

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	Vicki Goggans	Vicki.Goggans@okeeschools.org	863-462-5000
Third Grade Promotion	Lauren Myers & Vicki Goggans	Lauren.myers@okeeschools.org Vicki.Goggans@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
Elementary Expenses		
Literacy coaches		
Intervention teachers	\$228,300	4
Scientifically researched and evidence-based supplemental instructional materials		
Third grade summer reading camps	\$27,746	
Summer reading camps		
Secondary Expenses		
Literacy coaches		
Intervention teachers	\$62,895	1
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	273,100	5
Family engagement activities		
Other – Please Describe. Add additional rows as needed.		
Estimated Sum of Expenditures	\$592,041	

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%

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

VPK teachers will utilize the district-adopted Creative Curriculum, supplemented with Heggerty Phonemic Awareness to provide explicit, systematic instruction in oral language, phonological awareness, alphabet knowledge, vocabulary, and early print concepts. Student progress will be monitored using FAST Star Early Literacy assessment data, teacher observations, and ongoing classroom-based formative assessments. Assessment results will be reviewed collaboratively by teachers, instructional leaders, and district staff to identify instructional strengths, determine student needs, and adjust instruction and interventions throughout the year.

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	Evaluations, observations, walkthroughs, professional development, and instructional coaching cycles will provide

	provide continuous support and improvement.	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, Perfection Learning, 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 district literacy data and findings from the District CERP Reflection Tool identified the need to strengthen instructional coherence by increasing alignment among standards, curriculum, instruction, assessment, intervention, and professional learning. While student performance data demonstrated continued growth, the analysis indicated opportunities to improve the consistency of Tier 1 instruction, strengthen implementation of evidence-based instructional practices, and ensure a more cohesive system of literacy support across all grade levels.

To address these needs, the district has revised the CERP to reflect the implementation of newly adopted K–12 ELA instructional materials aligned to the B.E.S.T. ELA Standards and the science of reading. District curriculum teams are developing vertically aligned curriculum maps, pacing guides, and common assessments to ensure consistent instructional expectations and high-quality literacy instruction across all schools.

In grades K–3, the district has incorporated Really Great Reading as the foundational phonics resource to provide explicit, systematic instruction in foundational reading skills that is intentionally aligned with the core ELA curriculum. At the secondary level, the district has adopted Perfection Learning Florida Connections as its evidence-based literacy intervention resource for grades 9–12 to provide targeted support for students with reading deficiencies while reinforcing grade-level literacy standards.

Professional learning has also been revised to prioritize effective implementation of the newly adopted instructional materials, strengthen teacher understanding of evidence-based literacy practices, and build instructional capacity through collaborative planning, instructional coaching, classroom walkthroughs utilizing the ELA Practice Profiles, and ongoing professional learning communities.

These revisions strengthen the district's comprehensive literacy system by ensuring greater alignment among curriculum, instruction, intervention, assessment, and professional learning, resulting in more consistent implementation of evidence-based practices and improved literacy outcomes for all students.

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 implementation of the District Comprehensive Evidence-Based Reading Plan through a systematic process of classroom walkthroughs, instructional observations, data reviews, and collaborative planning with instructional coaches and district leaders. Each school conducts weekly literacy-focused classroom walkthroughs, with formal instructional rounds conducted throughout the school year in collaboration with district administrators and instructional coaches to monitor implementation of the district's literacy priorities.

Walkthroughs focus on the fidelity of implementation of the district's adopted ELA instructional materials, alignment to the B.E.S.T. ELA Standards, explicit and systematic literacy instruction grounded in the science of reading, effective use of district curriculum maps and pacing guides, student engagement, and implementation of evidence-based intervention practices. Administrators utilize the Florida ELA Practice Profiles and district instructional look-for documents to collect evidence, identify trends, and provide timely, actionable feedback to teachers.

Following walkthroughs, principals meet regularly with instructional coaches to analyze observation data, identify schoolwide instructional trends, and determine coaching priorities and professional learning needs. Walkthrough evidence is also reviewed during leadership team meetings and Professional Learning Communities to ensure instructional decisions are informed by classroom evidence and student performance data.

District administrators conduct monthly school visits so that every classroom on each campus will be observed once each semester, and participate in instructional rounds to provide additional support, calibrate instructional expectations across schools, and ensure consistent implementation of the district's literacy framework. This ongoing cycle of observation, feedback, coaching, and progress monitoring enables principals to ensure the reading plan is implemented with fidelity and continuously refined to improve literacy outcomes for all students.

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 ensure the timely collection and effective utilization of assessment data through a systematic process of data reviews, collaborative planning, and ongoing progress monitoring. School administrators work closely with instructional coaches and teacher teams to monitor the administration of district and state assessments, including FAST progress monitoring, STAR Early Literacy, STAR Reading, i-Ready Diagnostic (K–8), School City common assessments, and classroom formative assessments, ensuring that assessment schedules and district expectations are implemented with fidelity.

Following each assessment window, principals facilitate collaborative data analysis meetings with instructional coaches, grade-level or department teams, and School Literacy Leadership Teams to review

student performance, identify trends, and determine instructional priorities. Assessment data are used to identify students requiring additional support or enrichment, evaluate the effectiveness of Tier 1 instruction, monitor the impact of interventions, and guide instructional planning for individual classrooms, grade levels, and schools.

Progress monitoring data are reviewed regularly throughout the school year to evaluate student growth toward literacy goals and to determine whether instructional adjustments or additional interventions are needed. Principals monitor that teachers use assessment results to plan differentiated instruction, provide targeted small-group support, and adjust pacing based on student needs. District-developed common assessments further support consistency across schools by providing comparable data to evaluate mastery of priority standards and inform instructional decisions.

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 district provides ongoing, job-embedded support to literacy coaches through a comprehensive system of professional learning, collaborative planning, instructional rounds, and coaching calibration throughout the school year. The Assistant Superintendent of Instructional Services and the District Teacher on Special Assignment (TSA) for Curriculum and Instruction facilitate monthly instructional coach Professional Learning Communities (PLCs) focused on strengthening coaching practices and supporting district literacy priorities.

During these PLCs, literacy coaches collaborate to analyze student achievement data, review implementation of district initiatives, participate in classroom walkthroughs, calibrate observation and feedback practices, and plan coaching cycles that address identified instructional needs. Coaches also receive training on the effective implementation of the district's adopted ELA instructional materials, curriculum maps, pacing guides, common assessments, and evidence-based literacy practices grounded in the science of reading.

The district partners with the State Regional Literacy Directors (SRLDs) to provide additional professional learning and coaching support related to the Florida ELA Practice Profiles, effective literacy instruction, and

high-impact coaching practices. Literacy coaches participate alongside district and school administrators in instructional rounds to strengthen instructional feedback, ensure consistency across schools, and identify districtwide professional learning needs.

In addition, literacy coaches collaborate regularly with district curriculum teams and school leadership to support implementation of curriculum revisions, facilitate professional learning for teachers, analyze assessment data, and develop action plans to improve student achievement. This ongoing cycle of professional learning, collaboration, coaching, and reflection ensures literacy coaches are equipped to provide high-quality instructional support that leads to improved literacy outcomes for all students.

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 literacy coaches in prioritizing high-impact activities by establishing clear expectations that their primary responsibilities center on improving classroom instruction and student achievement through job-embedded coaching, collaborative planning, data analysis, and professional learning. Monthly instructional coach Professional Learning Communities (PLCs), facilitated by the Assistant Superintendent of Instructional Services and the District Teacher on Special Assignment (TSA) for Curriculum and Instruction, are used to establish district priorities, review student achievement data, and align coaching efforts with the goals of the District Comprehensive Evidence-Based Reading Plan (CERP).

