

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.

• 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	Julie Helton	julie.helton@ocps.net	(407) 317-3200 x2005062
Data Element	Alysia Swedeen	alysia.swedeen@ocps.net	(407) 317-3200 x2002280
Third Grade Promotion	Karla Owens	karla.owens@ocps.net	(407) 317-3200 x2002386
Multi-Tiered System of Supports (K-5)	Kinisha Rice	kinisha.rice@ocps.net	(407) 317-3200 x2002725
Multi-Tiered System of Supports (6-12)	Kimberly Pavlonnis	kimberly.pavlonnis@ocps.net	(407) 317-3200 x2002725
Elementary ELA	Nicollette Allen	nicollette.allen@ocps.net	(407) 317-3200 x2002543
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Access Points	Katie Boyd	mary.boyd@ocps.net	(407) 317-3200 x2033507

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	\$1,462,840.00	15.76
Scientifically researched and evidence-based supplemental instructional materials	\$1,473,441.00	
Third-grade summer reading camps	\$437,219.00	
Summer reading camps		
Secondary Expenses		
Literacy coaches	\$908,706.00	9.79
Scientifically researched and evidence-based supplemental instructional materials	\$527,540.00	
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	\$200,000.00	
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	\$445,313.00	
Other – Please Describe. Add additional rows as needed.		
Literacy specialists	\$814,578.00	4.50
Estimated Sum of Expenditures	\$6,269,637.00	30.05

3) Literacy Leadership – District and School

- 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	2%	1%	94%	95%

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

The district's preliminary FAST PM3 assessment reflects an average unified scale score of 764. Reading level results indicate that 15% of students are Early Emergent Readers, 44% are Late Emergent Readers, 16% are Early Transitional Readers, 10% are Late Transitional Readers, and 15% are Probable Readers. In total, 41% of students are performing at the Early Transitional level or higher.

The district will improve literacy outcomes for new VPK students by starting with early assessments to understand each child's reading and language skills. Since many students typically begin below the Early Transitional level, instruction will focus on building foundational skills such as oral language, phonological awareness, and letter recognition.

Teachers will use small groups to provide targeted instruction based on student needs, with extra support for those who need it most. Students who show stronger skills will receive opportunities to build early reading and comprehension.

Progress will be monitored regularly so instruction can be adjusted as needed. Teachers will also receive training and coaching on effective early literacy strategies. In addition, families will be given simple resources to support learning at home.

This approach will help more students reach the Early Transitional level or higher by the end of the VPK 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	17	16	61	62
1	22	21	65	66
2	23	22	55	56
3	19	18	64	66
4	19	18	63	65
5	15	14	64	66
6	18	17	62	64
7	18	17	63	64
8	19	18	60	62
9	20	19	57	58
10	20	19	57	58

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

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	The Chief Academic Office (CAO), in collaboration with Executive and Principal Leaders, maintains a centralized data-review system. This system is designed to identify systemic achievement gaps, ensure the fidelity of the district's K-12 Comprehensive Evidence-Based Reading Plan (CERP), and trigger immediate site-based support. District leadership synthesizes data across four primary domains to ensure a holistic view of student literacy: ● Outcome Data: Performance and growth metrics from the Florida Assessment of Student Thinking (FAST) and End-of-Course (EOC) assessments. ● Progressive Benchmarks: Monthly data from district-wide formative assessments and digital reading intervention platforms to monitor "on-track" status between state windows. ● Implementation Fidelity: Aggregated classroom walkthrough (CWT) data, collected via standardized digital tools to correlate instructional practices with student results. ● Support Metrics: Disaggregated MTSS data to monitor the effectiveness of Tier 2 and Tier 3 interventions for specialized subgroups.	Schools, led by their Literacy Leadership Teams (LLT), synthesize quantitative and qualitative data from the following sources: ● Universal Screening & Progress Monitoring: Florida Assessment of Student Thinking (FAST) data is collected three times per year (PM1, PM2, and PM3) to track growth against state standards. ● Formative & Diagnostic Assessments: District-based benchmarks and reading intervention program data provide granular insights into specific skill and benchmark gaps. ● Instructional Quality Data: Biweekly classroom walkthroughs (CWT) provide qualitative data on the fidelity of the evidence-based reading instruction and the use of state-adopted materials. ● MTSS & Tiered Supports: Multi-Tiered System of Supports (MTSS) data tracks the rate of progress for students receiving Tier 2 and Tier 3 intensive interventions. Frequency of Review and Application The district mandates a multi-layered review schedule to

		ensure instruction remains adaptive: ● Teachers (Weekly/Biweekly): Classroom formative and summative assessments at Tiers 1, 2, and 3 to adjust small group differentiated instruction and scaffold for upcoming lessons. ● Literacy Leadership Team (Monthly): Grade level common formative assessments and classroom walkthrough data to identify grade-level trends, allocate coaching resources, and ensure Tier 1 fidelity. ● All Teachers and Staff (Quarterly, at a minimum): Standards-Based Unit Assessments (SBUA)/Common Assessments, Progress Monitoring Activities (PMA), and FAST to review overall student achievement, determine trends, and make adjustments to instruction.
Actions for continuous support and improvement	Reading Achievement Initiative for Scholastic Excellence (RAISE), the School Transformation Office (STO), and Corrective Programs (CP) schools will receive additional support from Just Read, Florida!, resource teachers, senior administrators, and program specialists to help identify areas in need of improvement via school improvement data and district-developed classroom walkthrough tools. Action plans will be developed to help address these areas of need, and action steps will be	Content of the K-12 Reading Plan will be shared at principal, assistant principal, literacy coach, and MTSS coach meetings. All of these stakeholders will be responsible for supporting their schools as they implement the plan. Plan implementation will be monitored through the School Improvement Plan (SIP) process, and professional learning will be provided for administrators, teachers and support staff related to K-12 ELA and reading instruction.

	determined by the support personnel and school-based team to include content area coaches and administrators.	
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	The Chief Academic Office (CAO), in collaboration with Executive and Principal Leaders, maintains a centralized data-review system. This system is designed to identify systemic achievement gaps, ensure the fidelity of the district's K-12 Comprehensive Evidence-Based Reading Plan (CERP), and trigger immediate site-based support. District leadership synthesizes data across four primary domains to ensure a holistic view of student literacy: ● Outcome Data: Performance and growth metrics from the Florida Assessment of Student Thinking (FAST) and End-of-Course (EOC) assessments. ● Progressive Benchmarks: Monthly data from district-wide formative assessments and digital reading intervention platforms to monitor "on-track" status between state windows. ● Implementation Fidelity: Aggregated classroom walkthrough (CWT) data, collected via standardized digital tools to correlate instructional practices with student results.	Schools, led by their Literacy Leadership Teams (LLT), synthesize quantitative and qualitative data from the following sources: ● Universal Screening & Progress Monitoring: Florida Assessment of Student Thinking (FAST) data is collected three times per year (PM1, PM2, and PM3) to track growth against state standards. ● Formative & Diagnostic Assessments: District-based benchmarks and reading intervention program data provide granular insights into specific skill and benchmark gaps. ● Instructional Quality Data: Biweekly classroom walkthroughs (CWT) provide qualitative data on the fidelity of the evidence-based reading instruction and the use of state-adopted materials. ● MTSS & Tiered Supports: Multi-Tiered System of Supports (MTSS) data tracks the rate of progress for students receiving Tier 2 and Tier 3 intensive interventions.

