

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	Lauren Myers	Lauren.myers@okeeschools.org	863-462-5000
Data Element	Britani Stanley	Britani.stanley@okeeschools.org	863-462-5000
Third Grade Promotion	Lauren Myers & Britani Stanley	Lauren.myers@okeeschools.org Britani.stanley@okeeschools.org	863-462-5000
Multi-Tiered System of Supports	Katharine Williams	Katharine.Williams@okeeschools.org	863-462-5000
Other (Enter Responsibility)			

2) District Expenditures

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

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

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

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Elementary Expenses		
Literacy coaches		
Intervention teachers	\$293,836.53	4
Scientifically researched and evidence-based supplemental instructional materials		
Third grade summer reading camps	\$27,746.74	9
Summer reading camps		
Secondary Expenses		
Literacy coaches		
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction		
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification		
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning		
Family engagement activities		
Other – Please Describe (Add additional rows as needed.)		
Estimated Sum of Expenditures	321,583.27	

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 <10 th percentile	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	At & Above Benchmark 40 th percentile & above
VPK	0	0	68%	75%

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

VPK lead teachers have been attending professional development opportunities host by the ELC. The school district did not have an adopted curriculum for VPK. OCSB has adopted Heggerty and the teachers are completing training on how to deliver instruction based on the Science of Reading.

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	35%	30	36%	41%
1	32	25	43%	48%
2	36	30	46%	51%
3	28	23	45%	50%
4	29	25	46%	51%
5	28	23	41%	46%
6	23	18	44%	49%
7	29	25	43%	48%
8	32	25	43%	48%
9	27	22	45%	50%
10	29	25	40%	45%

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	STAR Early Literacy PM1-3, STAR Reading PM 1-3, FAST PM 1, 2, and 3 data will be collected and reviewed after each test administration.	STAR Early Literacy PM 1-3, STAR Reading PM 1-3, FAST PM 1, 2, and 3 data will be collected and reviewed after each test administration. In addition, the school-level data may include formative and summative assessments that will be reviewed after each administration.
Actions for continuous support and improvement	School Improvement Plan stocktakes, data chats, and instructional rounds with actionable feedback will provide continuous support and improvement.	Evaluations, observations, walkthroughs, professional development, and instructional coaching cycles will provide continuous support and improvement.

Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	FAST PM 1, 2, and 3 data will be collected and reviewed after each test administration.	FAST PM 1, 2, and 3 data, iReady, formative, and summative tests will be reviewed after each administration.
Actions for continuous support and improvement	School Improvement Plan stocktakes, data chats, and instructional rounds with actionable feedback will provide continuous support and improvement.	Evaluations, observations, walkthroughs, professional development, and instructional coaching cycles will provide continuous support and improvement.
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	FAST PM 1, 2, and 3 data will be collected and reviewed after each test administration.	FAST PM 1, 2, and 3, data Read 180, formative, and summative tests will be reviewed after each administration.
Actions for continuous support and improvement	School Improvement Plan stocktakes, data chats, and instructional rounds with actionable feedback will provide continuous support and improvement.	Evaluations, observations, walkthroughs, professional development, and instructional coaching cycles will provide continuous support and improvement.

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.

A root-cause analysis of student performance data indicated that we have a tier 1 literacy problem throughout the district. Moving forward we will establish consistent protocols for data analysis, goal setting, and instructional design, planning, and delivery with school-based administrators and instructional coaches. School leadership will receive training on the ELA Practice Profiles (Elementary and Secondary) and additional training on the Science of Reading. The district plans to implement the ELA Practice Profiles to give specific feedback during observations and coaching cycles.

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

Principals monitor the implementation of the reading plan through regularly scheduled classroom walkthroughs, data reviews, and coaching cycles. Each school establishes a literacy monitoring calendar to ensure walkthroughs are conducted consistently. These walkthroughs focus on core reading instruction, intervention fidelity, use of the adopted curriculum, and alignment with the science of reading. Administrators use tools aligned to the B.E.S.T. ELA Practice Profiles and the district's instructional look-for guides (adaptation of the BSI Walkthrough instrument) to collect observation data and provide immediate feedback to teachers. Walkthrough data is reviewed during leadership team meetings to identify trends, inform professional development needs, and adjust support strategies. In addition, principals work closely with literacy coaches to ensure coaching cycles are aligned to CERP priorities and that teacher support is targeted based on observation evidence and student outcomes. This ongoing monitoring process allows principals to ensure that reading instruction across all tiers is implemented with fidelity and aligned to the expectations outlined in the District Comprehensive Reading Plan.

