- application of the comprehension concept/strategy to a new or familiar text while providing guided practice through scaffolded modeling and questioning. • Build Independence- guided and independent application of the new comprehension concept/strategy through a familiar text or new text using the graphic organizer as a scaffold. • Read & Respond- application of the comprehension concept/strategy to a new text through chunking (separated into smaller, more manageable pieces). Providing Reading Interventions for Students in Grades 4-9 Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text (Strong Evidence) The following lesson components demonstrate Recommendation 3: • Anchor the Concept- explicit instruction to re-emphasize the comprehension concept/strategy • Apply to Text- application of the comprehension concept/strategy to a new or familiar text while providing guided practice through scaffolded modeling and questioning. • Build Independence- guided and independent application of the new comprehension concept/strategy through a familiar text or new text using the graphic organizer as a scaffold. • Read & Respond- application of the comprehension concept/strategy to a new text through chunking (separated into smaller, more manageable pieces). Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information (Moderate Evidence)
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		The following lesson components demonstrate Recommendation 4: • Anchor the Concept- explicit instruction to re-emphasize the comprehension concept/strategy • Apply to Text- application of the comprehension concept/strategy to a new or familiar text while providing guided practice through scaffolded modeling and questioning. • Build Independence- guided and independent application of the new comprehension concept/strategy through a familiar text or new text using the graphic organizer as a scaffold. • Read & Respond- application of the comprehension concept/strategy to a new text through chunking (separated into smaller, more manageable pieces). These recommendations were built into the Tabletop Mini-Lessons with Read and Respond Journals used to support core instruction. All lessons provide explicit instruction, opportunities for guided and independent practice and corrective feedback. The district will support and monitor implementation of the HMH Interventions at the school sites through the MTSS review meetings and data chats. The district also provides professional development on the programs and best practices for implementing
Waggle		Waggle does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words. (Level of Evidence: Strong)Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. (Level of Evidence: Moderate)Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades Recommendation 2: Provide time for differentiated reading instruction for all students based on assessments of students' current reading level. (Level of Evidence: Moderate) These recommendations were built into the program by providing an AI-driven, continuous adaptive digital learning system that individualizes foundational literacy skill practice based on real-time K–5 student performance. The program delivers explicit instruction using a "Teach-Model-Apply" framework, incorporates over 12 unique types of scaffolding feedback per practice item to support

		productive struggle in decoding and vocabulary, and offers gamified fluency practice matched to the foundational ELA curriculum scope. The district will support and monitor implementation of this program by establishing clear weekly usage targets, conducting routine data analysis chats to evaluate student skill growth, and integrating software performance metrics into school-level Multi-Tiered System of Supports (MTSS) team reviews. including job-embedded coaching cycles with K–5 literacy coaches, HMM platform walkthrough webinars, and collaborative data-driven planning sessions during scheduled professional learning communities (PLCs) for professional learning.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Structured Literacy: Explicit, Systematic, and Multisensory Instruction		Structured Literacy utilizes explicit, systematic, and multisensory instructional practices that are aligned to the Science of Reading and supported by research-based recommendations for struggling readers. Instruction is delivered in a planned, sequential manner and engages students through multiple sensory pathways, including visual, auditory, kinesthetic, and tactile modalities. Strategies may include sound-wall routines, word building and manipulation, text marking, tapping and segmenting sounds, air writing, say-it/write-it activities, and teacher modeling with guided practice. Consistent with What Works Clearinghouse recommendations, instruction provides intensive, systematic support in foundational reading skills, including phonological awareness, phonics, fluency, vocabulary, and comprehension, with frequent opportunities for practice, feedback, and cumulative review. This approach is particularly effective for students with disabilities, including students with IEPs, students with characteristics of dyslexia, and English language learners because it increases access to instruction, strengthens retention and comprehension, and provides the structure, repetition, and scaffolding needed to support academic and language development.
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: 25 • 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 26 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. 27 • 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.
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- 29 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 31 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 strategies provided. For K–3 students with a substantial reading deficiency or characteristics of dyslexia, Okaloosa County provides intensive, explicit, systematic, and multisensory reading interventions through a blended model of instruction. Interventions are aligned to students' identified skill deficits and may target phonological awareness, phonics, word recognition, fluency, vocabulary, and comprehension. Multisensory instructional practices engage visual, auditory, kinesthetic, and tactile pathways to strengthen learning and retention. Examples include sound-wall routines, word building and manipulation, text marking, tapping and segmenting sounds, air writing, say-it/write-it activities, read-build-write routines, idea mapping, and structured student discourse. Interventions are delivered in addition to core instruction and are monitored through the MTSS process to ensure they are responsive to individual student needs.		
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: • Students demonstrate an inadequate response to Tier 2 interventions, as evidenced by consistent progress-monitoring data below established goals and insufficient growth toward grade-level expectations.		