	Support Metrics: Disaggregated MTSS data to monitor the effectiveness of Tier 2 and Tier 3 interventions for specialized subgroups.	Frequency of Review and Application The district mandates a multi-layered review schedule to ensure instruction remains adaptive: - Teachers (Weekly/Biweekly): Classroom formative and summative assessments at Tiers 1, 2, and 3 to adjust small group differentiated instruction and scaffold for upcoming lessons. - Literacy Leadership Team (Monthly): Grade level common formative assessments and classroom walkthrough data to identify grade-level trends, allocate coaching resources, and ensure Tier 1 fidelity. - All Teachers and Staff (Quarterly, at a minimum): Standards-Based Unit Assessments (SBUA)/Common, Progress Monitoring Activities (PMA) and FAST to review overall student achievement, determine trends, and make adjustments to instruction.
Actions for continuous support and improvement	Reading Achievement Initiative for Scholastic Excellence (RAISE), the School Transformation Office (STO), and Corrective Programs (CP) schools will receive additional support from Just Read, Florida!, resource teachers, senior administrators, and program specialists to help identify areas in need of improvement via school improvement data and district-developed classroom	Content of the K-12 Reading Plan will be shared at principal, assistant principal, literacy coach, and MTSS coach meetings. All of these stakeholders will be responsible for supporting their schools as they implement the plan. Plan implementation will be monitored through the School Improvement Plan (SIP) process, and professional learning will be provided for administrators,

	walkthrough tools. Action plans will be developed to help address these areas of need, and action steps will be determined by the support personnel and school-based team to include content area coaches and administrators.	teachers and support staff related to K-12 ELA and reading instruction.
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	The Chief Academic Office (CAO), in collaboration with Executive and Principal Leaders, maintains a centralized data-review system. This system is designed to identify systemic achievement gaps, ensure the fidelity of the district's K-12 Comprehensive Evidence-Based Reading Plan (CERP), and trigger immediate site-based support. District leadership synthesizes data across four primary domains to ensure a holistic view of student literacy: ● Outcome Data: Performance and growth metrics from the Florida Assessment of Student Thinking (FAST) and End-of-Course (EOC) assessments. ● Progressive Benchmarks: Monthly data from district-wide formative assessments and digital reading intervention platforms to monitor "on-track" status between state windows. ● Implementation Fidelity: Aggregated classroom walkthrough (CWT) data,	Schools, led by their Literacy Leadership Teams (LLT), synthesize quantitative and qualitative data from the following sources: ● Universal Screening & Progress Monitoring: Florida Assessment of Student Thinking (FAST) data is collected three times per year (PM1, PM2, and PM3) to track growth against state standards. ● Formative & Diagnostic Assessments: District-based benchmarks and reading intervention program data provide granular insights into specific skill and benchmark gaps. ● Instructional Quality Data: Biweekly classroom walkthroughs (CWT) provide qualitative data on the fidelity of the evidence-based reading instruction and the use of state-adopted materials. ● MTSS & Tiered Supports: Multi-Tiered System of Supports (MTSS) data tracks the rate of progress for students receiving Tier 2 and

	collected via standardized digital tools to correlate instructional practices with student results. Support Metrics: Disaggregated MTSS data to monitor the effectiveness of Tier 2 and Tier 3 interventions for specialized subgroups.	Tier 3 intensive interventions. Frequency of Review and Application The district mandates a multi-layered review schedule to ensure instruction remains adaptive: - Teachers (Weekly/Biweekly): Classroom formative and summative assessments at Tiers 1, 2, and 3 to adjust small group differentiated instruction and scaffold for upcoming lessons. - Literacy Leadership Team (Monthly): Grade level common formative assessments and classroom walkthrough data to identify grade-level trends, allocate coaching resources, and ensure Tier 1 fidelity. - All Teachers and Staff (Quarterly, at a minimum): Standards-Based Unit Assessments (SBUA)/Common Assessments, Progress Monitoring Activities (PMA) and FAST to review overall student achievement, determine trends, and make adjustments to instruction.
Actions for continuous support and improvement	Corrective Programs (CP) schools will receive additional support from senior administrators, program specialists, and resource teachers, to help identify areas in need of improvement via school improvement data and district-developed classroom walkthrough tools. Action	Content of the K-12 Reading Plan will be shared at principal, assistant principal, literacy coach, and MTSS coach meetings. All of these stakeholders will be responsible for supporting their schools as they implement the plan. Plan implementation will be monitored through the School

	plans will be developed to help address these areas of need, and action steps will be determined by the support personnel and school-based team to include content area coaches and administrators.	Improvement Plan (SIP) process, and professional learning will be provided for administrators, teachers and support staff related to K-12 ELA and reading instruction.
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- **Describe what has been revised to improve literacy outcomes for students in the district's CERP based upon the District CERP Reflection Tool and a root-cause analysis of student performance data.**

Based on the CERP Reflection Tool and team discussion, the following updates will be made to improve our identified priorities:

- Focus the K-12 literacy leadership team to regularly discuss data and maximize student growth.
- Prioritize CERP dissemination with interactive resources beyond the district site.
- Utilize the district communication platform, Parent Square, to improve communication of the Read-at-Home Plan.
- Provide additional Science of Reading training for high school administrators.
- Collect school literacy team member information to share trend data for all subgroups and meeting expectations.
- Reaffirm hiring of reading/literacy coach in elementary schools who is certified or endorsed in reading.
- Coaches complete daily coaching logs, ensuring at least 50% of time is dedicated to direct reading support activities.
- Coaches attend regular coach meetings and bi-weekly, differentiated coaching supports.
- School-based administrators will monitor coaching practices by reviewing logs weekly and conducting observations of coaching sessions.
- Designate a literacy lead for content implementation across all secondary schools.
- Provide Science of Reading Cycles, which are structured, intensive review and support periods based on classroom walkthrough trend data indicating specific pedagogical needs.
- Continue the Instructional Leadership Institute to develop principals as literacy leaders.

These revisions collectively aim to provide a comprehensive and adaptive approach to literacy improvement throughout the district.

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

All principals will monitor implementation of the reading plan by conducting bi-weekly classroom walkthroughs in all classrooms during the literacy block. More frequent classroom walkthroughs will be provided in classrooms with teachers in need of coaching support and classrooms exhibiting underperforming student achievement data.

RAISE, STO, and other identified schools will be provided with enhanced support from State Regional Literacy Directors (SRLDs), resource teachers, program specialists, and senior administrators. This support aims to assist principals in identifying areas needing improvement and developing school-based plans that address these areas. Principals, support personnel, and the school-based leadership team will then determine specific action steps and define associated responsibilities in specific school-based action plans for improving literacy.

Teachers in need of additional coaching support will be paired with peer mentors and the literacy coach. The literacy coach shall provide support via coaching cycles, and frequent observations and feedback. The literacy coach shall document their efforts in a literacy coach log that is reviewed and monitored weekly by the principal and principal leader.

Principal leaders will supervise and participate in the process of developing and monitoring school-based action plans through frequent school visits including classroom observations, student data reviews and literacy coach log reviews.