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.

Principals work closely with instructional coaches, who compile school-wide assessment data (e.g., FAST PM1, PM2, STAR Early Literacy PM1-3, STAR Reading PM 1-3, Read 180, iReady diagnostic). Together, they analyze the data to identify trends and student needs. This information is then presented to the School Literacy Leadership Team, which reviews the data to determine instructional adjustments and targeted support strategies. Principals ensure assessment data is collected on schedule, guide data-driven conversations during PLCs and MTSS meetings, and monitor that instructional decisions, such as small group planning and intervention placement, are informed by current student performance.

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.

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

Okeechobee County School District has implemented the Just Read, Florida! coaching model for several years. At the start of each school year, the Assistant Superintendent of Instructional Services reviews the expectations for implementing the coaching model with all school-based administrators during the administrator's meeting and/or administrative retreat. In addition, the District Teacher on Special Assignment (TSA) for Curriculum and Instruction meets with all instructional coaches to review the Just Read, Florida! model and ensure alignment with the expectations outlined in the District K-12 Comprehensive Evidence-Based Reading Plan (CERP). This two-tiered approach ensures both principals and coaches clearly understand their roles in supporting the fidelity of the model's implementation.

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

The Assistant Superintendent of Instructional Services and the District TSA for Curriculum and Instruction provide ongoing support to literacy coaches through monthly professional learning community (PLC) meetings. These sessions include classroom walkthroughs, collaborative discussions on providing effective instructional feedback, and planning for upcoming coaching cycles. Additionally, the district partners with the State Regional Literacy Director (SRLD) to deliver on-site professional learning and facilitate a deeper understanding and use of the ELA Practice Profiles to enhance literacy coaching practices.

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?

To ensure literacy coaches prioritize high-impact activities, the district embeds structured support through monthly PLCs facilitated by the Assistant Superintendent of Instructional Services and the District TSA. During these PLCs, coaches engage in modeled data chats using classroom-level data and practice identifying actionable next steps to improve student outcomes. This hands-on approach builds coaching capacity for leading effective data-driven conversations with teachers. Each coach also serves on their school's leadership team and participates in district-led instructional rounds. During these rounds, data is reviewed, "look-fors" are identified, and school-specific professional learning needs are determined based on trends in instruction and student proficiency. These activities help coaches focus their time on

instructional modeling, co-planning, and differentiated teacher support aligned to CERP goals and student needs, as emphasized in the Reflection Tool.

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

The district monitors implementation of the literacy coach model through school-site instructional coach PLCs. During these sessions, the host school's instructional coach leads the Director of Instructional Services, TSA, and fellow coaches through live coaching cycle rounds. This structure allows the coach to receive timely, actionable feedback from district leaders and peers, while also giving the Director the opportunity to assess the fidelity of the coaching model in practice. The Director shares feedback from these rounds with school principals and district leadership to guide future support and professional learning. Principals also play a key role in monitoring implementation by observing and evaluating coaches throughout the school year. Additionally, all instructional coaches maintain detailed logs for each coaching cycle, documenting the teachers supported, topics addressed, and action steps taken. These logs serve as a tool for accountability and reflection, helping ensure coaches remain focused on high-impact instructional support aligned with the CERP.

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

The district measures the effectiveness of literacy coaches through a combination of coaching documentation, student achievement data, and administrator feedback. Coaches are required to maintain logs for each coaching cycle that detail the teacher supported, focus area, instructional strategies discussed, and action steps implemented. These logs are reviewed by the TSA and Assistant Superintendent to ensure alignment with the CERP and instructional goals. The impact of coaching is evaluated based on improvements in teacher practice, observed through classroom walkthroughs and instructional rounds, as well as changes in student outcomes on key assessments (e.g., FAST, STAR, iReady, Read 180). Principals provide input on coach effectiveness through direct observation and participation in the coaching process. Additionally, during the instructional coach PLCs and instructional rounds, coaches are expected to demonstrate how their work has led to instructional shifts and contributed to increased student proficiency. These multiple data points help the district assess whether coaching is improving literacy instruction and supporting student growth.

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.

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

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

Okeechobee County School District's Strategic Plan Goal 1: Engaging Instruction directly aligns with Florida's Formula for Reading Success by emphasizing rigorous, standards-based instruction, targeted interventions for diverse learners, and a structured system of professional learning for instructional staff.

Under Goal 1, the district focuses on implementing core curriculum and supplemental resources that are aligned to the B.E.S.T. Standards and grounded in the science of reading. This includes a deliberate emphasis on the six components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Teachers use state-adopted core materials and high-quality supplemental programs that reflect best practices and strong evidence of success, ensuring all students receive effective literacy instruction across all grade levels.