Literacy coaches work collaboratively with principals and teacher teams to analyze FAST, STAR, district common assessment, and classroom assessment data to identify instructional strengths and areas of need. Using these data, coaches assist teachers in establishing measurable student learning goals, developing instructional action plans, and monitoring student progress throughout the year. Coaching cycles are prioritized based on student performance data, classroom observation evidence, and school improvement goals to ensure support is targeted where it will have the greatest impact.

The district also prioritizes coach involvement in curriculum implementation by engaging literacy coaches in the development and refinement of curriculum maps, pacing guides, and common assessments aligned to the B.E.S.T. ELA Standards and the district's adopted instructional materials. This work enables coaches to provide consistent guidance to teachers regarding instructional planning, lesson delivery, assessment practices, and differentiation.

Professional learning provided by literacy coaches is driven by classroom walkthrough data, assessment results, and identified teacher needs. Coaches facilitate collaborative planning, model evidence-based instructional practices, provide side-by-side coaching, and support Professional Learning Communities focused on strengthening Tier 1 instruction and effective intervention practices. District instructional rounds and ongoing collaboration with school administrators further ensure that coaching efforts remain focused on high-impact instructional practices that improve teacher effectiveness and student literacy outcomes.

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

The district monitors implementation of the literacy coach model through ongoing collaboration among district leaders, principals, and instructional coaches to ensure coaching practices align with the expectations of the Just Read, Florida! literacy coach model and the District Comprehensive Evidence-Based Reading Plan (CERP). The Assistant Superintendent of Instructional Services and the District Teacher on Special Assignment (TSA) for Curriculum and Instruction provide continuous oversight through monthly instructional coach Professional Learning Communities (PLCs), school visits, and instructional rounds.

During monthly PLCs, literacy coaches review student achievement data, discuss coaching priorities, share successful practices, and reflect on coaching cycles to ensure support is aligned with district literacy goals. District leaders monitor coaching activities to ensure coaches are prioritizing high-impact responsibilities, including classroom-based coaching, modeling effective instructional practices, facilitating collaborative planning, supporting data analysis, and providing professional learning aligned to district literacy initiatives.

To ensure consistency and accountability, all literacy coaches maintain a district coaching cycle tracking spreadsheet that serves as a comprehensive log of instructional coaching activities. The tracking tool documents teachers served, coaching cycle dates, instructional focus areas, classroom observations, modeling and co-teaching activities, action steps, follow-up support, and evidence of teacher implementation. District leaders regularly review the tracking spreadsheet to monitor the frequency and quality of coaching cycles, identify trends across schools, and ensure coaching resources are being directed toward the areas of greatest instructional need.

Implementation of the coaching model is further monitored through regular instructional rounds involving district leaders, principals, and instructional coaches. These collaborative classroom visits provide opportunities to calibrate instructional expectations, examine evidence of coaching impact, and identify trends across schools. Principals meet regularly with literacy coaches to review coaching priorities, discuss progress toward school literacy goals, and ensure coaching efforts remain aligned with school improvement plans and district literacy initiatives.

This continuous cycle of monitoring, documentation, collaboration, feedback, and reflection ensures the literacy coach model is implemented with fidelity and that coaching efforts remain focused on improving teacher practice and increasing student literacy achievement.

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

The district measures the effectiveness of literacy coaches through multiple measures that evaluate the quality of coaching, changes in instructional practice, and improvements in student literacy outcomes. District leaders regularly review coaching cycle documentation, classroom observation data, principal feedback, teacher implementation of instructional practices, and student achievement data to determine the impact of coaching on classroom instruction.

Each literacy coach maintains a district coaching cycle tracking spreadsheet that serves as a comprehensive record of coaching activities. The spreadsheet documents teachers served, coaching cycle dates, instructional focus areas, coaching strategies provided, follow-up support, and evidence of teacher implementation. District leaders review these data throughout the year to monitor the frequency and quality of coaching cycles, ensure coaching is aligned to district priorities, and identify areas requiring additional support.

The effectiveness of coaching is also evaluated through classroom walkthroughs and instructional rounds conducted by principals, district leaders, and instructional coaches. Observation data are used to determine whether evidence-based instructional practices, implementation of the district's adopted ELA instructional materials, and alignment to the B.E.S.T. ELA Standards are becoming more consistently evident across classrooms. Principals provide ongoing feedback regarding the impact of coaching on teacher practice, collaborative planning, and school improvement efforts.

Student assessment data, including FAST, STAR Early Literacy, STAR Reading, district common assessments, and classroom formative assessments, are analyzed to determine whether coaching efforts are contributing

to improved instructional effectiveness and increased student achievement. These data are reviewed collaboratively during school leadership meetings, instructional coach PLCs, and district data reviews to evaluate trends, celebrate successes, and refine coaching priorities.

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?

Okeechobee County School District's Strategic Plan aligns with Florida's Formula for Reading Success by prioritizing high-quality instruction, equitable access to rigorous learning opportunities, data-informed decision making, and continuous improvement to ensure literacy success for every student. Specifically, Strategic Goal 1: Engaging Instruction establishes the expectation that all students receive standards-aligned, evidence-based instruction supported by high-quality instructional materials, effective assessment practices, targeted interventions, and ongoing professional learning.

To support this goal, the district has implemented newly adopted K–12 ELA instructional materials aligned to the B.E.S.T. ELA Standards and grounded in the science of reading. Curriculum maps, pacing guides, and common assessments are being developed to create a coherent instructional system that ensures consistency across classrooms and schools. In grades K–3, Really Great Reading provides explicit, systematic instruction in foundational reading skills, while Perfection Learning Florida Connections has been adopted as

the district's intervention resource for grades 9–12 to provide evidence-based literacy support for students requiring additional instruction.

The district's strategic plan also emphasizes the use of multiple measures of student achievement to drive continuous improvement. Universal screening, progress monitoring, diagnostic assessments, classroom formative assessments, district common assessments, and state assessments are used to evaluate student progress, inform instructional decisions, and provide timely intervention through Florida's Multi-Tiered System of Supports.

Professional learning is another key component of the district's strategic plan. Teachers, instructional coaches, and school administrators participate in ongoing professional learning focused on the science of reading, implementation of the district's adopted instructional materials, effective data analysis, and evidence-based instructional practices. Literacy coaches provide job-embedded coaching, collaborative planning, modeling, and professional learning to strengthen Tier 1 instruction and support targeted interventions.

The district's commitment to equitable outcomes is reflected throughout its strategic plan by ensuring all students have access to appropriate instructional supports. Students with disabilities receive standards-aligned literacy instruction with accommodations, specialized supports, and evidence-based interventions as identified through their Individualized Education Programs (IEPs). English language learners receive instruction aligned to both the B.E.S.T. ELA Standards and the WIDA English Language Development Standards through differentiated instruction, language supports, and sheltered instructional practices that promote both language acquisition and literacy development.

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, Exceptional Student Education (ESE), and other PreK classrooms, provide developmentally appropriate, evidence-based instruction aligned to Florida's Early Learning and Developmental Standards to ensure all students develop the foundational literacy skills necessary for kindergarten success. The district's early learning program emphasizes explicit instruction, ongoing assessment, differentiated support, and strong collaboration among teachers, families, and support personnel.

Student learning is monitored through FAST Star Early Literacy as the district's universal screening and progress monitoring assessment. Teachers also utilize ongoing formative assessments, classroom observations, and student work samples to monitor growth in oral language, phonological awareness, alphabet knowledge, vocabulary, print concepts, and early comprehension skills. Assessment data are reviewed collaboratively with school administrators and district instructional staff to identify student needs, guide instructional planning, and determine appropriate interventions and enrichment opportunities.