Schools in need of intensive support to implement the reading plan will be referred to the district literacy team for Science of Reading Cycles of Support, which are 7-day cycles of, on-site observation, professional learning, and coaching cycles aimed at accelerating improvement. These cycles will be repeated until instructional and student achievement improvement is documented.

- **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 monitor the implementation of the reading plan through several key processes. First, each division ensures data collection aligns with the appropriate grade levels (elementary, middle, and high schools) using consistent methods and timelines. Principals are responsible for collecting data from various sources, including, but not limited to:

- State-wide assessments
- District Standards-Based Unit Assessments (SBUA)/Common Assessments
- Reading intervention program data
- MTSS (Multi-Tiered System of Supports) data
- Classroom walkthrough trend data

Principals utilize this data to inform their support for literacy coaches and teachers during the planning process. They review evidence of implementation using the classroom trend walkthrough tool, ensuring alignment with student needs and daily lesson comprehension. Based on this data analysis, the Chief Academic Office and other central office departments provide additional support in identified areas of need.

In response to the CERP Reflection Tool, OCPS will continue the Instructional Leadership Institute (ILI), which focuses on literacy instruction for the fourth consecutive year. All district administrators attend a summer session, and ongoing sessions emphasize instructional leadership in literacy. The goal is to enhance evidence-based practices to improve literacy skills district-wide. Executive leaders oversee their assigned grade-level band, and principal leaders supervise principals at a reduced ratio of schools, further enhancing instructional leadership support.

- **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.

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

☒ Yes

☐ No

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

N/A

- **How is the district's literacy coach model communicated to principals?**

The district will utilize a multi-faceted approach to communicate its literacy coaching model. This includes sharing information through district memorandums, principal meetings, literacy coach/lead meetings, specialized training from the central office, and the Instructional Leadership Institute.

- **How does the district support literacy coaches throughout the school year?**

All coaches in the district have the opportunity to complete training through the Foundations of Coaching Series (FCS) and The UF Lastinger Center K-12 Coaching Academy, formerly the Advanced Coaching Academy (ACA), and Curriculum and Digital Learning (CDL) department trainings, to support current and aspiring coaches in learning how to lead teacher teams and coach individual teachers. Our district also offers extended coaching training, grounded in the Science of Reading, through ongoing professional learning supported by the Chief Academic Office. This sustained series of support further defines the role of the coach, the coaching cycle, and applicable situational practice. Content-specific coach and instructional leader meetings are held multiple times per year for ELA and reading across elementary and secondary schools. During these meetings, focus is placed on the role of the literacy coach and supporting teachers with literacy instruction. Teachers and administrators are provided with professional learning opportunities through district partners focused on the Science of Reading and structured literacy. In addition, OCPS provides reading endorsement cohorts free of charge through state-approved programs.

- **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 through several structured approaches. First, monitoring by school and division leadership teams, along with district-level monitoring of coaching time and tasks by principal leaders and content area administrators, ensures accountability for these key activities. By implementing SoR cycles as a pathway for school support at identified schools, coaches will be involved in intensive cycles of continuous improvement, including classroom walkthroughs to determine trends in instruction, identifying areas of strength and growth, developing and implementing differentiated professional learning based on needs, providing differentiated supports to teachers, and analyzing data to determine level of implementation, impact, and next steps. By modeling this structure for coaches, they will be able to ensure the expectations are implemented with fidelity in between cycles of support. Coaches at all schools will receive training on how to use data to develop goals and action plans for coaching and professional learning based on school needs and engage in collaborative learning to evaluate implementation and impact.

Literacy coach monthly meetings dedicate specific time for coaches to focus on data analysis with teachers, collaborative action planning, and establishing individual student goals. Additionally, the district provides ongoing professional learning focused on high-impact areas, as well as continuous training and follow-up coaching to support school-based coaches in implementing learned practices effectively in their daily work. Finally, by providing opportunities for select staff to participate in PLC training, the district ensures a shared understanding of PLCs and reinforces the importance of data-driven, collaborative practices, which are essential for effective coaching.

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

The district monitors the implementation of the literacy coach model through a multi-tiered approach. First, the determination of coaching time and tasks is based on the individual needs of students and teachers within each school. To support this, the Chief Academic Office provides training, addressing specific problem-solving steps, through direct communication with principals of coaching candidates in the

Foundations of Coaching Series, UF Lastinger Center K-12 Coaching Academy, and ongoing coaching support via literacy coach/leads meetings.

Literacy coach roles and responsibilities are clearly articulated and shared with district and school administrators via the Literacy Coach Roles and Responsibilities document, which is thoroughly explained at literacy coach/leads and principals' meetings.

The literacy coach log is a tool for literacy coaches to track their daily tasks and outcomes, and for principals and principal leaders to monitor implementation of the literacy coach model. Time allocated for coaching tasks is prioritized, discussed and collaboratively problem-solved during specific portions of leads and coach meetings. At the district level, the principal leaders of each division review this data during meetings with school sites.

- **How does the district measure the effectiveness of literacy coaches?**

OCPS has developed a set of tools, inspired by the FLDOE's literacy coach definition and standards, to assess and improve the effectiveness of our literacy coaches. These tools include a roles and responsibilities checklist, interview questions for hiring, a coaching log, and a performance rubric. The checklist covers five key areas: standards-based instruction, data-driven decisions, teaching strategies, inclusive culture, and professional learning. Administrators can use the checklist and interview questions to ensure consistency in hiring, while the coaching log is used to track coach implementation of the roles and responsibilities aligned to the key areas. The four-point rubric (basic to mastery) helps principals determine current coach performance and provide actionable feedback for growth.

4. Assessment, Curriculum and Reading Instruction

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

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

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

- **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?**

Aligned with the OCPS 2030 Strategic Plan, which aims to ensure every student graduates inspired and prepared for a thriving future, we are committed to empowering students through a superior academic experience, essential life skills, and boundless opportunities. The OCPS Portrait of a Graduate outlines the key qualities we strive for, and we hold high expectations for student mastery. This includes a focus on key performance indicators: that 12th grade students meet the OCPS Portrait of a Graduate and that students perform at Level 3 or above in all content areas across all grade levels, as measured by the FDOE Accountability System. To achieve these goals, we will implement high-quality, standards-aligned Tier 1 instruction in all classrooms daily, supplemented by necessary Tier 2 and Tier 3 interventions. Furthermore, we will deepen the implementation of Science of Reading-based practices across all schools.

Taking into consideration the Science of Reading and according to Florida's Formula for Success, there are six pillars of reading that should be addressed during literacy instruction. The OCPS Portrait of an Early Reader, developed in partnership with Harvard consultants, principals and district leaders, was designed to create a common understanding of the dispositions of an early reader. All principals gained an understanding of the OCPS Portrait of an Early Reader during the Instructional Leadership Institute, and all teachers were provided with the Portrait during a districtwide Science of Reading professional learning session.

As we continue to support the B.E.S.T. standards and B.E.S.T. Access Points, supplementary instructional materials will be provided to teachers to support Florida's Formula for Success through Curriculum Resource Materials (CRMs), small group resources, and sample rotational model resources. These materials incorporate specific instructional resources that support the Science of Reading methodology and foundational reading skills, including oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension in grades K-5 and secondary reading.