Professional development outlined in the strategic plan supports this alignment through ongoing training for teachers, instructional coaches, and school leaders. The district partners with Literacy First and Orton Gillingham to provide specialized training in foundational literacy and phonics instruction, especially for supporting struggling readers. Instructional coaches and State Regional Literacy Directors (SRLDs) facilitate monthly PLCs, conduct walkthroughs, and model instructional practices that reinforce reading growth and support continuous improvement.

For students with disabilities and English language learners, the strategic plan outlines multiple inclusive instructional models. Coaches provide technical assistance and modeling for teachers and paraprofessionals to support lesson design and delivery. Instruction for SWDs is provided through inclusion, small-group, and intervention-based settings, while ELLs receive instruction through sheltered, push-in, or pull-out models. ESOL teachers use both WIDA English Language Development (ELD) Standards and the B.E.S.T. Standards to guide instruction and ensure language development alongside grade-level proficiency.

Instructional Rounds and the district's Vision for Effective Instruction are used as tools to monitor and support implementation. These structures are embedded in Goal 1 to promote feedback loops, ensure fidelity of instruction, and guide professional learning based on observed classroom needs.

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.

Okeechobee County School District's public school PreK programs, including VPK, ESE, and other early childhood classrooms, are designed to provide developmentally appropriate, inclusive, and evidence-based instruction aligned to Florida's Early Learning and Developmental Standards. To monitor early literacy development, the district administers STAR Early Literacy as a universal screener. Assessment results are used to inform instruction, support small-group differentiation, and identify students in need of early intervention.

Instructional practices are grounded in the science of reading and supported by Heggerty Phonemic Awareness, a research-based resource aligned to the early learning standards. Teachers incorporate multisensory and language-rich strategies that address the developmental needs of all learners, including those with disabilities and those learning English. To strengthen instructional quality, the district partners with the Early Learning Coalition (ELC) to provide high-quality professional learning opportunities for lead teachers, focused on early literacy development, classroom management, and effective instructional delivery.

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

Teaching Strategies The Creative Curriculum is our state approved instructional materials for VPK. Heggerty Phonemic Awareness is used to supplement.

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.](#)

VPK students in Okeechobee County who are identified with a substantial deficiency in early literacy skills—as determined by STAR Early Literacy screening and teacher observation—receive targeted interventions in alignment with Rule 6A-6.053(5), F.A.C..

Interventions include:

- Small-group, teacher-led instruction focused on specific skill deficits in phonological awareness, vocabulary, oral language, and print concepts.
- Use of Heggerty Phonemic Awareness lessons to provide explicit, systematic instruction in foundational literacy skills.
- Incorporation of multisensory instructional strategies to support diverse learners, including students with disabilities and English language learners.
- Frequent progress monitoring to assess skill acquisition and adjust intervention intensity and focus as needed.
- In addition, instructional coaches and ESE support staff assist VPK teachers in planning and delivering interventions. Families are provided with at-home reading strategies and resources to reinforce skills introduced in the classroom.

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

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?
iReady Reading	☐ 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
iReady Reading	☐ VPK ☐ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other

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

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

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

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

- The student is identified as in need of Tier 3 interventions;
- A student in grades K-3 demonstrates through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading; and
 - o For kindergarten, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning, middle or end of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#);

- o For grades 1 and 2, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
- o For grade 3, the student scores below the twentieth (20th) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#)
- A student in grade 3 scores Level 1 on the end-of-year statewide, standardized ELA assessment pursuant to [s. 1008.22\(3\)\(a\), F.S.](#)

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

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

After each administration of FAST ELA progress monitoring, the school literacy leadership team reviews district- and school-level data along with classroom-based formative and summative assessments. Students who are performing below grade level expectations or are one to two years behind peers are flagged for additional intervention.

Tier 2 Identification: Students who score below grade level benchmarks or show risk indicators based on trend data are considered for Tier 2 support. Instructional staff and literacy leadership teams analyze student-level FAST data in combination with classroom observations, common assessments, and teacher input to determine specific skill deficits. Tier 2 services are provided in addition to core instruction and typically involve small-group, teacher-led instruction targeting identified reading components.

Tier 3 Identification: Students demonstrating a substantial reading deficiency—as evidenced by consistently low FAST performance and/or limited progress despite Tier 2 supports—are referred for Tier 3 intervention. This level of support is intensive, individualized, and provided by certified or endorsed reading teachers, as required by state statute. Interventions are delivered in very small groups or one-on-one settings and include frequent progress monitoring, immediate feedback, and explicit instruction tailored to each student's needs.