- Students continue to perform significantly below benchmark on FAST, i-Ready, HMH Into Reading assessments, or other district-approved progress-monitoring measures.
- Multiple data sources, including classroom performance, intervention data, teacher observations, and MTSS team review, indicate the need for more intensive, individualized support.
- The MTSS Team determines that increased intervention intensity, frequency, duration, or individualized instruction is necessary to address persistent reading deficiencies.

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 are identified for Tier 3 intervention when they score at or below the **10th percentile on i-Ready Diagnostic 1** and/or **FAST Progress Monitoring 1**, are retained students, or are identified as students of concern through the MTSS problem-solving process based on multiple sources of data.

In accordance with Rule 6A-6.053, F.A.C., students in grades K–3 are identified as having a substantial deficiency in reading and in need of Tier 3 interventions when they have been previously retained or demonstrate significant reading deficiencies, including performance at or below the **10th percentile or Level 1 in kindergarten through grade 2**, or at or below the **20th percentile or Level 1 in grade 3**. Other relevant student data, including classroom performance, progress-monitoring results, teacher observations, and parent input, may also be considered when determining the need for Tier 3 support.

Number of times per week interventions are provided:

Tier 3 interventions are provided with increased intensity and frequency beyond Tier 2 supports. Students typically receive individualized intervention 4–5 days per week, as determined by their specific needs and documented in the Progress Monitoring Plan (PMP).

Number of minutes per intervention session: Tier 3 interventions are typically provided in **20–30 minute sessions**, as determined by student need and documented in the Progress Monitoring Plan (PMP).

Intensive, Individualized Instruction/Interventions

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

Name of Program	ESSA Evidence Level	Verbiage (as needed)
UFLI Foundations (Targeted Lessons)	On State Approved Intervention List	
Amira Teacher Led Small Group Lessons	Moderate	
HMH Into Reading Read and Respond		HMH Intervention: Tabletop Mini-Lessons with Read and Respond Journals does not meet strong, moderate, or promising levels of evidence, however, is supported by the following IES Practice Guide Recommendations: Improving Reading Comprehension in Kindergarten through 3rd Grade Recommendation 1: Teach students how to use reading comprehension strategies (Strong Evidence) The following lesson components demonstrate Recommendation 1:

		• Anchor the Concept- explicit instruction to re-emphasize the comprehension concept/strategy. • Apply to Text- application of the comprehension concept/strategy to a new or familiar text while providing guided practice through scaffolded modeling and questioning. • Read & Respond- application of the comprehension concept/strategy to a new text through chunking (separated into smaller, more manageable pieces). Recommendation 2: Teach students to identify and use the text’s organizational structure to comprehend, learn, and remember content (Moderate Evidence) The following lesson components demonstrate Recommendation 2: • Anchor the Concept- explicit instruction to re-emphasize the comprehension concept/strategy. • Apply to Text- application of the comprehension concept/strategy to a new or familiar text while providing guided practice through scaffolded modeling and questioning. • Read & Respond- application of the comprehension concept/strategy to a new text through chunking (separated into smaller, more manageable pieces). Recommendation 4: Select texts purposefully to support comprehension development (Minimal Evidence) The following lesson components demonstrate Recommendation 4: • Apply to Text- application of the comprehension concept/strategy to a new or familiar text while providing guided practice through scaffolded modeling and questioning. • Build Independence- guided and independent application of the new comprehension concept/strategy through a familiar text or new text using the graphic organizer as a scaffold. • Read & Respond- application of the comprehension concept/strategy to a new text through chunking (separated into smaller, more manageable pieces). Providing Reading Interventions for Students in Grades 4-9 Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text (Strong Evidence) The following lesson components demonstrate Recommendation 3: • Anchor the Concept- explicit instruction to re-emphasize the comprehension concept/strategy • Apply to Text- application of the comprehension concept/strategy to a new or familiar text while providing guided practice through scaffolded modeling and questioning. • Build Independence- guided and independent application of the new comprehension concept/strategy through a familiar text or new text using the graphic organizer as a scaffold. • Read & Respond- application of the comprehension concept/strategy to a new text through chunking (separated into smaller, more manageable pieces). Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information (Moderate Evidence)
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		The following lesson components demonstrate Recommendation 4: • Anchor the Concept- explicit instruction to re-emphasize the comprehension concept/strategy • Apply to Text- application of the comprehension concept/strategy to a new or familiar text while providing guided practice through scaffolded modeling and questioning. • Build Independence- guided and independent application of the new comprehension concept/strategy through a familiar text or new text using the graphic organizer as a scaffold. • Read & Respond- application of the comprehension concept/strategy to a new text through chunking (separated into smaller, more manageable pieces). These recommendations were built into the Tabletop Mini-Lessons with Read and Respond Journals used to support core instruction. All lessons provide explicit instruction, opportunities for guided and independent practice and corrective feedback. The district will support and monitor implementation of the HMH Interventions at the school sites through the MTSS review meetings and data chats. The district also provides professional development on the programs and best practices for implementing
HMH Into Reading Foundational Skills		HMH Intervention: Foundational Skills does not meet strong, moderate, or promising levels of evidence, however, is supported by the following IES Practice Guide Recommendations: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters (Strong Evidence) The following lessons components demonstrate Recommendation 2: • Phonological Awareness- blending phonemes into words and segmenting words into phonemes • Visual Drill- build automaticity with grapheme-phoneme correspondence • Auditory Drill- build automaticity with grapheme-phoneme correspondence • Blending Review- connect phonemic awareness skills with their grapheme-phoneme knowledge to practice decoding words and build decoding automaticity. • Explicit Instruction of New Concept- - explicit instruction to introduce the new grapheme-phoneme correspondence concept with guided practice reading (decoding) words/sentences and writing (encoding) words. • Continuous Blending- application of new knowledge through guided practice reading (decoding) words. • Spelling/Encoding- application of new knowledge through guided practice spelling (encoding) words. • Irregular Words- reading

		(decoding) and spelling (encoding) regular and irregular words that include both new and previously taught grapheme-phoneme correspondences. • Decodable Connected Text- Reading (decoding) and encoding (writing) connected text (sentences, decodable passages) Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words (Strong Evidence) The following lessons components demonstrate Recommendation 3: • Blending Review- connect phonemic awareness skills with their grapheme-phoneme knowledge to practice decoding words and build decoding automaticity. • Explicit Instruction of New Concept- - explicit instruction to introduce the new grapheme-phoneme correspondence concept with guided practice reading (decoding) words/sentences and writing (encoding) words. • Continuous Blending- application of new knowledge through guided practice reading (decoding) words. • Spelling/Encoding- application of new knowledge through guided practice spelling (encoding) words. • Irregular Words- reading (decoding) and spelling (encoding) regular and irregular words that include both new and previously taught grapheme-phoneme correspondences. • Decodable Connected Text- Reading (decoding) and encoding (writing) connected text (sentences, decodable passages) Recommendation 4: Ensure that student reads connected text every day to support reading accuracy, fluency, and comprehension (Moderate Evidence) The following lessons components demonstrate Recommendation 4: • Explicit Instruction of New Concept - Explicit instruction to introduce the new grapheme-phoneme correspondence concept with guided practice reading (decoding) words/sentences and writing (encoding) words. • Continuous Blending- application of new knowledge through guided practice reading (decoding) words. • Spelling/Encoding- application of new knowledge through guided practice spelling (encoding) words. • Irregular Words- reading (decoding) and spelling (encoding) regular and irregular words that include both new and previously taught grapheme-phoneme correspondences. • Decodable Connected Text- Reading (decoding) and encoding (writing) connected text (sentences, decodable passages) These recommendations were built into the Foundational Literacy Lessons and the lessons found in the Foundational Skills and Word Study Studio as well as the comprehension lessons used to support core instruction. All lessons provide explicit instruction, opportunities for practice and corrective feedback. The district will support and monitor implementation of the HMM Interventions at the school sites through the MTSS review meetings and data chats. The district also
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		provides professional development on the programs and best practices for implementing.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Structured Literacy: Explicit, Systematic, and Multisensory Instruction		Structured Literacy utilizes explicit, systematic, and multisensory instructional practices that are aligned to the Science of Reading and supported by research-based recommendations for struggling readers. Instruction is delivered in a planned, sequential manner and engages students through multiple sensory pathways, including visual, auditory, kinesthetic, and tactile modalities. Strategies may include sound-wall routines, word building and manipulation, text marking, tapping and segmenting sounds, air writing, say-it/write-it activities, and teacher modeling with guided practice. Consistent with What Works Clearinghouse recommendations, instruction provides intensive, systematic support in foundational reading skills, including phonological awareness, phonics, fluency, vocabulary, and comprehension, with frequent opportunities for practice, feedback, and cumulative review. This approach is particularly effective for students with disabilities, including students with IEPs, students with characteristics of dyslexia, and English language learners because it increases access to instruction, strengthens retention and comprehension, and provides the structure, repetition, and scaffolding needed to support academic and language development.
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 36 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 37 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 38 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 personalized 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 outcome
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. For K–3 students with a substantial reading deficiency or characteristics of dyslexia, Okaloosa County provides intensive, explicit, systematic, and multisensory reading interventions through a blended model of instruction. Interventions are aligned to students' identified skill deficits and may target phonological awareness, phonics, word recognition, fluency, vocabulary, and comprehension. Multisensory instructional practices engage visual, auditory, kinesthetic, and tactile pathways to strengthen learning and retention. Examples include sound-wall routines, word building and manipulation, text marking, tapping and segmenting sounds, air writing, say-it/write-it activities, read-build-write routines, idea mapping, and structured student discourse. Interventions are delivered in addition to core instruction and are monitored through the MTSS process to ensure they are responsive to individual student needs.		