Instruction is delivered using the district-adopted Creative Curriculum, supplemented with Heggerty Phonemic Awareness, to provide explicit, systematic instruction aligned to the science of reading. Teachers implement district-developed instructional units, common lesson planning expectations, and a consistent daily schedule that intentionally integrates language development, foundational literacy skills, interactive read-alouds, writing opportunities, and play-based learning experiences. Common planning time supports collaboration among teachers to analyze student data, share instructional strategies, and ensure consistency across classrooms.

Students requiring additional support receive differentiated small-group instruction and targeted interventions based on assessment data and teacher observations. Exceptional Student Education (ESE) staff collaborate with classroom teachers to provide specialized instruction, accommodations, and services identified through

Individualized Education Programs (IEPs). English language learners receive developmentally appropriate language supports that promote oral language acquisition while providing meaningful access to early literacy instruction.

The district further supports high-quality instruction through ongoing professional learning provided in partnership with the Early Learning Coalition and district instructional leaders. Professional learning focuses on evidence-based early literacy instruction, implementation of the science of reading, effective use of assessment data, classroom environment, and instructional practices that support all learners. Through this comprehensive system of assessment, standards-based instruction, targeted support, and continuous professional learning, the district ensures that all PreK students develop the foundational literacy skills needed for future academic success.

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

Instruction is delivered using the district-adopted Creative Curriculum, supplemented with Heggerty Phonemic Awareness, to provide explicit, systematic instruction aligned to the science of reading.

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 identified as having a substantial deficiency in early literacy skills, as determined through FAST Star Early Literacy, ongoing progress monitoring, teacher observations, and classroom-based assessments, receive targeted, evidence-based interventions designed to strengthen foundational literacy skills and prepare them for kindergarten success.

Interventions include explicit, systematic small-group instruction focused on phonological awareness, oral language, alphabet knowledge, print concepts, vocabulary, and early comprehension using the district-adopted Heggerty Phonemic Awareness program and instructional strategies embedded within Creative Curriculum. Teachers provide differentiated instruction based on individual student needs and use multisensory instructional practices to increase student engagement and support skill acquisition.

Student progress is monitored regularly through formative assessments, classroom observations, and FAST Star Early Literacy data to evaluate intervention effectiveness and guide instructional adjustments. Teachers collaborate with school administrators, district instructional staff, and Exceptional Student Education (ESE) personnel, as appropriate, to review student progress and determine the level of support needed.

Students with disabilities receive specialized instruction, accommodations, and related services in accordance with their Individualized Education Programs (IEPs), while English language learners receive differentiated language supports that promote both oral language development and early literacy skills.

To provide additional support for students demonstrating continued literacy needs, eligible VPK students are invited to participate in the district's Summer Bridge Program. The Summer Bridge Program extends literacy learning beyond the regular school year by providing targeted instruction in foundational reading skills, language development, and kindergarten readiness. This additional instructional opportunity helps reduce learning gaps, strengthens early literacy skills, and supports a successful transition into kindergarten.

Families are active partners in the intervention process and receive regular communication regarding student progress, along with resources and activities to reinforce foundational literacy skills at home. Through early identification, targeted intervention, ongoing progress monitoring, and extended learning

opportunities, the district ensures students receive the support necessary to develop the foundational skills essential for future reading success.

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

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

The Decision Trees must contain the following information:

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

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
Star Early Literacy	☒ Grade K ☒ Grade 1	☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Progress Monitoring ☒ Summative	
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 Diagnostic (Inform)	☐ 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 Diagnostic (Inform)	☐ 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 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.

Okeechobee County School District uses a Multi-Tiered System of Supports (MTSS) to identify students in grades K–3 who require Tier 2 and Tier 3 literacy interventions. Identification begins with universal screening using FAST Star Early Literacy (Kindergarten and Grade 1), FAST Star Reading (Grades 1–3), classroom formative assessments, district common assessments, and teacher observations. Following each assessment window, teachers, instructional coaches, interventionists, and administrators collaboratively analyze student performance during grade-level data meetings and MTSS problem-solving meetings.

Students performing up to one grade level below expectations or demonstrating skill deficits in foundational reading skills, vocabulary, fluency, or comprehension are considered for Tier 2 interventions. These students receive supplemental, evidence-based small-group instruction in addition to core reading instruction, with intervention matched to the student's identified area of need. Student progress is monitored regularly to evaluate the effectiveness of instruction and determine whether adjustments are necessary.

Students performing more than one grade level below expectations, identified with a substantial reading deficiency, or demonstrating an inadequate response to Tier 2 intervention are considered for Tier 3 intervention through the MTSS problem-solving process. Tier 3 interventions provide intensive, explicit, systematic instruction delivered in very small groups or individualized settings by instructional personnel who are reading endorsed, reading certified, or possess the appropriate literacy micro-credential in accordance with Rule 6A-6.053, F.A.C. Progress-monitoring data are reviewed frequently to evaluate student response and determine whether intervention intensity or instructional strategies should be adjusted.

Throughout the process, principals, instructional coaches, interventionists, classroom teachers, ESE staff, and families collaborate to ensure students receive timely, data-driven support designed to accelerate literacy growth and return students to grade-level proficiency.

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

Okeechobee County School District utilizes a Multi-Tiered System of Supports (MTSS) to identify students in grades 4–5 who require Tier 2 and Tier 3 literacy interventions. Identification is based on multiple sources of student data, including FAST Reading, i-Ready Diagnostic, district common assessments, classroom formative assessments, and teacher observations. Following each assessment window, school-based teams collaboratively analyze student performance to identify students who are performing below grade-level expectations or demonstrating insufficient growth.

Students performing up to one grade level below expectations are considered for Tier 2 intervention and receive supplemental, evidence-based small-group instruction in addition to core ELA instruction. Interventions target identified needs in vocabulary, fluency, comprehension, written response to text, and other literacy skills necessary for success with grade-level standards. Student progress is monitored regularly to determine the effectiveness of interventions and guide instructional adjustments.

Students performing more than one grade level below expectations, identified with a substantial reading deficiency, or demonstrating insufficient response to Tier 2 interventions are referred through the MTSS problem-solving process for Tier 3 intervention. Tier 3 provides more intensive, explicit, systematic instruction in very small groups or individualized settings and is delivered by instructional personnel who are reading endorsed, reading certified, or possess the appropriate literacy micro-credential in accordance with Rule 6A-6.053, F.A.C. Progress-monitoring data are reviewed frequently to determine student response and adjust intervention intensity as needed.

Principals, instructional coaches, interventionists, classroom teachers, ESE staff, and families work collaboratively throughout the MTSS process to ensure interventions are timely, data-driven, and responsive to individual student needs.

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.

Okeechobee County School District utilizes a systematic, data-based MTSS process to identify students in grades K–3 who demonstrate characteristics of dyslexia and require intensive literacy intervention. Identification is based on multiple sources of data and ongoing collaboration among classroom teachers, interventionists, instructional coaches, school administrators, ESE staff, and families.

Following each universal screening and progress monitoring window, teachers review FAST Star Early Literacy (Kindergarten and Grade 1), FAST Star Reading (Grades 1–3), classroom formative assessments, district common assessments, and classroom performance to identify students demonstrating persistent difficulties in foundational reading skills. Particular attention is given to students exhibiting characteristics commonly associated with dyslexia, including significant difficulty with phonological awareness, phonics, decoding, encoding (spelling), word recognition, reading accuracy, reading fluency, and rapid acquisition of foundational reading skills despite receiving high-quality core instruction.

Students demonstrating persistent reading difficulties receive targeted Tier 2 interventions with explicit, systematic, evidence-based instruction aligned to their identified areas of need. Student progress is monitored frequently to determine response to intervention. During MTSS problem-solving meetings, school teams analyze progress-monitoring data, classroom performance, and intervention fidelity to determine whether students are responding adequately to instruction.