This structured identification process ensures interventions are data-driven, timely, and targeted, with progress reviewed regularly during MTSS meetings to evaluate effectiveness and make adjustments.

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

After each administration of FAST ELA, the school literacy leadership team, which includes administrators, instructional coaches, and key instructional staff, reviews both FAST data and classroom-level formative and summative assessments to identify students performing below grade level or one to two years behind their peers. Teacher input and classroom observations are also considered during this review.

Tier 2 Identification: Students demonstrating reading difficulties but not yet showing a substantial deficiency are considered for Tier 2 supports. These students receive small-group, teacher-led interventions focused on specific skill gaps identified through data analysis. Tier 2 is delivered in addition to core instruction and monitored closely for effectiveness through progress monitoring.

Tier 3 Identification: Students who demonstrate a substantial reading deficiency, as defined in Rule 6A-6.053, F.A.C., or who have not responded adequately to Tier 2 support, are moved to Tier 3. These students receive intensive, individualized interventions that are explicit, systematic, and delivered by a certified or

endorsed reading teacher or by staff under appropriate supervision. Instruction is provided in very small groups or one-on-one, and includes frequent progress monitoring and immediate feedback.

In addition to school-based intervention, students identified with a substantial reading deficiency are provided with a Read-At-Home Plan to reinforce literacy skills outside of school hours. This plan includes targeted strategies, activities, and resources that families can use to support reading development aligned to the student's specific needs. Teachers and coaches collaborate with families to explain how to implement these supports and track progress over time.

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

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

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

The district's process for identifying grades K-3 students with characteristics of dyslexia includes gathering student classroom observation data and FAST data. The next step is to analyze the observation data to determine whether or not students are struggling with reading fluency or having difficulty decoding words, having inconsistent spelling patterns, or organizing thoughts or expressing ideas in writing. High stakes data is reviewed to determine whether or not students are scoring on grade level with their peers or are scoring 1 to 2 years behind their peers.

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

If students demonstrate characteristics of dyslexia, interventions will begin immediately. Interventions may include small group explicit systematic instruction on the target skills. Data will be collected using i-Ready assessments to determine if additional interventions are needed.

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

Tier 1 instruction is monitored through regular instructional walkthroughs, data analysis, and collaborative planning:

- Walkthroughs and Instructional Rounds are conducted by school and district leaders using the district's Vision for Effective Instruction to ensure alignment to the B.E.S.T. Standards and fidelity to the adopted core curriculum.
- Progress monitoring data (e.g., FAST ELA) and classroom assessments are reviewed by School Literacy Leadership Teams after each assessment window to evaluate the effectiveness of core instruction.
- PLCs, facilitated by instructional coaches, use data to plan instruction, discuss student needs, and adjust practices as necessary.
- Fidelity checklists and observation tools help ensure consistent use of evidence-based reading practices across classrooms.

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

Tier 2 instruction is monitored through a combination of data review, observation, and progress monitoring:

- Progress Monitoring Data: Students receiving Tier 2 interventions are assessed regularly using FAST and other formative tools to measure growth in targeted skill areas. Data is reviewed by the School Literacy Leadership Team to determine whether interventions are leading to adequate progress.
- Data-Based Problem Solving: Teams analyze individual and group progress to evaluate the impact of interventions. If students are not responding, adjustments are made to instructional strategies, group size, frequency, or content focus.
- Walkthroughs and Coaching Support: Instructional coaches and school leaders observe Tier 2 groups to ensure instruction is explicit, systematic, and aligned to identified student needs. Feedback is provided to interventionists to support continuous improvement.
- Documentation and Fidelity Checks: Interventionists maintain logs to track student participation, instructional focus, and outcomes. These are reviewed during MTSS meetings to support data-driven decisions.

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

Tier 3 instruction is monitored closely through frequent progress monitoring, team-based data analysis, and fidelity checks to ensure intensive interventions are effective for students with substantial reading deficiencies.

- Frequent Progress Monitoring: Students receiving Tier 3 support are assessed more frequently than Tier 2 students (e.g., every 1–2 weeks) to track growth in targeted skill areas. This helps ensure interventions are responsive to student needs and adjustments can be made quickly.
- MTSS Team Reviews: The School Literacy Leadership Team meets regularly to review individual student progress, evaluate the intensity and delivery of interventions, and determine whether changes in instruction or placement are needed.
- Observation and Coaching: Instructional coaches and administrators conduct observations of Tier 3 instruction to confirm it is being delivered with fidelity. Instruction must be explicit, systematic, and delivered in very small groups or one-on-one by certified or endorsed personnel.
- Documentation and Logs: Interventionists document session content, instructional strategies, and student response. These logs are reviewed as part of MTSS meetings and used to guide problem-solving discussions.