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	
Summer Reading Camp Daily Schedule	
Time	Activity
7:45–8:00 a.m.	Camp News – Attendance and Announcements
8:00–8:45 a.m.	Opening Campfire – Community-Building Activities
8:45–9:30 a.m.	Read Aloud & Reading Power – Explicit instruction in foundational literacy skills
9:30–9:40 a.m.	Transition
9:40–10:05 a.m.	Bringing the Text to Life – Literacy Extension Activity
10:05–10:15 a.m.	Stretch Break and Transition
10:15 a.m.–12:15	Bunk Time – Independent Reading, Partner Reading, Personalized Learning Path (<i>maximum 45 minutes per week</i>), teacher conferring, and differentiated small-group instruction utilizing i-Ready Toolbox resources
11:00–11:45 a.m.	Lunch and Recess (<i>scheduled during Bunk Time; recess not to exceed 20 minutes daily</i>)
12:	Community Lit – Whole-Group Literacy Activity

12:30–12:45 p.m.	Writing Power – Writing Extension Activity (<i>may be incorporated into Bunk Time</i>)
12:45–1:00 p.m.	Closing Campfire – Reflection, Review, and Goal Setting

Evidence-Based Instructional Materials to be used, as defined in [20 U.S.C. s. 7801\(21\)\(A\)\(i\)](#):

- **i-Ready Toolbox**
- **UFLI Foundations**
- **Amira**
- **Scholastic LitCamp**

Scholastic LitCamp does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program:

- **Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade**
 - **Recommendation 4:** Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. (**Level of Evidence: Moderate**)
- [Providing Reading Interventions for Students in Grades 4–9](#)
 - **Recommendation 1:** Build students' world and word knowledge (academic vocabulary and comprehension). (**Level of Evidence: Strong**)
 - **Recommendation 3:** Provide opportunities for students to ask and answer questions about challenging text during multi-text inquiry units. (**Level of Evidence: Moderate**)

These recommendations were built into the program by **incorporating a structured, camp-themed daily literacy framework that combines whole-group Intentional Read-Alouds, teacher-led interactive Close Reading sessions, and focused small-group instruction.** The program design explicitly reinforces vocabulary acquisition and text-based discussion through interactive "Bringing the Text to Life" activities and dedicated independent "Bunk Time" reading blocks to bolster reading stamina and text comprehension.

The district will support and monitor implementation of this program by:

Verifying that participating schools adhere to the designated pacing calendar, conducting on-site administrative walkthroughs during reading blocks, and analyzing student growth through a comprehensive pre- and post-test model using state-aligned data streams including FAST, iReady Inform, SAT 10, and Amira baseline tools.