Students who continue to demonstrate characteristics of dyslexia and show an insufficient response to Tier 2 interventions are identified for Tier 3 intensive intervention. Tier 3 instruction is provided in addition to core reading instruction and consists of explicit, systematic, cumulative, and multisensory instruction in phonological awareness, phonics, decoding, encoding, fluency, vocabulary, and comprehension. All Tier 3 interventions are delivered by instructional personnel who are reading endorsed, reading certified, or possess the appropriate literacy micro-credential, in accordance with Rule 6A-6.053, F.A.C.

Throughout the process, parents are informed of their child's reading progress, intervention supports, and instructional recommendations. Student progress is monitored frequently, and MTSS teams regularly review data to evaluate the effectiveness of interventions, adjust instructional intensity, and determine next steps to ensure students receive the level of support necessary to become successful readers. This systematic process ensures that students exhibiting characteristics of dyslexia are identified early and receive timely, evidence-based intervention to address their specific literacy needs.

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

Really Great Reading Diagnostic Decoding Surveys (DDS)

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

Following each FAST Progress Monitoring administration and district common assessment window, school-based administrators, instructional coaches, classroom teachers, and School Literacy Leadership Teams

collaboratively analyze student achievement data to evaluate the effectiveness of core instruction and identify trends in student performance.

When data indicate that students are not demonstrating the expected levels of proficiency or growth, school leadership teams conduct a root-cause analysis to identify potential contributing factors, including curriculum implementation, instructional practices, standards alignment, pacing, assessment results, student engagement, and fidelity of evidence-based literacy instruction. Classroom walkthroughs, instructional rounds, and observation data collected using the Florida ELA Practice Profiles and district instructional look-for documents are reviewed alongside student performance data to identify instructional strengths and areas requiring additional support.

Instructional coaches collaborate with teachers to develop action plans that may include modeling lessons, co-planning, co-teaching, analyzing student work, and providing job-embedded professional learning aligned to identified needs. Principals monitor implementation through follow-up classroom observations, coaching cycle documentation, and ongoing review of student progress.

District leaders support schools through instructional rounds, leadership meetings, and data reviews to ensure consistent implementation of the district's adopted K–12 ELA instructional materials, curriculum maps, pacing guides, and common assessments. Findings from these reviews are used to refine professional learning, strengthen instructional practices, and improve Tier 1 literacy instruction across the district.

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

The district monitors the effectiveness of Tier 2 interventions through a systematic cycle of progress monitoring, fidelity checks, collaborative data analysis, and instructional problem solving. Students receiving Tier 2 interventions are monitored regularly using FAST Progress Monitoring, district common assessments, classroom formative assessments, intervention progress-monitoring tools, and teacher observations to evaluate growth toward identified literacy goals.

Following each progress-monitoring cycle, classroom teachers, interventionists, instructional coaches, school administrators, and School Literacy Leadership Teams review individual and group student data to determine the effectiveness of interventions. Teams analyze student growth, intervention fidelity, attendance, and instructional delivery to identify trends and determine whether students are responding adequately to intervention.

When students are not demonstrating sufficient progress, school teams conduct a root-cause analysis to determine whether instructional adjustments are needed. Teams examine factors such as the appropriateness of the intervention, alignment of instruction to identified skill deficits, group size, frequency and duration of intervention, student engagement, attendance, and fidelity of implementation. Based on these findings, intervention plans may be modified by adjusting instructional strategies, increasing intervention intensity, changing group configurations, or providing additional instructional time.

Instructional coaches and school administrators conduct classroom observations and coaching cycles to monitor the implementation of evidence-based intervention practices and provide timely feedback and job-embedded professional learning to interventionists and classroom teachers. Coaching cycle documentation and classroom observation data are reviewed to ensure interventions are delivered consistently and with fidelity.

District leaders support schools through regular data reviews, instructional rounds, and collaboration with school leadership teams to monitor districtwide intervention effectiveness, identify trends across schools, and coordinate additional professional learning or instructional support as needed. Students who continue to demonstrate limited response to well-implemented Tier 2 interventions are referred through the MTSS problem-solving process to determine the need for more intensive Tier 3 intervention.

This continuous cycle of progress monitoring, collaborative data analysis, instructional coaching, and fidelity monitoring ensures that Tier 2 interventions remain responsive to student needs and are continuously refined to improve literacy 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?

The district monitors the effectiveness of Tier 3 interventions through an intensive, data-driven problem-solving process that includes frequent progress monitoring, fidelity checks, collaborative data analysis, and ongoing review by school-based MTSS teams. Students receiving Tier 3 interventions are monitored using FAST Progress Monitoring, intervention-specific progress-monitoring measures, classroom formative assessments, and teacher observations to evaluate growth toward individualized literacy goals.

School-based MTSS teams, including principals, instructional coaches, interventionists, classroom teachers, ESE staff, and other appropriate personnel, meet regularly to review student progress and evaluate the effectiveness of intensive interventions. Teams analyze multiple sources of data, including student response to intervention, intervention fidelity, attendance, instructional delivery, and classroom performance, to determine whether students are making adequate progress toward grade-level expectations.

When students do not demonstrate sufficient growth, the MTSS team conducts a root-cause analysis to identify barriers to student success and determine appropriate instructional adjustments. These adjustments may include increasing the frequency or duration of intervention, reducing instructional group size, modifying instructional strategies, intensifying explicit and systematic instruction, or changing intervention materials to better address the student's identified skill deficits. For students in grades K–3 with substantial reading deficiencies or characteristics of dyslexia, Tier 3 interventions include explicit, systematic, cumulative, and multisensory instruction using Really Great Reading and other evidence-based instructional practices aligned to the science of reading.

District leaders, school administrators, and instructional coaches monitor the fidelity of Tier 3 implementation through classroom observations, instructional rounds, coaching cycles, and review of intervention documentation. Ongoing collaboration among interventionists, classroom teachers, and families ensures that instructional decisions are informed by current student performance and that interventions are adjusted in a timely manner.

For students who continue to demonstrate limited progress despite intensive, evidence-based intervention delivered with fidelity, the MTSS team reviews all available data to determine whether additional supports, referrals, or evaluations are warranted in accordance with district procedures and state requirements. This continuous cycle of progress monitoring, problem solving, fidelity monitoring, and instructional adjustment ensures that Tier 3 interventions remain individualized, responsive, and focused on accelerating student literacy achievement.

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) "early on Grade Level"		
List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students. PM3 FAST Level 3-5, iReady diagnostic results "early on Grade Level"		
Core Instruction Indicate the core instructional materials utilized. Add additional rows as needed.		
Name of Program	Year of Program Adoption	
State adopted, McGraw Hill Wonders (K-5)	2026	
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: FAST Level 2 or below, iReady Diagnostic (winter or spring) 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.) PM 3 FAST Level 2 and below, 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 Toolbox		i-Ready Teacher Toolbox does not meet the Strong, Moderate, or Promising levels of evidence under ESSA; however, the following What Works Clearinghouse (WWC) Practice Guide recommendations support the program. WWC Practice Guides

		Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade • Teach students academic language skills, including inferential and narrative language and vocabulary knowledge. (Strong Evidence) • Develop awareness of the segments of sounds in speech and how they link to letters. (Strong Evidence) • Teach students to decode words, analyze word parts, and write and recognize words. (Strong Evidence) • Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. (Moderate Evidence) Providing Reading Interventions for Students in Grades 4–9 • Build students' decoding skills so they can read complex multisyllabic words. (Strong Evidence) • Provide purposeful fluency-building activities to help students read effortlessly. (Moderate Evidence) • Regularly use a structured approach to teaching vocabulary. (Strong Evidence) • Teach students how to infer the meaning of words using context and word parts. (Moderate Evidence) These recommendations are built into the program by providing teachers with standards-aligned instructional resources that target students' specific learning needs identified through i-Ready Diagnostic data. Teacher Toolbox includes explicit, teacher-led lessons in phonological awareness, phonics, word analysis, vocabulary, fluency, comprehension, and writing. Lessons incorporate explicit instruction, teacher modeling, guided practice, collaborative learning, immediate feedback, and independent application. Teachers use diagnostic data to provide differentiated instruction through flexible small groups and targeted intervention aligned to individual student skill gaps.
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		The district will support and monitor implementation of this program by providing professional learning on interpreting i-Ready Diagnostic data, planning targeted Teacher Toolbox lessons, implementing evidence-based literacy instruction, and using progress-monitoring data to adjust instruction.
Really Great Reading	Promising:	
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)
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. Students in grades K–3 who have a substantial deficiency in reading or characteristics of dyslexia receive explicit, systematic, cumulative, and multisensory instruction grounded in the Orton-Gillingham approach. Multisensory instructional strategies engage the visual, auditory, kinesthetic, and tactile (VAKT) modalities simultaneously to strengthen phonological awareness, phonics, decoding, encoding, spelling, fluency, vocabulary, and reading comprehension. Instruction includes direct teaching of sound-symbol relationships, blending, segmenting, word building, syllable types and division patterns, morphology, high-frequency words, and spelling generalizations using multisensory techniques such as verbal repetition, finger tapping, sky writing, sand or textured writing surfaces, magnetic letter manipulation, sound boxes (Elkonin boxes), and structured dictation. Lessons follow a sequential progression from simple to complex concepts, provide ample guided and independent practice, incorporate immediate corrective feedback, and include frequent progress monitoring to ensure mastery before introducing new skills.		
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Students who score Level 1 midyear test administration (FAST PM2 or Star Reading PM2). iReady Diagnostic (winter or spring) 1 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.) PM 3 FAST Level 1, 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)
Really Great Reading (Blast Foundations/HD Word)	Promising	
i-Ready Teacher-Led Small Group Instruction		i-Ready Teacher-Led Small Group Lessons do not meet the Strong, Moderate, or Promising levels of evidence under ESSA; however, the following What Works Clearinghouse (WWC) Practice Guide recommendations support the program. WWC Practice Guide: Improving Adolescent Literacy: Effective Classroom and Intervention Practices (Grades 5–12) Recommendations and Levels of Evidence ● Provide explicit vocabulary instruction. Level of Evidence: Strong ● Provide direct and explicit comprehension strategy instruction. Level of Evidence: Strong ● Provide opportunities for extended discussion of text meaning and interpretation. Level of Evidence: Moderate ● Increase student motivation and engagement in literacy learning. Level of Evidence: Moderate ● Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. Level of Evidence: Strong These recommendations are built into the program by using Diagnostic assessment data to identify each student's specific instructional needs and place students into flexible, teacher-led small

		groups. Lessons provide explicit instruction in foundational reading skills, vocabulary, comprehension, and language using a gradual release model with teacher modeling, guided practice, collaborative discussion, and independent application. Instruction is differentiated based on students' demonstrated skill deficits and includes embedded checks for understanding and opportunities for immediate corrective feedback. Ongoing progress monitoring and formative assessment guide instructional adjustments and ensure students receive targeted intervention matched to their individual needs. The district will support and monitor implementation of this program by providing professional learning on interpreting i-Ready Diagnostic data, grouping students based on identified instructional needs, and implementing teacher-led small group lessons with fidelity.
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)
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. Students in grades K–3 who have a substantial deficiency in reading or characteristics of dyslexia receive explicit, systematic, cumulative, and multisensory instruction based on the Orton-Gillingham approach and implemented through Really Great Reading instructional resources. Multisensory instruction simultaneously engages the visual, auditory, kinesthetic, and tactile (VAKT) modalities to strengthen phonological awareness, phonics, decoding, encoding, spelling, fluency, vocabulary, and word recognition. Instructional strategies include: • Magnetic letter tile manipulation to teach sound-symbol relationships and word building. • SyllaBoards™ and sound boxes (Elkonin boxes) to segment and blend phonemes. • Color tiles and word chaining activities to reinforce phonemic awareness and phonics patterns.		

- Sky writing, finger tapping, oral rehearsal, and structured dictation to strengthen orthographic mapping and spelling.
- Reading and rereading decodable texts to build accuracy, automaticity, and fluency.
- Immediate corrective feedback, cumulative review, and mastery-based progression before introducing new skills.

These multisensory strategies are delivered in small-group or individualized Tier 3 intervention by reading-endorsed, reading-certified, or appropriately credentialed instructional personnel and are individualized based on each student's identified literacy needs and ongoing progress-monitoring data.

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: June 3 - June 30, 4 days per week, M-R, 8:15 - 1:15 PM
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): Measuring Up (MU) Florida's BEST Standards for English Language Arts (Perfection Learning) <i>Measuring Up Florida's BEST Standards for English Language Arts (Perfection Learning) does not meet the Strong, Moderate, or Promising levels of evidence under ESSA. However, the following What Works Clearinghouse (WWC) Practice Guide recommendations support the instructional design of the program:</i> WWC Practice Guide: <i>Providing Reading Interventions for Students in Grades 4–9</i> Recommendations and Level of Evidence Build students' decoding skills so they can read complex multisyllabic words. Level of Evidence: Strong Provide purposeful fluency-building activities to help students read effortlessly. Level of Evidence: Moderate Regularly use a structured approach to teaching vocabulary. Level of Evidence: Strong Teach students how to infer the meaning of words using context and word parts. Level of Evidence: Moderate

The *Measuring Up Florida's BEST Standards for English Language Arts* program incorporates these research-based practices through standards-aligned lessons that provide explicit instruction in reading comprehension, vocabulary development, close reading, text analysis, and written responses using Florida's BEST Standards. Lessons include scaffolded practice, modeled instruction, multiple opportunities for guided and independent application, and frequent progress-monitoring activities designed to address identified student needs.

The district will support implementation by providing curriculum guidance and professional learning for summer school teachers prior to the beginning of the program. Teachers will receive training on the effective use of the instructional materials, lesson pacing, differentiation strategies, and progress monitoring. District instructional staff and school administrators will monitor implementation through classroom observations, review of lesson plans, student work samples, and assessment data to ensure fidelity of implementation and to make instructional adjustments as needed throughout the summer program.

Alternative Assessment Used:
iReady Diagnostic (Inform)
FAST Reading
TerraNova

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 Diagnostic (Inform)	☒ 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
iReady Reading Diagnostic (Inform)	☒ 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.

Okeechobee County School District utilizes a Multi-Tiered System of Supports (MTSS) to identify students in grades 6–8 who require Tier 2 and Tier 3 literacy interventions. Identification is based on multiple sources of student data, including FAST Reading, district common assessments, classroom formative and summative assessments, teacher observations, and progress-monitoring data. Following each assessment window, teachers, instructional coaches, interventionists, and school administrators collaboratively analyze student performance during data meetings and MTSS problem-solving meetings to identify students requiring additional literacy support.

Students performing up to one grade level below expectations or demonstrating targeted skill deficits in vocabulary, reading comprehension, fluency, written response to text, or academic language are identified for Tier 2 intervention. These students receive supplemental, evidence-based small-group instruction in addition to core ELA instruction. Intervention is targeted to the student's identified literacy needs, and progress is monitored regularly to evaluate the effectiveness of instruction and determine whether adjustments are necessary.

Students performing more than one grade level below expectations, demonstrating a substantial reading deficiency, or showing an inadequate response to Tier 2 interventions are referred through the MTSS problem-solving process for Tier 3 intervention. Tier 3 provides intensive, individualized instruction delivered in very small groups or one-on-one by instructional personnel who are reading endorsed, reading certified, or possess the appropriate literacy micro-credential, in accordance with Rule 6A-6.053, F.A.C. Intervention plans are reviewed regularly using progress-monitoring data to determine student response and to adjust instructional intensity, frequency, duration, or strategies as needed.