The Learning Strategies and Support Facilitation Headquarters offers teachers a range of instructional resources, including support tickets, instructional focus calendars (IFC), information on CRMs, supplemental materials, links to MTSS Headquarters and K-12 Interventions, collaborative teaching information, accommodation data forms, Community of Practice (COP) professional learning, and other professional learning opportunities. Additionally, the ESE Everywhere: Instruction Collection provides resources for teachers of students on Access Points, such as planning tools, standards alignment, content strategies, visuals, scaffolds, adapted lessons, activities, materials, technology, progress tracking, and video tutorials. District ESE resource teachers further support educators through observations, feedback, modeling, and collaborative planning. These resources offer a comprehensive support system for teachers, enabling them to address all facets of Florida's Formula for Reading Success and meet the diverse needs of all learners, including students with disabilities and those on Access Points.

Multilingual Services integrates appropriate English Language Learner (ELL) scaffolds into the core English Language Arts (ELA) curriculum, ensuring that language development supports are embedded within daily instruction using the ExcELLEnce strategies. This approach promotes equitable access to grade-level content and supports language acquisition in context. Scaffolds may include the use of visual aids, sentence frames, vocabulary previews, native language supports, and structured opportunities for oral language development. Instructional strategies are aligned with WIDA English Language Development Standards to ensure that ELLs are developing English proficiency and engaging meaningfully with academic content.

Professional learning through our district's coach series also supports the implementation of reading instruction for K-5 and secondary reading teachers. Summer opportunities, including a structured literacy series for elementary teachers and administrators, are available for teachers to support Florida's Formula for Success.

An additional guidance document and professional learning are provided to administrators and teachers for the reading intervention instructional model, which includes specific alignments to Florida's Formula for Success, how to utilize the four types of classroom assessments, and address the six components of reading. This includes decision trees that utilize the four types of assessments to adequately diagnose and support student reading deficits.

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.

The district is committed to ensuring the success of all students enrolled in its VPK and Exceptional Student Education (ESE) programs. This commitment is supported through a comprehensive, data-driven approach that integrates assessment, instruction, and targeted support aligned to the Florida Early Learning and Developmental Standards.

VPK Assessment

OCPS utilizes multiple assessment tools to monitor each child's developmental progress and inform instruction:

- FAST Star Early Literacy: Administered three times per year to screen and monitor students' early literacy and numeracy skills.
- CLASS (Classroom Assessment Scoring System): Used to evaluate the quality of teacher-child interactions and promote effective instructional practices. Teachers and paraprofessionals receive ongoing training, coaching, and feedback to strengthen instructional delivery and foster responsive, engaging learning environments.
- Battelle Developmental Screening Tool: Used to identify children who may have developmental delays or require additional support services.
- Formative Assessments: Ongoing measures—including observations, checklists, work samples, CAPIT progress monitoring, and child-led activities—are used to track individual student growth and development.

Assessment data are analyzed and used to guide instructional decision-making, including:

- Development of personalized learning plans to address individual student needs
- Implementation of small group instruction for targeted skill development
- Selection of appropriate instructional materials and resources to support learning outcomes

Standards and Instruction

Instruction within the OCPS VPK program is fully aligned to the Florida Early Learning and Developmental Standards, addressing all key developmental domains, including language, literacy, cognition, social-emotional development, and physical development.

Teachers implement developmentally appropriate practices to meet the diverse needs of all learners, including students with disabilities and English Language Learners. Instruction is intentionally designed to be engaging, interactive, and responsive, supporting both whole-group and differentiated learning experiences.

Support

The OCPS Early Childhood Department provides comprehensive support to ensure high-quality implementation of the VPK program. This includes the development and distribution of curriculum materials and instructional resources grounded in evidence-based practices.

Support structures include:

- Ongoing professional development and coaching for teachers and instructional staff
- Access to high-quality instructional materials and resources
- Guidance on differentiation and intervention strategies to meet the needs of all learners

All supports are designed to strengthen instructional practices, promote student engagement, and ensure that every child is prepared for a successful transition to kindergarten.

Exceptional Student Education (ESE) Assessment

OCPS utilizes multiple assessment tools to monitor each child's developmental progress and inform instruction:

- PreK ESE Skills Checklist: Administered three times per year to monitor students' progress in three child outcome areas: positive social emotional skills, acquiring and using knowledge and skills, and taking appropriate action to meet needs.
- Individual Education Plan goal data collection: Used to assess student progress toward their IEP goals on a daily/weekly basis (depending on the goal). Progress is reported quarterly on the PEER IEP Progress Report.
- Child Outcome Summary form: Completed at entry into PreK Exceptional Education Services and at Exit from PreK Exceptional Education Services to document students' development in three child outcome areas: positive social emotional skills, acquiring and using knowledge and skills, and taking appropriate action to meet needs.

Assessment data are analyzed and used to inform instructional decision-making, including:

- Revising, refining, and developing Individual Education Plan goals based on student need
- Implementation of individual or small group instruction for targeted skill development
- Selection of appropriate instructional materials and resources to support learning outcomes

Standards and Instruction

Instruction within the OCPS Exceptional Student Education PreK program is fully aligned to the Florida Early Learning and Developmental Standards, addressing all key developmental domains, including language, literacy, cognition, social-emotional development, and physical development as well as intentionally designed to support the attainment and ongoing development of students' Individual Education Plan goals.

Teachers implement developmentally appropriate practices to meet the diverse needs of all learners. Instruction is intentionally designed to be engaging, interactive, and responsive, supporting both whole-group and differentiated learning experiences.

Support

The OCPS PreK Exceptional Education Services Department provides comprehensive support to ensure high-quality implementation of the PreK Exceptional Education Services program. This includes the development and distribution of curriculum materials and instructional resources grounded in evidence-based practices.

Support structures include:

- Ongoing professional development and coaching for teachers and instructional staff
- Access to high-quality instructional materials and resources
- Guidance on differentiation and intervention strategies to meet the needs of all learners

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

The VPK and PreK ESE programs provide an engaging, play-based environment, incorporating:

- Core Curriculum: Frog Street Toddler, Frog Street Threes, and Frog Street PreK: A research-based framework aligned to the Florida Early Learning and Developmental Standards, offering thematic instruction and intentional teaching strategies
- Differentiated Instruction: Flexible grouping based on assessment insights

To enhance learning experiences, both the VPK and PreK ESE programs utilize various supplemental resources. For literacy development, both programs incorporate Heggerty PreK Phonemic Awareness to build foundational skills and Handwriting Without Tears for multisensory handwriting instruction. The VPK program further supports literacy and math with My Math Academy and CAPIT Reading, and offers MarcoPolo, which provides engaging educational content for both classroom and home use. This comprehensive approach ensures a nurturing and equitable learning environment for all children.

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 who score below the 10th percentile on FAST PM2 are identified for additional support and are provided with structured literacy intervention through the Nemours BrightStart! Early Literacy Intervention curriculum. This program focuses on foundational early literacy skills, including oral language development, phonological awareness, vocabulary, and comprehension, using explicit, systematic, and engaging instructional practices.

In addition, students receive individualized support through CAPIT Reading, which is aligned to VPK Early Literacy and Language standards. CAPIT Reading provides differentiated instruction tailored to each child's specific needs, allowing for targeted skill development and progress monitoring.