Grades K-5 Decision Tree

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

Tier 1 (Core) Only

Beginning of Year Data

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

(Enter assessment criteria that will be used.)

PM 3 FAST Level 3 and above, iReady diagnostic assessment (Fall of current year)

List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students.

K-5: PM3 FAST Level 3-5,

K: 362 – 395+ iReady diagnostic results “early on Grade Level”

1st: 434 – 457+ iReady diagnostic results “early on Grade Level”

2nd: 489 – 512+ iReady diagnostic results “early on Grade Level”

3rd: 511 – 544+ iReady diagnostic results “early on Grade Level”

4th: 557 – 578+ iReady diagnostic results “early on Grade Level”

5th: 581 – 608+ iReady diagnostic results “early on Grade Level”

What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? The school leadership team works with the school's literacy leadership team to review both student and teacher data to evaluate the effectiveness of Tier 1 instruction. Data may be reviewed after students take a summative or progress-monitoring assessment. School leaders may contact the district's MTSS team to review data to determine the effectiveness of Tier 1 instruction.		
Core Instruction Indicate the core curriculum utilized. Add additional rows as needed.		
Name of Program	Year of Program Adoption	
State-adopted Savvas myView (K-5)	2022	
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: FAST Level 2 or below, iReady Diagnostic (fall) 1 or more grade levels below		
Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) K-5: PM 3 FAST Level 2 and below, K: <362 iReady Diagnostic (fall) 1 or more grade levels below 1 st : <434 iReady Diagnostic (fall) 1 or more grade levels below 2 nd : <489 iReady Diagnostic (fall) 1 or more grade levels below 3 rd : <511 iReady Diagnostic (fall) 1 or more grade levels below 4 th : <557 iReady Diagnostic (fall) 1 or more grade levels below 5 th : <581 iReady Diagnostic (fall) 1 or more grade levels below		
Number of times per week interventions are provided: 2 times per week Number of minutes per intervention session: 15 - 25 minutes per session		
Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
iReady	Moderate: +0.12	
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)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)

For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided. MTSS Manual is followed to support the individual needs of each student identified with a substantial reading deficiency, and the multisensory interventions are tailored to meet the student's specific needs. The multisensory practices to provide interventions are explicit systematic phonics instruction, and small group or 1:1 instruction. K-3 teachers have been trained to use the Orton-Gillingham approach.		
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: K-5: FAST Level 2 or below, iReady Diagnostic (fall) 2 or more grade levels below		
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: (Enter assessment criteria that will be used.) K-5 PM 3 FAST Level 1, K-2 below the 10th percentile on PM1, 2, or 3, or for Grade 3 below the 20th percentile 1st: <347 iReady Diagnostic (fall) 2 or more grade levels below 2nd: <419 iReady Diagnostic (fall) 2 or more grade levels below 3rd: <474 iReady Diagnostic (fall) 2 or more grade levels below 4th: <496 iReady Diagnostic (fall) 2 or more grade levels below 5th: <542 iReady Diagnostic (fall) 2 or more grade levels below		
Number of times per week interventions are provided: 3 times per week Number of minutes per intervention session: 15-25 minutes per week		
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)
i-Ready Teacher-Led Small Group Lessons	Moderate: +0.12	
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)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided.		

MTSS Manual is followed to support the individual needs of each student identified with a substantial reading deficiency, and the multisensory interventions are tailored to meet the student's specific needs. The multisensory practices to provide interventions are explicit systematic phonics instruction, and small group or 1:1 instruction.

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

The school leadership team works with the school's literacy leadership team to review both student and teacher data to evaluate the effectiveness of Tier 3 instruction. Data may be reviewed after students take a summative or progress-monitoring assessment. School leaders may contact the district's MTSS team to review data to determine the effectiveness of Tier 3 instruction.

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

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

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

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

Summer Reading Camps for Retained Grade 3 Students
Schedule: Monday – Thursday for 4 weeks in June, 5 hours per day (20 hours per week)
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): i-Ready Magnetic Reading
Alternative Assessment Used: STAR Reading, iReady Reading, and Tera Nova
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.

Grades 6-8

8. Grades 6-8 Assessments

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

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
iReady Reading	☒ 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
Read180/System44	☒ 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.