Throughout the MTSS process, principals, instructional coaches, interventionists, classroom teachers, ESE staff, and families collaborate to ensure interventions are timely, evidence-based, and responsive to individual student needs. This systematic process enables the district to identify struggling readers early,

provide targeted support, monitor student growth, and accelerate progress toward grade-level literacy proficiency.

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?

The district utilizes a continuous improvement process to evaluate and strengthen the effectiveness of Tier 1 literacy instruction in grades 6–8. Following each FAST Progress Monitoring administration and district common assessment window, school-based administrators, instructional coaches, classroom teachers, and School Literacy Leadership Teams collaboratively analyze student achievement data to evaluate the effectiveness of core instruction and identify trends in student performance.

When data indicate that students are not demonstrating expected levels of proficiency or growth, school leadership teams engage in a structured root-cause analysis to identify potential barriers to student achievement. Teams examine multiple sources of evidence, including FAST data, district common assessments, classroom formative assessments, student work, curriculum implementation, instructional practices, pacing, and classroom observation data to determine areas requiring improvement.

Classroom walkthroughs and instructional rounds, utilizing the Florida ELA Practice Profiles and district instructional look-for documents, provide additional evidence of instructional effectiveness and fidelity of implementation of the district's adopted StudySync instructional materials, curriculum maps, and pacing guides. Observation data are used to identify instructional trends, celebrate effective practices, and determine schoolwide and individual teacher support needs.

Instructional coaches collaborate with teachers through coaching cycles that include data analysis, collaborative lesson planning, modeling, co-teaching, classroom observations, and reflective feedback. Coaching priorities are established based on student achievement data and documented through the district's instructional coaching cycle tracking process to ensure targeted support is provided where it will have the greatest impact.

District leaders conduct regular school visits, instructional rounds, and data reviews to monitor implementation of district literacy initiatives, ensure alignment to the B.E.S.T. ELA Standards, and provide additional support to school leadership teams. Findings from these reviews are used to refine professional learning, strengthen instructional practices, and improve the effectiveness of Tier 1 instruction across the district.

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

The district monitors the effectiveness of Tier 2 interventions in grades 6–8 through a continuous cycle of progress monitoring, collaborative data analysis, fidelity checks, and instructional problem solving. Students receiving Tier 2 interventions are monitored regularly using FAST Progress Monitoring, district common assessments, classroom formative and summative assessments, intervention progress-monitoring measures, and teacher observations to evaluate progress toward targeted literacy goals.

Following each progress-monitoring cycle, classroom teachers, interventionists, instructional coaches, school administrators, and School Literacy Leadership Teams analyze individual and group student data to determine the effectiveness of interventions. Teams review student growth, intervention fidelity, attendance, classroom performance, and instructional delivery to identify trends and determine whether students are responding adequately to intervention.

When students do not demonstrate sufficient progress, the school-based MTSS team conducts a root-cause analysis to identify barriers to student success. The team examines factors such as the alignment of intervention to identified skill deficits, instructional strategies, group size, frequency and duration of intervention, student engagement, attendance, and fidelity of implementation. Based on these findings, intervention plans may be adjusted by increasing instructional time, modifying instructional strategies, changing group configurations, or providing more intensive evidence-based interventions.

Instructional coaches support continuous improvement by conducting coaching cycles that include classroom observations, collaborative planning, modeling effective instructional practices, and providing job-embedded professional learning aligned to identified needs. Principals monitor implementation through instructional walkthroughs, coaching cycle documentation, and regular reviews of intervention data to ensure interventions are delivered consistently and with fidelity.

District leaders provide additional support through instructional rounds, school data reviews, and collaboration with school leadership teams to monitor districtwide intervention effectiveness, identify trends across schools, and coordinate professional learning or additional instructional support when needed. Students demonstrating limited response to well-implemented Tier 2 interventions are referred through the MTSS problem-solving process to determine the need for more intensive Tier 3 intervention.

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

The district monitors the effectiveness of Tier 3 interventions in grades 6–8 through an intensive, data-driven problem-solving process that includes frequent progress monitoring, collaborative data analysis, fidelity checks, and ongoing review by school-based MTSS teams. Students receiving Tier 3 interventions are monitored using FAST Progress Monitoring, district common assessments, classroom formative and summative assessments, intervention-specific progress-monitoring measures, and teacher observations to evaluate growth toward individualized literacy goals.

School-based MTSS teams, including principals, instructional coaches, interventionists, classroom teachers, ESE staff, and other appropriate personnel, meet regularly to review student progress and evaluate the effectiveness of intensive interventions. Teams analyze multiple sources of data, including student response to intervention, classroom performance, attendance, intervention fidelity, and instructional delivery to determine whether students are making adequate progress toward grade-level literacy expectations.

When students do not demonstrate sufficient growth, the MTSS team conducts a root-cause analysis to identify barriers to student success and determine appropriate instructional adjustments. These adjustments may include increasing the frequency or duration of intervention, reducing instructional group size, modifying instructional strategies, providing additional opportunities for guided practice and feedback, or implementing alternative evidence-based intervention resources targeted to the student's identified literacy needs.

Instructional coaches and school administrators monitor implementation through classroom observations, instructional rounds, coaching cycles, and regular review of intervention data to ensure Tier 3 instruction is delivered with fidelity and aligned to the student's instructional goals. Coaching support and job-embedded professional learning are provided to interventionists and classroom teachers to strengthen instructional practices and ensure interventions remain explicit, systematic, and responsive to student needs.

District leaders conduct regular data reviews and collaborate with school leadership teams to evaluate the effectiveness of Tier 3 interventions across schools, identify trends, and coordinate additional instructional

support and professional learning where needed. For students demonstrating limited progress despite intensive intervention delivered with fidelity, the MTSS team reviews all available data to determine whether additional supports, evaluations, or changes to the intervention plan are warranted in accordance with district procedures and state requirements.

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: PM 3 FAST Level 3 and above, iReady Diagnostic (fall) "early on Grade Level"	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. PM 3 FAST Level 3 and above, iReady "early on grade level"	
Core Instruction Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
State-adopted, McGraw Hill StudySync Grades 6-8	2026
Additional performance criteria that prompt 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: PM 3 FAST Level 2 and below, 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 Personalized Instruction	Moderate:	

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)
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: ● FAST Reading Progress Monitoring results remain at Level 1 or demonstrate minimal growth across consecutive administrations. ● i-Ready Diagnostic results indicate the student is two or more grade levels below in reading and demonstrates insufficient growth toward annual Typical Growth goals. ● Weekly or bi-weekly progress-monitoring data show the student is not responding adequately to Tier 2 intervention despite documented implementation with fidelity. ● Classroom performance, formative assessments, and work samples consistently demonstrate significant deficits in reading comprehension, vocabulary, fluency, or written response to text after targeted intervention.		
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: PM 3 FAST Level 1, 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		i-Ready Teacher-Led Small Group Lessons do not meet the Strong, Moderate, or Promising levels of evidence under ESSA; however, the following

		What Works Clearinghouse (WWC) Practice Guide recommendations support the program. WWC Practice Guide: Improving Adolescent Literacy: Effective Classroom and Intervention Practices (Grades 5–12) Recommendations and Levels of Evidence ● Provide explicit vocabulary instruction. Level of Evidence: Strong ● Provide direct and explicit comprehension strategy instruction. Level of Evidence: Strong ● Provide opportunities for extended discussion of text meaning and interpretation. Level of Evidence: Moderate ● Increase student motivation and engagement in literacy learning. Level of Evidence: Moderate ● Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. Level of Evidence: Strong These recommendations are built into the program by using Diagnostic assessment data to identify each student's specific instructional needs and place students into flexible, teacher-led small groups. Lessons provide explicit instruction in foundational reading skills, vocabulary, comprehension, and language using a gradual release model with teacher modeling, guided practice, collaborative discussion, and independent application. Instruction is differentiated based on students' demonstrated skill deficits and includes embedded checks for understanding and opportunities for immediate corrective feedback. Ongoing progress monitoring and formative assessment guide instructional adjustments and ensure students receive targeted intervention matched to their individual needs. The district will support and monitor implementation of this program by providing professional learning on interpreting i-Ready Diagnostic data, grouping students based on
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		identified instructional needs, and implementing teacher-led small group lessons with fidelity.
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)

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?
Florida Connections, (Perfection Learning) Benchmark Assessment	☒ 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

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?
Florida Connections, (Perfection Learning) Middle and End of Course Assessments	☒ 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
Florida Connections, (Perfection Learning) Screener Baseline Assessment	☒ 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.