Including **pre-summer launch workshops for site coordinators, interactive curriculum implementation webinars provided by Scholastic facilitators, and weekly site-level planning meetings to review student engagement, attendance, and interim platform data** for professional learning.

- **Waggle**

Waggle does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program:

- **Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade**
 - **Recommendation 3:** Teach students to decode words, analyze word parts, and write and recognize words. (**Level of Evidence: Strong**)
 - **Recommendation 4:** Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. (**Level of Evidence: Moderate**) [\[1\]](#)
- **Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades**

o Recommendation 2: Provide time for differentiated reading instruction for all students based on assessments of students' current reading level. (Level of Evidence: Moderate) These recommendations were built into the program by providing an AI-driven, continuous adaptive digital learning system that individualizes foundational literacy skill practice based on real-time K–5 student performance. The program delivers explicit instruction using a "Teach-Model-Apply" framework, incorporates over 12 unique types of scaffolding feedback per practice item to support productive struggle in decoding and vocabulary, and offers gamified fluency practice matched to the foundational ELA curriculum scope. The district will support and monitor implementation of this program by establishing clear weekly usage targets, conducting routine principal-led data analysis chats to evaluate student skill growth, and integrating software performance metrics into school-level Multi-Tiered System of Supports (MTSS) team reviews, including job-embedded coaching cycles with K–5 literacy coaches, HMH platform walkthrough webinars, and collaborative data-driven planning sessions during scheduled professional learning communities (PLCs) for professional learning.
Alternative Assessment Used: FAST Reading Summer Assessment Window i-Ready Diagnostic Amira Stanford Achievement Test, Tenth Edition (SAT-10), as applicable
Additional Information (optional):

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

Summer Reading Camps for Students in Grades K-5
Will the district implement this option? ☒ Yes ☐ No
If yes, please describe the grade level(s) that will be invited to participate. Students in grades K–5 who demonstrate a reading deficiency or need additional literacy support based on assessment data and MTSS team recommendations will be invited to participate in Summer Reading Camp.

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 Read180	☒ 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.

Okaloosa County School District utilizes a Multi-Tiered System of Supports (MTSS) framework to identify and support students in grades 6–8 who require Tier 2 or Tier 3 reading interventions. Student performance data, including FAST Progress Monitoring, NWEA MAP, course performance, teacher recommendations, and MTSS team recommendations, are reviewed to determine intervention needs.

Students who score Level 1 on FAST PM3 are scheduled into an Intensive Reading course and receive targeted literacy intervention based on identified skill deficits. English language learners (ELLs) may also be placed in Intensive Reading based on WIDA ACCESS results and receive supports and accommodations as outlined in their ELL Plans.

Tier 2 interventions are provided for students demonstrating deficiencies in reading achievement, including students earning a D or F in ELA. These supports may be delivered through the ELA classroom and, when applicable, through the Intensive Reading course.

Students identified through assessment data as needing foundational reading support are monitored through ongoing progress-monitoring measures and classroom performance data. MTSS teams regularly review student progress and adjust intervention intensity, frequency, and instructional supports to ensure students receive the level of intervention necessary to achieve grade-level literacy outcomes.

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

Okaloosa County School District monitors the effectiveness of Tier 1 instruction in grades 6–8 through a continuous cycle of data analysis, classroom observation, and collaborative problem-solving. At the school

level, administrators and teacher teams review student achievement data, classroom performance, and course grades through data chats, Professional Learning Communities (PLCs) or Collaborative Teacher Teams, Literacy Leadership Team (LLT) meetings, and MTSS meetings. Reading walkthroughs are conducted to monitor the implementation of evidence-based literacy practices and district instructional expectations.

At the district level, school visits, curriculum walkthroughs, school-based data chats, student achievement reviews, and Literacy Leadership Team discussions are used to identify trends and determine the effectiveness of Tier 1 instruction. When data indicate a need for improvement, schools develop action plans that may include instructional adjustments, collaborative planning, professional learning, and additional instructional support. Follow-up reviews of student performance and implementation data are used to evaluate the impact of these actions and ensure Tier 1 instruction effectively meets the needs of all students.