The district's process for identifying grades 6-8 students in need of Tier 2 interventions includes reviewing FAST ELA data as well as classroom summative and formative data to determine whether or not a student may have a substantial reading deficiency. If the student does not score on grade level or is one or two years behind their peers, students will be provided interventions. The school literacy leadership team is responsible for reviewing data to determine if a student has a substantial reading deficiency. The data is reviewed after each administration of FAST.

The district's process for identifying grades 6-8 students in need of Tier 3 interventions includes reviewing FAST ELA data as well as classroom summative and formative data to determine whether or not a student

may have a substantial reading deficiency. If the student does not score on grade level or is one or two years behind their peers, students will be provided interventions. The school literacy leadership team is responsible for reviewing data to determine if a student has a substantial reading deficiency. The data is reviewed after each administration of FAST.

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

School leadership walkthroughs, observations, evaluations, and progress monitoring data monitor Tier 1 instruction.

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

School leadership walkthroughs, observations, evaluations, PLT planning, and progress monitoring data monitor Tier 2 instruction.

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

School leadership walkthroughs, observations, evaluations, PLT Planning, MTSS team meetings, and progress monitoring data monitor Tier 3 instruction.

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: (Enter assessment criteria that will be used.) PM 3 FAST Level 3 and above, iReady Diagnostic (fall)	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Grades 6-8: FAST Level 3 and above Grade 6: 598 + iReady "early on grade level" Grade 7: 609 + iReady "early on grade level" Grade 8: 620 + iReady "early on grade level"	
What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? The school leadership team works with the school's literacy leadership team to review both student and teacher data to evaluate the effectiveness of Tier 1 instruction. Data may be reviewed after students take a summative or progress-monitoring assessment. School leaders may contact the district's MTSS team to review data to determine the effectiveness of Tier 1 instruction.	
Core Instruction	
Indicate the core curriculum utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
State-adopted Savvas myPerspectives (6-8)	2022
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: FAST Level 2 or below, iReady Diagnostic (fall) 1 or more grade levels below	
Tier 1 Instruction + Tier 2 Interventions	
Beginning of Year Data	

Students who meet the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) Grade 6-8 PM 3 FAST Level 2 and below, Grade 6: <566 iReady Diagnostic (fall) 1 or more grade levels below Grade 7: <583 iReady Diagnostic (fall) 1 or more grade levels below Grade 8: <594 iReady Diagnostic (fall) 1 or more grade levels below		
Number of times per week interventions are provided: 2 times per week Number of minutes per intervention session: 15-25 minutes Course(s) where interventions take place: ELA Block or scheduled intervention time		
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)
i-Ready	Moderate	
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, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: PM 3 FAST Level 1, iReady Diagnostic (fall) 2 or more grade levels below		
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: (Enter assessment criteria that will be used.) Grades 6-8: PM 3 FAST Level 1, Grade 6: <542 iReady Diagnostic (fall) 2 or more grade levels below Grade 7: <566 iReady Diagnostic (fall) 2 or more grade levels below Grade 8: <583 iReady Diagnostic (fall) 2 or more grade levels below		
Number of times per week interventions are provided: 3 times per week (tier 3)		
Number of minutes per intervention session: 15-25 minutes		
Course(s) where interventions take place: ELA Block or scheduled intervention time		
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)
i-Ready Teacher-Led Small Group Lessons	Moderate	
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, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? The school leadership team works with the school's literacy leadership team to review both student and teacher data to evaluate the effectiveness of Tier 3 instruction. Data may be reviewed after students take a summative or progress-monitoring assessment. School based problem solving team (MTSS team) will review data to determine the effectiveness of Tier 3 instruction.		

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?
Read180	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12	☐ Oral Language ☐ Phonological Awareness ☐ Phonics	☒ Screening ☒ Progress Monitoring ☒ Diagnostic	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly

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?
	☐ All Students ☐ Select Students	☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Summative	☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
System 44	☒ 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
SAT/ACT/CLT	☐ 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.

The district's process for identifying grades 9-12 students in need of Tier 2 interventions includes reviewing FAST ELA data as well as classroom summative and formative data to determine whether or not a student may have a substantial reading deficiency. If the student does not score on grade level or is one or two years behind their peers, students will be provided interventions. The school literacy leadership team is responsible for reviewing data to determine if a student has a substantial reading deficiency. The data is reviewed after each administration of FAST.

The district's process for identifying grades 9-12 students in need of Tier 3 interventions includes reviewing FAST ELA data as well as classroom summative and formative data to determine whether or not a student may have a substantial reading deficiency. If the student does not score on grade level or is one or two years behind their peers, students will be provided interventions. The school literacy leadership team is responsible for reviewing data to determine if a student has a substantial reading deficiency. The data is reviewed after each administration of FAST.