Okeechobee County School District utilizes a Multi-Tiered System of Supports (MTSS) to identify students in grades 9–12 who require Tier 2 and Tier 3 literacy interventions. Identification is based on multiple sources of student data, including FAST Reading, district common assessments, classroom formative and summative assessments, course performance, teacher recommendations, and classroom observations. Students enrolled in literacy intervention courses also complete the Perfection Learning Florida Connections Benchmark Assessment to establish baseline performance and identify specific literacy skill deficits that require targeted intervention.

Following each assessment window, school administrators, instructional coaches, classroom teachers, interventionists, and MTSS teams collaboratively analyze student performance to identify students requiring additional literacy support. Multiple data sources are reviewed to determine individual strengths and needs in reading comprehension, vocabulary development, academic language, written response to text, and analysis of complex texts.

Students performing up to one grade level below expectations or demonstrating targeted literacy skill deficits are identified for Tier 2 intervention. These students receive supplemental, evidence-based instruction in addition to core English Language Arts instruction. Tier 2 interventions are individualized based on assessment data and focus on strengthening specific literacy skills necessary for success with grade-level coursework. Student progress is monitored regularly using classroom assessments, FAST data, Florida Connections formative assessments, and teacher observations.

Students performing more than one grade level below expectations, demonstrating a substantial reading deficiency, or showing an inadequate response to Tier 2 interventions are referred through the MTSS problem-solving process for Tier 3 intervention. Tier 3 provides intensive, individualized instruction delivered in very small groups or one-on-one by instructional personnel who are reading endorsed, reading

certified, or possess the appropriate literacy micro-credential, in accordance with Rule 6A-6.053, F.A.C. The Florida Connections Benchmark Assessment, ongoing Skill Checks, Unit Assessments, and progress-monitoring data are used to adjust instruction, monitor student growth, and evaluate intervention effectiveness throughout the course.

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

The district utilizes a continuous improvement process to evaluate and strengthen the effectiveness of Tier 1 literacy instruction in grades 9–12. Following each FAST Progress Monitoring administration and district common assessment window, school-based administrators, instructional coaches, classroom teachers, and School Literacy Leadership Teams collaboratively analyze student achievement data to evaluate the effectiveness of core instruction and identify trends in student performance.

When data indicate that students are not demonstrating expected levels of proficiency or growth, school leadership teams conduct a root-cause analysis to identify factors affecting student achievement. Teams review multiple sources of evidence, including FAST Reading data, district common assessments, classroom formative and summative assessments, student work, graduation requirement data, curriculum implementation, instructional practices, pacing, and classroom observation data to determine instructional strengths and areas requiring improvement.

Classroom walkthroughs and instructional rounds, utilizing the Florida ELA Practice Profiles and district instructional look-for documents, provide additional evidence regarding instructional effectiveness and fidelity of implementation of the district's adopted StudySync instructional materials, curriculum maps, and pacing guides. Observation data are analyzed alongside student achievement data to identify trends, celebrate effective instructional practices, and determine schoolwide and individual teacher support needs.

Instructional coaches collaborate with teachers through coaching cycles that include collaborative lesson planning, modeling instructional strategies, co-teaching, classroom observations, analysis of student work, and reflective feedback. Coaching priorities are established using student achievement and classroom observation data and are documented through the district's instructional coaching cycle tracking process to ensure coaching is focused on improving instructional practice and student outcomes.

District leaders support schools through instructional rounds, leadership meetings, and collaborative data reviews to ensure consistent implementation of district literacy initiatives and alignment to the B.E.S.T. ELA Standards. Findings from these reviews are used to refine professional learning, strengthen instructional practices, and improve the effectiveness of Tier 1 instruction across the district.

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

The district monitors the effectiveness of Tier 2 interventions in grades 9–12 through a continuous cycle of progress monitoring, collaborative data analysis, fidelity checks, and instructional problem solving. Students receiving Tier 2 interventions are monitored using FAST Progress Monitoring, district common assessments, classroom formative and summative assessments, teacher observations, and the Perfection Learning Florida Connections assessment system, including the Benchmark Assessment, Skill Checks, Exit Tickets, and Unit Assessments, to evaluate progress toward targeted literacy goals.

Following each assessment cycle, classroom teachers, interventionists, instructional coaches, school administrators, and school-based MTSS teams review individual and group student data to determine the

effectiveness of interventions. Teams analyze student growth, classroom performance, intervention fidelity, attendance, and engagement to identify trends and determine whether students are responding adequately to supplemental instruction.

When students do not demonstrate sufficient progress, the MTSS team conducts a root-cause analysis to identify barriers to student success. The team examines factors such as the alignment of intervention to identified literacy deficits, instructional strategies, group size, frequency and duration of intervention, student attendance, and fidelity of implementation. Based on these findings, intervention plans may be modified by increasing instructional time, adjusting instructional strategies, providing additional guided practice, or intensifying intervention to better address individual student needs.

Instructional coaches support interventionists and classroom teachers through coaching cycles that include collaborative planning, modeling evidence-based instructional practices, classroom observations, and job-embedded professional learning. Principals monitor implementation through instructional walkthroughs, review of intervention data, and coaching cycle documentation to ensure interventions are delivered consistently and with fidelity.

District leaders conduct regular data reviews, instructional rounds, and leadership meetings to evaluate the effectiveness of Tier 2 interventions across schools, identify districtwide trends, and coordinate additional professional learning and instructional support as needed. Students demonstrating limited response to well-implemented Tier 2 interventions are referred through the MTSS problem-solving process to determine the need for more intensive Tier 3 intervention.

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

The district monitors the effectiveness of Tier 3 interventions in grades 9–12 through an intensive, data-driven problem-solving process that includes frequent progress monitoring, collaborative data analysis, fidelity checks, and ongoing review by school-based MTSS teams. Students receiving Tier 3 interventions are monitored using FAST Progress Monitoring, district common assessments, classroom formative and summative assessments, teacher observations, and the Perfection Learning Florida Connections assessment system, including the Benchmark Assessment, Skill Checks, Unit Assessments, and End-of-Course Assessments, to evaluate growth toward individualized literacy goals.

School-based MTSS teams, including principals, instructional coaches, interventionists, classroom teachers, ESE staff, school counselors, and other appropriate personnel, meet regularly to review student progress and evaluate the effectiveness of intensive interventions. Teams analyze multiple sources of data, including student response to intervention, classroom performance, attendance, intervention fidelity, and instructional delivery to determine whether students are making adequate progress toward grade-level literacy expectations.

When students do not demonstrate sufficient growth, the MTSS team conducts a root-cause analysis to identify barriers to student success and determine appropriate instructional adjustments. These adjustments may include increasing the frequency or duration of intervention, reducing instructional group size, modifying instructional strategies, providing additional opportunities for guided practice and feedback, or intensifying the use of Perfection Learning Florida Connections resources to address identified literacy deficits. Intervention plans are revised based on ongoing assessment results and progress-monitoring data to ensure instruction remains responsive to individual student needs.