Interventions are delivered in small group and/or individualized settings, with ongoing progress monitoring to ensure that instruction is responsive and adjusted based on student growth. These combined supports are designed to strengthen early literacy foundations and prepare students for kindergarten readiness.

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

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

The Decision Trees must contain the following information:

- Name of each assessment, targeted audience, component(s) of reading assessed, type of assessment, the frequency of data collection and the method and timeframes by which assessment data will be provided to teachers and parents. For students in VPK through grade 10, the FAST must be administered pursuant to [s. 1008.25\(9\)\(b\), F.S.](#), and included as a component of the Assessment/Curriculum Decision Trees.

- Performance criteria used for decision-making for each assessment at each grade level.
- Evidence-based instructional materials and strategies.
- Specific criteria for when a student is identified to receive intensive reading interventions (Tier 3), what intensive reading interventions will be used, how the intensive reading interventions are provided and assurance that intensive reading interventions are delivered by a teacher who is certified or endorsed in reading or instructional personnel who possess a literacy micro-credential.
- Identification of the multisensory interventions provided to students in grades K-3 who have a substantial deficiency in reading or characteristics of dyslexia, including a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

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

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

Grades VPK-5

1. Grades VPK-5 Assessments

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

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Standards Based Unit Assessments (SBUA)/Common Assessments	☐ 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
CAPIT Reading	☐ VPK ☒ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☐ All Students ☐ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Heggerty Phonemic Awareness	☐ 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
Lexia	☐ 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
Systematic Instruction in	☐ VPK ☐ PreK	☐ Oral Language ☒ Phonological	☐ Screening ☒ Progress	☒ Weekly ☒ 2 x Month

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?
Phonological Awareness, Phonics and Sight Words (SIPPS) Mastery Assessments	☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☐ Select Students	Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	Monitoring ☒ Diagnostic ☐ Summative	☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
SIPPS Assessments	☐ 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
DIBELS	☐ 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
P.A.S.T./CORE	☐ 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
English Language Development	LY students, one year or less in the following: ☐ VPK	☒ Oral Language ☒ Phonological Awareness ☒ Phonics	☐ Screening ☒ Progress Monitoring ☐ Diagnostic	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 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?
WIDA Standards-Based Unit Assessments	☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☒ Select Students	☐ Fluency ☒ Vocabulary ☐ Comprehension	☒ Summative	☒ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Standards-Based Assessments for Students on Access Points	☐ 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
Battelle Developmental Screening	☐ 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

- 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.

OCPS employs a multi-tiered system of supports (MTSS) framework to identify K–3 students in need of Tier 2 and Tier 3 reading interventions. The first step in this process is universal screening of all K–2 students using DIBELS 8 (Dynamic Indicators of Basic Early Literacy Skills 8). This screener is used to identify students at risk for reading difficulties, including characteristics of dyslexia. The screening assesses key early literacy skills including, but not limited to:

- Kindergarten: Letter Naming Fluency (LNF), Phoneme Segmentation Fluency (PSF), Nonsense Word Fluency–Correct Letter Sounds (NWF-CLS), and Whole Words Read (NWF-WC)
- Grades 1-2: LNF, PSF, NWF-CLS, NWF-WC, and Word Reading Fluency (WRF)
- Grade 2: (MOY and EOY) Oral Reading Fluency (ORF) with components including accuracy, rate, and prosody, particularly for students performing below grade level
- Grade 3: Oral Reading Fluency (ORF) with components including accuracy, rate, and prosody, particularly for students performing below grade level

Students whose scores fall below established benchmarks are flagged for further diagnostic assessment using various measures including, but not limited to, P.A.S.T., CORE, Heggerty, and/or SIPPS diagnostic and progress monitoring related to the resulting intervention programming. Interventions are determined by the site-based MTSS team after a triangulation of data points including, but not limited to, FAST, WIDA, digital program diagnostic results, report card data, and teacher input. Students demonstrating continued deficits determined by a lack of progress towards proficiency intensify to Tier 2 (targeted interventions) or Tier 3 (intensive interventions), depending on the level of need.

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

For students in grades 4–5, OCPS continues to utilize the MTSS process to identify those in need of targeted or intensive reading interventions. Universal and diagnostic screening is conducted using DIBELS 8 (Dynamic

Indicators of Basic Early Literacy Skills 8) Oral Reading Fluency (ORF) assessments, which allow for the measurement of accuracy, rate, and prosody. Students whose scores indicate below-grade-level performance are reviewed by the site-based MTSS team after a triangulation of data points including but not limited to FAST, WIDA, digital program diagnostic results, report card data, and teacher input for consideration to intensify to Tier 2 (targeted interventions) or Tier 3 (intensive interventions), depending on the level of need. Data from classroom performance, teacher observations, and other formative assessments may also be used to support decision-making for intervention placement.

- **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.

OCPS implements a multi-step process to identify students with characteristics of dyslexia. All students are screened using DIBELS 8 three times per year (BOY, MOY, EOY) to assess foundational literacy skills. Students who score below benchmark or are identified as at risk are flagged for additional review. Students demonstrating persistent reading difficulties or characteristics of dyslexia receive targeted diagnostic assessments to identify specific skill deficits and instructional alignment. Based on screening and diagnostic data, the problem-solving team develops or updates the student's intervention plan to address identified areas of need. Students identified with characteristics of dyslexia are provided intensive, explicit, and systematic Tier 3 interventions aligned to the Science of Reading. Intervention includes increased instructional time, reduced group size, and frequent progress monitoring. Instruction is adjusted based on student response.

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

In accordance with s. 1008.25(9), F.S., the district provides additional screening for students who demonstrate characteristics of dyslexia. Students who score below benchmark on DIBELS 8 or FAST, or who exhibit characteristics of dyslexia, are identified for additional screening. Additional screening includes targeted assessments such as P.A.S.T., CORE Phonics Survey, and diagnostic assessments within SIPPS and Heggerty to determine specific skill deficits and instructional entry points. Data from these assessments are reviewed with other relevant data sources, including WIDA, report card data, and teacher input, to inform instructional decisions. District assessment guides support consistent implementation.

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

To ensure the effectiveness of Tier 1 instruction, school Professional Learning Communities implement structured processes through regular collaborative team meetings. Educators, including coaches and administrators, receive targeted professional learning focused on effective collaborative planning structures and facilitation techniques, empowering them to lead these meetings effectively. Teams engage in discussions centered on instruction, tasks, assessments, and differentiation strategies. A critical component of these meetings is the analysis of student performance data, such as assessment results and progress monitoring data, alongside classroom walkthrough trend data. This analysis allows teams to identify patterns and potential problems in Tier 1 instruction, such as areas in which students are struggling or where specific instructional approaches may not be effective. Based on these data-driven insights, teams

collaboratively determine needed changes or adjustments to instruction and differentiation practices to address identified gaps.

At the district level, teams analyze broader data sets, gather feedback from schools, and observe classroom practices. This information informs revisions to district-created curriculum resource materials, ensuring they are aligned with best practices and student needs. This cyclical process of data analysis, collaborative problem-solving, and resource refinement ensures continuous improvement in Tier 1 instruction and ultimately supports the success of all students.