11. For grades 6-8, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

Okaloosa County School District utilizes a Multi-Tiered System of Supports (MTSS) problem-solving process to evaluate and improve the effectiveness of Tier 2 interventions for students in grades 6–8. Students receiving Tier 2 support are monitored through Progress Monitoring Plans (PMPs), classroom performance, course grades, assessment data, and intervention progress.

Student growth and intervention effectiveness are reviewed during MTSS Committee meetings, Professional Learning Communities (PLCs), data chats, and Literacy Leadership Team (LLT) meetings. When data indicate that students are not making expected progress, school teams identify potential barriers and adjust intervention groups, instructional strategies, intervention frequency or duration, and instructional resources to better meet student needs.

School and district leaders monitor implementation through data reviews, school visits, and ongoing collaboration with teachers. This continuous cycle of data analysis, problem-solving, and instructional adjustment ensures Tier 2 interventions are responsive to student needs and support improved literacy outcomes.

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

Okaloosa County School District utilizes a Multi-Tiered System of Supports (MTSS) problem-solving process to evaluate and improve the effectiveness of Tier 3 interventions for students in grades 6–8. Tier 3 interventions are individualized based on each student's specific literacy needs as identified through assessment data, classroom performance, and progress-monitoring results. Progress Monitoring Plans (PMPs) are used to document targeted goals, intervention supports, and student progress.

Student progress and intervention effectiveness are regularly reviewed through MTSS Committee meetings, Professional Learning Communities (PLCs), data chats, and Literacy Leadership Team (LLT) meetings. Multiple data sources, including assessment results, classroom performance, course grades, and progress-monitoring data, are analyzed to determine whether students are responding adequately to intervention.

When students do not demonstrate sufficient progress, school teams engage in a problem-solving process to identify barriers and adjust intervention intensity, frequency, duration, instructional strategies, or

intervention resources to better match student needs. This ongoing cycle of data analysis, individualized planning, and instructional adjustment ensures Tier 3 interventions are delivered with fidelity and provide the intensive support necessary to improve literacy outcomes.

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: 1. Score a Level 3-5 on FAST PM3 reading and/or 2. Demonstrate a history of Level 3-5 performance on prior FAST administrations and/or other state assessment data and/or 3. Show evidence of academic growth through state learning gains, progress-monitoring data, or other district-approved reading assessments and/or 4. Maintain a grade of A-C in English Language Arts. Students earning a D or F in ELA will be reviewed for possible Intensive Reading placement and/or Additional data sources, including teacher recommendations, classroom performance, and diagnostic assessment results, may be considered when determining placement.	
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.	
Core Instruction Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
SAVVAS myPerspectives	2020
Additional performance criteria that prompt 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 the previous year (2025-2026) • Students with an open Progress Monitoring Plan	
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 textbased 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 Read180	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, 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)
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English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)
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Summit K12 Connect to Literacy		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
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		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 39 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 outcome
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.
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Additional performance criteria that prompt 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 and/or • Placement requiring foundational reading intervention based on the Code Placement Assessment following a score of >195 RIT on the MAP Growth Assessment and/or • Scoring below a 60D more than 3 times on a foundational reading topic within the HMH Read 180 student application lesson platform and/or		
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.		
Number of minutes per intervention session:		
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, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
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.
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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.
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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.

Grades 9-10 Intensive Reading

Okaloosa County School District utilizes a Multi-Tiered System of Supports (MTSS) framework to identify students in grades 9-10 who require Tier 2 or Tier 3 reading interventions. Placement decisions are based on multiple sources of data, including FAST Progress Monitoring results, NWEA MAP assessments, course performance, teacher recommendations, and MTSS team review.

Students who score a Level 1 on FAST PM3 are enrolled in Intensive Reading and receive targeted, evidence-based instruction designed to address specific literacy deficits. Students scoring a Level 2 may also be considered for placement based on identified needs and course availability. English Language Learners (ELLs) may be placed in intensive reading support courses based on WIDA ACCESS results and receive accommodations as outlined in their English Learner Plans (ELPs). Instruction within ESOL Intensive Reading courses supports both literacy development and English language acquisition.

Students who are not enrolled Intensive Reading, but still require intervention are scaffolded using embedded Tier 2 materials within the myPerspectives curriculum such as Reteach and Practice sheet, Remediation sheets, and graphic organizers.