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

School leadership walkthroughs, observations, evaluations, and progress monitoring data monitor Tier 1 instruction.

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

School leadership walkthroughs, observations, evaluations, PLT planning, and progress monitoring data monitor Tier 2 instruction.

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

School leadership walkthroughs, observations, evaluations, PLT Planning, MTSS team meetings, and progress monitoring data monitor Tier 3 instruction.

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: (Enter assessment criteria that will be used.) PM 3 FAST Level 3 and above, PM 1 (current year) Level 2 and above	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. PM 3 FAST Level 3 and above, PM 1 (current Year) Level 2 and above	
What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction and/or curriculum provided to students? The school leadership team works with the school's literacy leadership team to review both student and teacher data to evaluate the effectiveness of Tier 1 instruction. Data may be reviewed after students take a summative or progress-monitoring assessment. School leaders may contact the district's MTSS team to review data to determine the effectiveness of Tier 1 instruction.	
Core Instruction	
Indicate the core curriculum utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
State-adopted Savvas myPerspectives (9-12)	5
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: FAST Level 2 or below, Read180 NWEA Map "Basic" Performance Level	
Tier 1 Instruction + Tier 2 Interventions	
Beginning of Year Data	
Students who meet the following criteria at the beginning of the school year: Grades 9-12: PM 3 FAST Level 2 or below, Grade 9: <1049 Read180 NWEA Map "Basic" Performance Level Grade 10: <1079 Read180 NWEA Map "Basic" Performance Level Grade 11 & 12: <1184 Read180 NWEA Map "Basic" Performance Level	
Number of times per week interventions are provided: 2 times per week Number of minutes per intervention session: 15-25 minutes Course(s) where interventions take place: ELA Block or Reading class	

Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Read 180	Strong	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: FAST Level 1, Read180 NWEA Map "Below Basic" Performance Level		
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: Grades 9-12: PM 3 FAST Level 1 Grade 9: <850 Read180 NWEA Map "Below Basic" Performance Level Grade 10: <890 Read180 NWEA Map "Below Basic" Performance Level Grade 11 & 12: <985 Read180 NWEA Map "Below Basic" Performance Level		
Number of times per week interventions are provided: 3 times per week Number of minutes per intervention session: 20-30 minutes per session Course(s) where interventions take place: ELA block or Reading Class		
Intensive, Individualized Instruction/Interventions		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Read 180	Strong	
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)

English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? The school leadership team works with the school's literacy leadership team to review both student and teacher data to evaluate the effectiveness of Tier 3 instruction. Data may be reviewed after students take a summative or progress-monitoring assessment. School leaders may contact the district's MTSS team to review data to determine the effectiveness of Tier 3 instruction.		

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

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

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

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

Name of Professional Learning	Target Audience	Description
Reading Micro-Credentials	New Teachers	Satisfies competency 1 of the Reading Endorsement
Reading Endorsement Courses	Teachers	Literacy Matrix Competencies 2-5
FDLRS Exploring Structured Literacy	Teachers	Satisfies the 40 hours Reading for certification renewal
Reading Difficulties, Disabilities, and Dyslexia	Teachers	Satisfies the 40 hours Reading for certification renewal
Structures Literacy for a Multi-Sensory Approach	Teachers	Satisfies the 40 hours Reading for certification renewal
Clinical Educator Training	Teachers	Trains instructional staff how to provide effect feedback and how to conduct a successful coaching model
New Worlds Reading Teachers PL	VPK-5 teachers/paras	Training and resources that connect the NWR home book delivery program to classroom-based literacy instruction.
Project One	New Teachers	Mentoring and Portfolio program for new teachers

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.

The district partners with organizations such as New Worlds Reading and Orton-Gillingham to offer structured professional learning focused on the science of reading and foundational literacy instruction. PreK and early grade teachers also receive training in Heggerty Phonemic Awareness, a research-based program aligned with Florida's Early Learning and B.E.S.T. Standards.

Additionally, the district collaborates with the Early Learning Coalition (ELC) to provide targeted professional development for PreK teachers focused on developmentally appropriate practices and early language acquisition. The district also supports participation in the Lastinger Center and the Shultz Center for Learning's Literacy Micro-Credential Program, where instructional personnel complete Competencies 2–5 of the Reading Endorsement Matrix through a job-embedded, research-based learning model. To further support professional growth, the district assists with registration costs and materials and provides stipends to educators who successfully complete credentials or endorsements. This multi-layered approach ensures all educators are prepared to deliver high-quality, evidence-based literacy instruction to meet the diverse needs of students across grade levels.