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

The effectiveness of Tier 2 interventions is monitored through a structured MTSS problem-solving process that emphasizes timely identification and adjustment of supports. Students receiving Tier 2 interventions are progress monitored at regular intervals, with data reviewed during ongoing Collaborative Team Meetings (CTM) and Problem-Solving Team (PST) meetings.

During these data reviews, teams analyze student response to intervention, rate of improvement, and progress toward grade-level benchmarks to determine the effectiveness of current supports. Multiple data sources, including progress monitoring data, classroom performance, and diagnostic results, are used to identify trends and potential barriers to student success, as well as to ensure interventions are implemented with fidelity.

When students do not demonstrate a sufficient rate of improvement in response to intervention when compared to expected performance targets, peer benchmarks, or individualized goals, teams engage in problem-solving to determine appropriate adjustments. These may include refining the focus of the intervention to better target specific skill deficits, increasing instructional time or frequency, adjusting group size, or modifying instructional strategies. If data indicate insufficient response despite adjustments, students may be considered for intensification to Tier 3.

This ongoing cycle of progress monitoring, collaborative data analysis, and responsive instructional adjustment ensures Tier 2 interventions remain effective and aligned to student needs.

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

OCPS implements a structured MTSS problem-solving process to evaluate and improve the effectiveness of Tier 3 interventions, which are highly individualized and intensive. Student progress is monitored at least weekly, and data are reviewed frequently during Problem-Solving Team (PST) meetings to assess response to intervention and progress toward proficiency.

The PST analyzes multiple data sources, including progress monitoring data, diagnostic assessments, and classroom performance, to identify trends and determine the root cause of limited student progress. The team also evaluates implementation fidelity, attendance, and intervention integrity to ensure interventions are delivered as designed and with the necessary intensity.

Based on this analysis, the PST engages in ongoing problem-solving to make timely instructional adjustments. Adjustments may include further individualizing instruction, increasing intervention time or frequency, reducing group size, or refining the intervention to more precisely target identified skill deficits. Intervention plans are updated to reflect these changes.

Parents are regularly informed of student progress and are engaged in the problem-solving process. This continuous cycle of frequent progress monitoring, data-based decision-making, and intensive instructional adjustment ensures Tier 3 interventions are effective and responsive to individual student needs.

Grades K-5 Decision Tree

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

Tier 1 (Core) Only

Beginning of Year Data

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

Most recent FAST ELA - Level 3 or above and/or FAST assessment score of at or above benchmark and/or BOY DIBELS scores (K-2) and 3-5 DIBELS ORF scores are at or above proficiency

Achievement Level 3 for B.E.S.T. Reading:

- 3rd grade - 201 or above
- 4th grade - 213 or above
- 5th grade - 222 or above

*As with all data-based decisions, schools should make individual determinations based on multiple data points, including, but not limited to, historical data.

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

- Student scores on or approaching grade-level proficiency on the statewide progress monitoring assessments
- Student scores in the green (meets proficiency) or blue (exceeds proficiency) performance bands (65% to 100%) across multiple district-created Standards-Based Unit Assessments (SBUA)/Common Assessments
- Student scores minimal or negligible risk on the DIBELS Screening
- During screening, if accuracy and rate fall within grade-level norms, continue administering Tier 1 benchmark assessments

Core Instruction

Indicate the core instructional materials utilized. Add additional rows as needed.

Name of Program	Year of Program Adoption
Benchmark Advance (K-5)	2026

Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

- Student scores one or more grade levels below on statewide assessment and/or at/some risk on screening and diagnostic assessments, plus teacher observation/recommendation
- Student received Tier 2 interventions in the previous year, and the problem-solving team determines that interventions should continue because the student is making gains, but is not reaching proficiency

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

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

At the beginning of the school year, students will be identified for tiered levels of intervention based on the following assessment criteria:

- Grades K-1:

- Most recent FAST ELA scores below the benchmark indicate the need for Tier 2 interventions
- Beginning of Year (BOY) DIBELS assessments— Scores in yellow or red (below proficiency) indicate the need for Tier 2 interventions
- Grades 2–5:
 - Most recent FAST ELA scores below the benchmark indicate the need for Tier 2 interventions
 - Beginning of Year (BOY) DIBELS assessment scores in yellow or red in categories of rate, accuracy, and prosody indicate the need for Tier 2 interventions
- Schools must also consider multiple data points including progress monitoring data, historical performance, and diagnostic results to ensure accurate placement within the MTSS framework

Tier 1 (Core Instruction):

- a. All students receive high-quality, evidence-based reading instruction aligned to the B.E.S.T. ELA Standards
- b. Instruction includes differentiated supports to address minor gaps or barriers and ensure access to the full curriculum
- c. Embedded universal supports are provided through Universal Design for Learning (UDL) and strategies supporting inclusive instruction

Tier 2 (Strategic Interventions):

- For students identified as below benchmark (yellow), targeted small-group instruction is provided in addition to core instruction
- Instruction is explicit, systematic, and focused on identified foundational skill gaps (e.g., phonemic awareness, decoding)
- Delivered by trained staff, including literacy interventionists, ESE teachers, or reading coaches, during a dedicated intervention block
- Regular progress monitoring every 4–6 weeks is used to adjust instruction based on student response to intervention

Placement and intervention decisions are made using a data-based problem-solving process at each tier, with continual progress monitoring and family engagement to ensure transparency and alignment with the Comprehensive Evidence-Based Reading Plan (CERP).

Number of times per week interventions are provided: Interventions are delivered up to four days per week, with frequency adjusted based on student need and data review.

Number of minutes per intervention session: Each intervention session is scheduled for a minimum of 30 minutes, with session length extended as appropriate for students requiring more intensive support.

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)
Lexia Core5 Reading	Moderate	
SIPPS	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 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)
Corrective Reading	Promising	

English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Amira	Moderate	
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. Students with a substantial deficiency in reading or characteristics of dyslexia receive comprehensive multisensory interventions tailored to their individual needs, incorporating visual, auditory, kinesthetic, and tactile modalities. These interventions include: Phonemic Awareness: • Use of kinetic sand, providing a tactile medium for manipulating and segmenting sounds • Elkonin boxes to visually represent and track phonemes in words • Counters or chips to physically move and represent each sound • Whisper phones to enhance auditory discrimination and self-monitoring • Whiteboards and markers for visual and kinesthetic practice of blending, segmenting, manipulating, and deleting phonemes • Body movements and actions to represent sounds, such as clapping syllables or stomping out phonemes • Songs and rhymes to engage auditory memory and reinforce phonemic awareness concepts • Manipulating objects (e.g., blocks, buttons) to match the number of sounds/syllables in a word Phonological Awareness: • Use of Elkonin boxes, counters, and whiteboards for visual and tactile representation of phonological units • Kinesthetic movements like jumping, tapping, or arm sweeps to represent syllables or rhymes • Chenille sticks for physically manipulating and segmenting words into syllables or onset-rime • Finger tapping to count and track phonemes or syllables • Gestures and sign language to visually and physically represent sounds and words • Rhythm instruments (e.g., drums, tambourines) to tap out syllables or sounds in words • Sorting activities using pictures or objects to categorize words by sounds (e.g., rhyming words, words with the same beginning sound) Phonics: • Use of kinetic sand for tracing letters and words, engaging tactile and kinesthetic senses • Dough stampers to physically imprint letters and words, reinforcing letter formation • Letter tiles and magnetic letters for hands-on manipulation and word building • Whiteboards with markers for visual and kinesthetic writing and blending of sounds • Bumpy boards for tactile tracing of letter shapes • Color-coding letters (e.g., vowels vs. consonants) to enhance visual discrimination • Using movement to represent sounds (e.g., acting out letter sounds) • These varied multisensory strategies ensure that instruction is accessible and engaging for students with diverse learning needs, particularly those who struggle with reading or have characteristics of dyslexia		
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year:		