Grades 11-12 Intensive Reading

Students in grades 11-12 who score a Level 1 or Level 2 on the FAST assessment are placed in Intensive Reading. Instruction is designed to address identified gaps through targeted intervention and individualized support. Digital resources, including IXL, are utilized to provide differentiated instruction and progress monitoring while supporting preparation for concordant score opportunities on the SAT, ACT, and CLT. Student progress is reviewed regularly through the MTSS process, and instructional supports are adjusted based on student performance data to promote continued growth, graduation readiness, and college and career success.

15. For grades 9-12, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

- Teachers review and disaggregate student performance data from FAST assessments, SAVVAS myPerspectives Cold Read Unit Assessments, and weekly comprehension and analysis assessments to identify areas of strength and need.
- Data is analyzed by standard and benchmark to determine whether Tier 1 instruction is meeting student needs. Teachers do this both individually and on a larger scale in Weekly PLCs discussing with their grade level and also discussing vertical alignment from grade 9 to 10.
- If fewer than 80% of students demonstrate proficiency, teachers adjust instruction through reteaching with SAVVAS myPerspectives Remediation Sheets, frontloading SAVVAS myPerspectives Skill Sheet activities, and Okaloosa provided benchmark graphic organizers.

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

Students requiring Tier 2 support are identified through FAST data, SAVVAS myPerspectives assessment results, classroom performance, and teacher input.

Teachers analyze B.E.S.T benchmark-specific performance data to determine skill deficits and develop targeted intervention plans.

Within English Language Arts classes: Interventions include remediation activities aligned to identified benchmark needs, benchmark graphic organizers, and simplified introductory skill lessons to frontload instruction. Progress is monitored through FAST assessments, classroom assessments, and ongoing review of student work. Student Progress Monitoring Plans (PMPs) are reviewed regularly, and the MTSS team evaluates intervention effectiveness to determine whether interventions should be continued, modified, intensified, or discontinued.

Within Intensive Reading Classes: If students are enrolled in Intensive reading, then progress monitoring is done through the Fall, Winter, and Spring NWEA MAP assessment, segment performance in the Read 180 Application, and performance on the teacher small group. Bi-Weekly conferences with students are embedded and actions to be taken are to include pulling targeted materials from the “Resources for Differentiation” within the Read 180 resources. Teachers have this time embedded within pacing once per week.

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

Students requiring intensive intervention are identified through FAST assessment data, Intensive Reading classroom performance, and MTSS problem-solving reviews.

For grades 9-10: Tier 3 students receive intensive reading instruction through Read 180 and are placed in Code pathway (Foundational Reading) based on identified needs. Teachers review program data regularly and conduct bi-weekly student conferences embedded within the pacing guide to monitor progress and adjust intervention plans. Student work on foundational reading on an individualized path, but meet with teachers multiple times per week in small group in one of four foundational reading workbooks depending on assessment placement data. If students are not performing (60D or below more than three times on a Code topic) than teachers stop normal small group instruction to work on targeted Read 180 “Resources for Differentiation” sheets until student is ready to move on and has mastered the skill.

For grades 11-12: Students enrolled in Intensive Reading use IXL to address skills aligned to SAT, ACT, and CLT concordance benchmarks. Teachers regularly review student performance data within the program and conference with students to discuss progress, goal setting, and test readiness. The teacher will conference with students and discuss strategies in PLCs with colleagues. The MTSS team reviews progress-monitoring data, PMP documentation, and classroom performance to evaluate intervention effectiveness and determine whether instructional adjustments or additional supports are needed.

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: 1. Students are tested and monitored for a score a Level 3 and above on FAST PM3 and/or 2. Score a Level 3-5 on FAST PM3 reading and/or 3. Demonstrate a history of Level 3-5 performance on prior FAST administrations and/or other state assessment data and/or 4. Show evidence of academic growth through state learning gains, progress-monitoring data, or other district-approved reading assessments and/or 5. Maintain a grade of A-C in English Language Arts. Students earning a D or F in ELA will be reviewed for possible Intensive Reading placement and/or	

6. Additional data sources, including teacher recommendations, classroom performance, and diagnostic assessment results, may be considered when determining placement.		
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		
Core Instruction Indicate the core instructional materials utilized. Add additional rows as needed.		
Name of Program		Year of Program Adoption
myPerspectives by Pearson/SAVAAS		2020
Additional performance criteria that prompt 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: 1. Students who are provided Tier 2 in Intensive Reading Classes: Students that score at level 1 on the F.A.S.T. and/or 2. Students who are provided Tier 2 in Intensive Reading Classes: Level 2 students and or students with a D or an F in English the previous year (2025-2026) and/or 3. Students with an open Progress Monitoring Plan		
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, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		