Instructional coaches and school administrators monitor implementation through classroom observations, instructional rounds, coaching cycles, and regular review of intervention documentation to ensure Tier 3 instruction is delivered with fidelity and aligned to district expectations. Coaching support and job-embedded professional learning are provided to interventionists and classroom teachers to strengthen evidence-based literacy instruction and ensure consistent implementation of intervention practices.

District leaders conduct regular data reviews and collaborate with school leadership teams to evaluate the effectiveness of Tier 3 interventions across schools, identify trends, and coordinate additional instructional support and professional learning where needed. For students demonstrating limited progress despite intensive intervention delivered with fidelity, the MTSS team reviews all available data to determine whether additional supports, evaluations, or modifications to the intervention plan are warranted in accordance with district procedures and state requirements.

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: 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	
Core Instruction Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
State adopted, McGraw Hill Study Sync Grades 9-12	2026
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: ● FAST Reading Progress Monitoring results remain at Level 2 or demonstrate minimal growth across consecutive administrations, and/or ● Perfection Learning Florida Connections Benchmark Assessment indicating deficiencies in vocabulary, comprehension, or analysis of complex text, and/or ● Below 70% mastery on district common literacy assessments or unit assessments, and/or ● Course grade of D or F in English Language Arts or repeated failure to demonstrate proficiency on standards-based classroom assessments, and/or ● Teacher recommendation supported by classroom performance, formative assessment data, and documented literacy concerns, and/or ● MTSS team determination based on multiple sources of data, and/or	
Tier 1 Instruction + Tier 2 Interventions	
Beginning of Year Data	
Students who meet the following criteria at the beginning of the school year: PM 3 FAST Level 2 or below, PM 1 FAST level 1	

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 Intensive 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)
Perfection Learning Florida Connections: Reading		Perfection Learning Florida Connections: Reading does not meet the Strong, Moderate, or Promising levels of evidence under ESSA; however, the following What Works Clearinghouse (WWC) Practice Guide recommendations support the program: WWC Practice Guide Improving Adolescent Literacy: Effective Classroom and Intervention Practices (Grades 5–12) Recommendation 1: Provide explicit vocabulary instruction. Level of Evidence: Strong Recommendation 2: Provide direct and explicit comprehension strategy instruction. Level of Evidence: Strong Recommendation 3: Provide opportunities for extended discussion of text meaning and interpretation. Level of Evidence: Moderate Recommendation 4: Increase student motivation and engagement in literacy learning. Level of Evidence: Moderate Recommendation 5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. Level of Evidence: Strong

		These recommendations are built into Florida Connections: Reading through a comprehensive instructional model grounded in the Science of Reading and Learning Sciences. Students engage in repeated close reading of complex literary and informational texts through a scaffolded three-part instructional routine that develops vocabulary, comprehension, verbal reasoning, language structures, literacy knowledge, and writing. Instruction follows a gradual release model in which teachers explicitly model targeted skills, provide guided practice, and support students toward independent application. Lessons incorporate explicit academic vocabulary instruction, collaborative discussions, text-dependent questioning, annotation, writing in response to reading, formative assessments, differentiated supports, and Word Work activities that reinforce decoding, encoding, fluency, and morphology when identified through student assessment data. The program also integrates speaking, listening, reading, and writing to strengthen language development while providing multiple opportunities for students to analyze, evaluate, and synthesize complex texts. The district will support and monitor implementation by providing professional learning prior to implementation and ongoing coaching for teachers responsible for intensive reading instruction. Professional learning will focus on the effective implementation of the Florida Connections instructional model, evidence-based adolescent literacy practices, explicit vocabulary and comprehension instruction, close reading routines, differentiation, and data-driven instructional decision-making.
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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)

Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: ● FAST Reading Progress Monitoring results remain at Level 1 or demonstrate minimal growth across consecutive administrations, and/or ● Minimal or inadequate response to Tier 2 intervention, as demonstrated through progress-monitoring data, and/or ● Perfection Learning Florida Connections Benchmark Assessment identifies significant deficiencies in vocabulary, comprehension, analysis of complex text, or written response to text requiring intensive intervention, and/or ● Continued failure to demonstrate proficiency on district common assessments and classroom formative/summative assessments despite documented Tier 2 supports, and/or ● MTSS team determination based on multiple sources of data, including assessment results, classroom performance, intervention fidelity, attendance, and teacher input, and/or ● Students identified with a substantial reading deficiency.		

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: FAST PM3 Level 1 or Level 2, scoring below 60% on Florida Connections Benchmark assessment (Baseline-Beginning of the Year)		
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 Intensive Reading class		
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)
Perfection Learning Florida Connections		Perfection Learning Florida Connections: Reading does not meet the Strong, Moderate, or Promising levels of evidence under ESSA; however, the following What Works Clearinghouse (WWC) Practice Guide recommendations support the program: WWC Practice Guide Improving Adolescent Literacy: Effective Classroom and Intervention Practices (Grades 5–12) Recommendation 1: Provide explicit vocabulary instruction. Level of Evidence: Strong Recommendation 2: Provide direct and explicit comprehension strategy instruction. Level of Evidence: Strong Recommendation 3: Provide opportunities for extended discussion of text meaning and interpretation. Level of Evidence: Moderate Recommendation 4: Increase student motivation and engagement in literacy learning. Level of Evidence: Moderate Recommendation 5: Make available intensive and individualized interventions for struggling

		readers that can be provided by trained specialists. Level of Evidence: Strong These recommendations are built into Florida Connections: Reading through a comprehensive instructional model grounded in the Science of Reading and Learning Sciences. Students engage in repeated close reading of complex literary and informational texts through a scaffolded three-part instructional routine that develops vocabulary, comprehension, verbal reasoning, language structures, literacy knowledge, and writing. Instruction follows a gradual release model in which teachers explicitly model targeted skills, provide guided practice, and support students toward independent application. Lessons incorporate explicit academic vocabulary instruction, collaborative discussions, text-dependent questioning, annotation, writing in response to reading, formative assessments, differentiated supports, and Word Work activities that reinforce decoding, encoding, fluency, and morphology when identified through student assessment data. The program also integrates speaking, listening, reading, and writing to strengthen language development while providing multiple opportunities for students to analyze, evaluate, and synthesize complex texts. The district will support and monitor implementation by providing professional learning prior to implementation and ongoing coaching for teachers responsible for intensive reading instruction. Professional learning will focus on the effective implementation of the Florida Connections instructional model, evidence-based adolescent literacy practices, explicit vocabulary and comprehension instruction, close reading routines, differentiation, and data-driven instructional decision-making.
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)

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
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.
Orton-Gillingham	K-2 Teachers	Provides training in explicit, systematic, multisensory structured literacy instruction to strengthen foundational reading skills and

		support students with substantial reading deficiencies and characteristics of dyslexia.
Project One	New Teachers	Mentoring and Portfolio program for new teachers

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
After school tutoring	Targeted populations K-12	Reading, Math, Science, and History

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.

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 (<https://www.fldoe.org/core/fileparse.php/7539/urlt/Read-at-HomePlanRes.pdf>);
- 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) 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.

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.

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
DT	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.
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

Signature:

Date: June 29, 2026

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

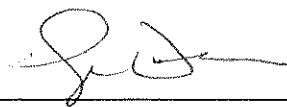
District CERP Assurances: Initial next to each assurance (a. — i.). The [Local Educational Agency Chief Executive Officer, or his/her authorized representative] assures the following:

Initials	Assurance
DT	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.
DT	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>
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 <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.
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Local Educational Agency Chief Executive Officer or Authorized Representative (Printed Name):

Dylan Tedders

Signature:



Date: June 29, 2026

8/11/2026