Differentiated Professional Learning

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

Professional learning in Okeechobee County is differentiated and intensified based on ongoing analysis of progress monitoring data and school improvement goals. Through the district's stocktake process, school leadership teams—including administrators and instructional coaches—review FAST and other assessment data to evaluate progress and identify instructional areas in need of support. Data is disaggregated to determine specific professional learning needs by grade level, content area, or instructional strategy. Additionally, instructional rounds provide qualitative insight into classroom practices, helping leaders pinpoint teachers who may benefit from targeted support in areas such as differentiated instruction. Instructional coaches, who are active members of each school's leadership team, play a key role in delivering or modeling job-embedded professional development aligned to identified needs. The district also collaborates closely with the State Regional Literacy Director (SRLD) to strengthen professional learning aligned to the B.E.S.T. ELA standards and evidence-based reading practices. Instructional coaches and the SRLD work together to develop and facilitate customized professional development for school staff, ensuring that learning opportunities are targeted, relevant, and grounded in the science of reading. When additional support is needed, the district partners with external organizations and vendors to provide specialized training. This multi-layered approach ensures professional learning is responsive, personalized, and directly linked to improving instructional quality and student achievement.

Mentor Teachers

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

Okeechobee County School District identifies mentor teachers at each school site based on their instructional expertise, leadership qualities, and successful completion of clinical educator training. This training equips mentors with the skills needed to support adult learners through a growth mindset, focused planning, classroom observation, and the delivery of meaningful, actionable feedback. Mentor teams are assigned to support both new teachers to the profession and those who are new to OCSB. As part of the district's mentoring program, principals ensure that new teachers have opportunities to conduct peer observations in model classrooms. These classrooms are led by experienced, effective teachers and serve as live examples of high-quality instruction, classroom management, and standards-aligned teaching. Model

classrooms provide a supportive environment where new teachers can observe best practices and reflect on their own instruction with the guidance of their mentor.

Professional Learning Time

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

School leaders provide common planning time or in some cases release time for teachers to participate in professional development. With the vast amount of free online resources provided by vendor partners, teachers have the opportunity to participate in watch parties to learn new strategies to improve their craft. School leaders have also embraced the PLC @ Work model ensuring that teachers have time to collaborate and learn from one another weekly.

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
Try Once	BQ in K	20 students meet for 15 minutes each day with their tutor to work with early literacy skills
Florida Tutoring Advantage Program	3 rd Grade	Reading and Math intervention
After school tutoring	Targeted populations K-12	Reading, Math, Science, and History

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

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

The district's plan for providing a read-at-home plan includes the following:

- providing parents whose student is struggling to read the Florida Department of Education's; Read-At-Home Plan Resources
- provide parents whose student is identified for tier 2 or tier 3 support to receive an invitation for a tier planning meeting, the MTSS Brochure, and First Intervention Plan Details Letter;
- provide parents with a Student Progress Letter every four to five weeks;
- provide K-5 parents the opportunity to participate in Academic Parent Teacher Teams (APTT) or student-led data conferences three times each year to learn strategies to practice at home, set goals for student improvement, and analyze their student's performance data; *and*

provide K-5 parents whose student has been identified with a substantial reading deficiency the opportunity to participate in the New Worlds Reading Initiative.

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).

Okeechobee has hosted several New World's Reading parent nights at each of the elementary schools. We have also continued our partnership with Footsteps to Brilliance, providing parents with information for the free app that allows their student to access Early Literacy skills from preK – 3rd grade.

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

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

Initials	Assurance
DT	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that includes phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
DT	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.
DT	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.
DT	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
DT	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
DT	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.
DT	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
DT	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
DT	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):

Dylan Tedders, Superintendent of Schools



Date:

7/29/2025

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

9) Highly Effective Teachers

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

Okeechobee County School District prioritizes the assignment of highly effective teachers, as defined in s. 1012.34(2)(e), to kindergarten through grade 2 by using a strategic, data-driven approach to staffing. Each year, teacher evaluation results are reviewed in conjunction with early literacy data to identify where the greatest instructional needs exist. Principals work closely with district leadership to ensure that highly effective teachers are placed in K–2 classrooms, particularly in schools or grade levels with low reading proficiency. When a highly effective teacher is not available, developing teachers are paired with experienced mentors to maintain instructional quality. This deliberate placement process ensures that Okeechobee’s youngest learners receive high-quality instruction during the most critical years for foundational literacy development.