Name of Program	ESSA Evidence Level	Verbiage (as needed)
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 56 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 57 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: 58 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 59 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 60 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.
Additional performance criteria that prompt 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) 61 - 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, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
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 selfassessments 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 63 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
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5) Professional Learning ([Rule 6A-6.053\(9\)\(b\)3.g.—k., F.A.C.](#))

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

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

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

Name of Professional Learning	Target Audience	Description
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 Teachers and 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.
Building Strong Foundations: Supporting English Language	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.

Learners in the Classroom		
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
Read 180	6-10 Intensive Reading Teachers	Certified trainers from HMH will train teachers August 2026 on all the components of reading.
English3D	6-12 ELL Reading Students	Certified trainers from HMH will train teachers August 2026, 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, Ellease McDonald and Lynn Kozak.
HMH Into Reading	K-5	Certified trainers from HMH will train teachers on all components of Into Reading in June, July, and August 2026
Amira	K-5	Certified trainers from HMH will train teachers on how to use Amira, August 2026
Waggle	K-5	Certified trainers from HMH will train teachers on how to use Amira, August 2026
Explicit Instruction 6-12 ELA Training will occur during school-based	6-12 ELA	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
RAISE	Students in grades K-5 attending identified RAISE schools who are below grade-level expectations in reading	Provides intensive literacy support, evidence-based reading interventions, progress monitoring, and targeted instruction to accelerate reading achievement and improve literacy outcomes.
Tutoring Advantage	K-5 students identified through FAST as needing	Provides high-impact virtual tutoring through trained tutors using evidence-based literacy practices aligned to Florida's B.E.S.T.

	additional reading support for students who are below proficiency in reading.	Standards and the science of reading. Tutoring is delivered in small groups to strengthen reading skills, accelerate learning, and support grade-level proficiency through targeted, data-informed instruction.
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.
Plan of Care (POC) Tutoring	Students identified through FAST, i-Ready, classroom performance data, MTSS recommendations, retained status, and other indicators of academic need.	District-funded supplemental tutoring provided before, after, or during the school day to support students performing below grade-level expectations. Literacy instruction is targeted to identified reading deficits and designed to accelerate growth in foundational reading skills, fluency, voc

7) Family Engagement ([Rule 6A-6.053\(9\)\(b\)3.p., F.A.C.](#))

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

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:
 - o Effective read-aloud strategies.
 - o Supporting phonics and early literacy skills at home.
 - o Creating a literacy-rich home environment.
 - o Understanding the science of reading.
 - o 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:
 - o Identifying eligible students (VPK-5th grade not yet reading on grade level).
 - o Informing parents about the opportunity to enroll their children in the free monthly book delivery program.
 - o 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 resources 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) Highly Effective Teachers ([Rule 6A-6.053\(9\)\(b\)3.f., F.A.C.](#))

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

Okaloosa County School District prioritizes the assignment of highly effective teachers in kindergarten through grade 2 to ensure students receive strong foundational literacy instruction. Teacher effectiveness is determined through the district's evaluation system, which is aligned to the Charlotte Danielson Framework, Florida Educator Accomplished Practices (FEAPs), and the requirements of s. 1012.34, F.S.

The district carefully vets instructional candidates during the hiring process to ensure they possess the qualifications, instructional expertise, and demonstrated effectiveness needed to support student achievement. Following FAST PM3 data reviews, district and school leaders analyze student performance trends and instructional needs to inform staffing decisions for the upcoming school year. Principals make final classroom assignments, prioritizing the placement of highly effective teachers in kindergarten through grade 2. Teacher assignments are monitored through district data systems to ensure equitable access to effective instruction and support improved student outcomes.

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

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

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

	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

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

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
MPC	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that include phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
MR	b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of <u>s. 1008.25(4)(c), F.S.</u> , to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with <u>Rule 6A-6.053(6)(c), F.A.C.</u>
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 <u>s. 1012.34, F.S.</u> All other Intensive reading Interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
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 <u>Rule 6A-6.053(4), F.A.C.</u>
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):

Marcus D. Chambers

Signature:

Date:

7/28/26