FAST PM 3

- Any student who scores a Level 1 on the coordinated screening and progress monitoring assessment (FAST)

FAST PM 1 & PM 2, Grade K

- Any student scoring in the lowest 10th percentile

FAST PM 1 & PM 2, Grades 1-2

- Any student scoring in the lowest 10th percentile

FAST PM 1 & PM 2, Grade 3

- Any student scoring in the lowest 20th percentile

SIPPS if:

- A student is unable to pass the SIPPS Mastery Tests after targeted instructional reteaching opportunities are provided, plus teacher observation/recommendation
- There is difficulty or an inability to acquire and make progress at a developmentally appropriate rate, as outlined by the instructional or intervention program, or the student shows multiple concerning responses to Tier 2 interventions

Other evidence-based interventions and strategies that the problem-solving team has determined fit the student's specific area of need, if:

- There is a lack of targeted growth on skills assessments, plus teacher observation/recommendation
- There is difficulty or an inability to acquire and make progress at a developmentally appropriate rate, as outlined by the instructional or intervention program, or the student shows multiple concerning responses to Tier 2 interventions

The problem-solving team agrees that the interventions are not frequent and/or intensive enough and need to continue with increased intensity and/or frequency.

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:

At the beginning of the school year, students will be identified for tiered levels of support based on the following assessment criteria:

- Grades K–1:
 - Beginning of Year (BOY) DIBELS assessments – Scores in red indicate the need for Tier 3 interventions
 - FAST PM 3 – Level 1 indicates the need for Tier 3 interventions
- Grades 2–5:
 - Beginning of Year (BOY) DIBELS assessments— Scores in red in the categories of rate, accuracy, and prosody indicate the need for Tier 3 interventions
 - Most recent FAST PM 3: Level 1 indicates the need for Tier 3 interventions
- All Grades: Multiple data points, including progress monitoring data, historical performance, and diagnostic results are considered to ensure accurate placement within the MTSS framework

Tier 1 (Core Instruction):

- All students receive high-quality, evidence-based reading instruction aligned to the B.E.S.T. ELA Standards
- Instruction includes differentiated supports to address minor gaps or barriers and ensure access to the full curriculum
- Embedded universal supports are provided through Universal Design for Learning (UDL) and strategies supporting inclusive instruction

Tier 2 (Strategic Interventions):

- For students identified as below benchmark (yellow), targeted small-group instruction is provided in addition to core instruction
- Instruction is explicit, systematic, and focused on identified foundational skill gaps (e.g., phonemic awareness, decoding)
- Delivered by trained staff including literacy interventionists, ESE teachers, or reading coaches during a dedicated intervention block
- Regular progress monitoring every 4–6 weeks is used to adjust instruction based on student response to intervention

Tier 3 (Intensive Interventions):

- Students identified as well below benchmark (red) or who demonstrate minimal response to Tier 2 interventions are considered for Tier 3 support
- Tier 3 instruction is individualized, intensive, and delivered in a 1:1 or very small group setting, with a focus on specific skill deficits
- Interventions occur with increased frequency and duration, in addition to core instruction, and use evidence-based programs validated for intensive remediation
- A problem-solving team (which may include the MTSS team, ESE staff, and literacy coach) meets to develop individualized plans, review fidelity of implementation, and adjust support as needed
- Supports align with accommodations documented in IEP, ESOL, or 504 plans, ensuring equitable access to instruction

Placement and intervention decisions are made using a data-based problem-solving process at each tier, with continual progress monitoring and family engagement to ensure transparency and alignment with the Comprehensive Evidence-Based Reading Plan (CERP).

Number of times per week interventions are provided: Interventions are delivered up to four days per week, with frequency adjusted based on student need and data review.

Number of minutes per intervention session: Each intervention session is scheduled for a minimum of 30 minutes, with session length extended as appropriate for students requiring more intensive support.

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)
SIPPS	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 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)
Corrective Reading	Promising	

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Cengage - <i>Impact</i> and <i>Lift</i> by National Geographic Learning		<i>Impact</i> and <i>Lift</i> by National Geographic Learning does not meet strong, moderate or promising levels of evidence; however, the following recommendation(s) support the programs <i>Impact</i>

		and <i>Lift</i>. Recommendation(s): 1. The Massachusetts Department of Elementary and Secondary Education have reviewed National Geographic Learning programs including <i>Lift</i> and are in the process of reviewing other programs including <i>Impact</i> 2e. Their review resulted in a designation of High-Quality NGESL Instructional Materials after a thorough examination of print and digital resources. 2. <i>Lift</i> and <i>Impact</i> instructional materials demonstrate strength in content and language integration, with systematic alignment to Massachusetts ESL standards and WIDA descriptors that drives language development through meaningful content. The materials feature a comprehensive assessment system that includes performance tasks, summative assessments, and benchmark tests across language domains, providing educators with robust tools for monitoring student progress. Additionally, the materials offer impressive scaffolding supports through diverse strategies such as sentence frames, graphic organizers, visual aids, and strategic groupings, while promoting strong oral language development through daily dialogue, meaningful interactions, and abundant presentation opportunities. The materials also demonstrate an asset-based approach, featuring literature from diverse authors and creating opportunities for students to connect their personal experiences with academic content. These recommendations were built into the program by aligning with the Science of Reading, Foundational literacy is taught through the purposeful combination of word recognition and language comprehension. Students will gradually develop these skills and leverage their own experiences to succeed in the classroom. The district will support and monitor implementation of this program by progress monitoring assessment results and conducting class visits to ensure the program is implemented accordingly, including professional learning provided by the vendor, as well as ongoing check-ins, lesson plans, and additional support from the district team as needed.
According to the <i>Teaching Academic Content and Literacy to English Learners in Elementary and Middle School</i> (WWC Practice Guide, April 2014). The guide provides evidence-based recommendations for improving academic achievement and literacy outcomes for English language learners (ELLs) in grades K–8. <i>Impact Lift</i> by National Geographic Learning incorporates the evidence-based recommendations as follow:		

Recommendation 1 - Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.

Evidence Level: Strong Evidence - Integration into Impact Lift by National Geographic Learning

- Impact Lift explicitly teaches academic and domain-specific vocabulary through structured lesson sequences.
- Vocabulary is introduced, practiced, revisited, and applied across multiple contexts and content areas.
- Students engage in speaking, listening, reading, and writing tasks that reinforce academic language development.
- Visual supports, multimedia resources, and collaborative learning opportunities enhance vocabulary acquisition.

Recommendation 2 - Integrate oral and written English language instruction into content-area teaching.

Evidence Level: Strong Evidence. Integration into Impact Lift by National Geographic Learning

- Language objectives are embedded within science, social studies, and literacy instruction.
- Students engage in structured academic discourse, collaborative conversations, and content-based writing activities.
- Lessons promote simultaneous development of English language proficiency and grade-level content knowledge.
- Language functions and sentence frames support meaningful participation in rigorous academic tasks.

Recommendation 3 - Provide regular, structured opportunities to develop written language skills.

Evidence Level: Strong Evidence - Integration into Impact Lift by National Geographic Learning

- Students participate in scaffolded writing activities aligned to language proficiency levels.
- Daily writing routines support sentence construction, paragraph development, and academic writing.
- Writing tasks are connected to content-area learning and incorporate academic vocabulary.
- Teachers provide explicit modeling, guided practice, and feedback to strengthen written language production.

Recommendation 4 - Provide small-group instructional intervention to students struggling in areas of literacy and English language development.

Evidence Level: Moderate Evidence - Integration into Impact Lift by National Geographic Learning

- Teachers use assessment data to identify multilingual learners requiring additional support.
- Targeted small-group lessons provide differentiated instruction in reading, language development, and literacy skills.
- Intervention groups focus on specific language and literacy needs while maintaining access to grade-level content.
- Progress-monitoring tools help tailor instruction and accelerate language growth.

District Support and Monitoring for Implementation

The district will establish a comprehensive implementation framework to ensure fidelity and effectiveness of the Impact Lift program. Support and monitoring activities will include:

- Development of a district implementation plan aligned to the WWC recommendations.
- Ongoing classroom walkthroughs using evidence-based instructional look-for tools.
- Regular coaching cycles conducted by ESOL Program Specialists, Resource Teachers and instructional leaders.
- Analysis of student performance data, language proficiency growth, and formative assessment results.
- Collaborative Team Meetings (CTM) focused on implementation challenges, successes, and instructional adjustments.
- Quarterly fidelity checks to ensure consistent use of program materials, instructional routines, and assessment practices.
- Review of WIDA ACCESS data, district benchmark assessments, and progress-monitoring measures to evaluate program impact.

Professional Learning Opportunities to Ensure Fidelity of Impact Lift

OCPS will provide a comprehensive professional learning system to support high-fidelity implementation of Impact Lift. Educators will participate in initial training on the program's instructional design, evidence-based practices for multilingual learners, WWC-aligned strategies, and integrated language-development instruction. Ongoing support will include district-led professional learning sessions, job-embedded coaching, collaborative lesson planning, PLCs, and data-analysis meetings to strengthen instructional practice.

Professional learning will also focus on academic vocabulary development, structured academic discourse, writing instruction, small-group interventions, progress monitoring, and differentiated scaffolds based on English language proficiency levels in accordance with the WIDA scores. To promote continuous improvement, the OCPS's Program Specialist will conduct classroom observations, provide feedback through coaching cycles, utilize fidelity monitoring tools, facilitate peer reflection opportunities, and evaluate program effectiveness annually using implementation and student outcome data. These supports will ensure consistent implementation of Impact Lift and alignment with the evidence-based recommendations outlined in the WWC Practice Guide, *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School* (WWC Practice Guide, April 2014).

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

Students with a substantial deficiency in reading or characteristics of dyslexia receive comprehensive multisensory interventions tailored to their individual needs, incorporating visual, auditory, kinesthetic, and tactile modalities. These interventions include:

Phonemic Awareness:

- Use of kinetic sand, providing a tactile medium for manipulating and segmenting sounds
- Elkonin boxes to visually represent and track phonemes in words
- Counters or chips to physically move and represent each sound
- Whisper phones to enhance auditory discrimination and self-monitoring
- Whiteboards and markers for visual and kinesthetic practice of blending, segmenting, manipulating, and deleting phonemes
- Body movements and actions to represent sounds, such as clapping syllables or stomping out phonemes
- Songs and rhymes to engage auditory memory and reinforce phonemic awareness concepts
- Manipulating objects (e.g., blocks, buttons) to match the number of sounds/syllables in a word

Phonological Awareness:

- Use of Elkonin boxes, counters, and whiteboards for visual and tactile representation of phonological units
- Kinesthetic movements like jumping, tapping, or arm sweeps to represent syllables or rhymes
- Chenille sticks for physically manipulating and segmenting words into syllables or onset-rime
- Finger tapping to count and track phonemes or syllables
- Gestures and sign language to visually and physically represent sounds and words
- Rhythm instruments (e.g., drums, tambourines) to tap out syllables or sounds in words
- Sorting activities using pictures or objects to categorize words by sounds (e.g., rhyming words, words with the same beginning sound)

Phonics:

- Use of kinetic sand for tracing letters and words, engaging tactile and kinesthetic senses
- Dough stampers to physically imprint letters and words, reinforcing letter formation
- Letter tiles and magnetic letters for hands-on manipulation and word building
- Whiteboards with markers for visual and kinesthetic writing and blending of sounds
- Bumpy boards for tactile tracing of letter shapes
- Color-coding letters (e.g., vowels vs. consonants) to enhance visual discrimination
- Using movement to represent sounds (e.g., acting out letter sounds)

These varied multisensory strategies ensure that instruction is accessible and engaging for students with diverse learning needs, particularly those who struggle with reading or have characteristics of dyslexia.

- **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: 15 days in June Reading (50100224SM) - 8:30 a.m.-11:00 a.m. Lunch - 11:00 a.m. - 11:30 a.m. Reading (50100224SM) - 11:30 a.m. - 12:30 p.m.
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): Benchmark Advance, Core adopted materials Lexia Core5 Reading web-based literacy program (ESSA Moderate rating) SIPPS (Systematic Instruction in Phonological Awareness, Phonics and Sight Words) (ESSA Moderate rating) Amira web-based literacy program (ESSA Promising rating)

Alternative Assessment Used: Star Reading Amira
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?
District created Standards-Based Unit Assessments (SBUA)/Common Assessments	☒ 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
English Language Development WIDA Standards-Based Unit Assessments	LY students, one year or less in the following: ☒ Grade 6 ☒ Grade 7	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☐ Fluency	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 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?
	☒ Grade 8 ☐ All Students ☒ Select Students	☒ Vocabulary ☐ Comprehension		☐ Annually ☒ As Needed ☐ Other
SIPPS Mastery Assessments	☒ 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
SIPPS Placement Assessment	☒ 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
Oral Reading Fluency (ORF)	☒ 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
Impact, Cengage (ELD)	LY students, 1 year or less in the following: ☒ 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
Lexia PowerUp Literacy (DLAR)	LY students, two years or less in the following: ☒ Grade 6	☒ Oral Language ☐ Phonological Awareness ☐ Phonics	☐ Screening ☒ Progress Monitoring ☐ Diagnostic	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 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?
	☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Students	☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Summative	☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other: After each Unit (8)
Reading Plus Insight Assessment	☒ 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
District created Standards-Based Unit Assessments for Students on Access Points	☒ 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

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

Students who score Level 1 and 2 on the FAST test are identified in need of Tier 2 instruction. Data-based problem-solving team meetings are held regularly to analyze student data available from statewide assessments, screenings, standards-based assessments, and formative assessments. If the student scores below grade level on assessments along with classroom teacher observations/recommendations and Tier 2 intervention data, the student will receive Tier 3 interventions.

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?

To continually enhance the effectiveness of Tier 1 instruction, schools utilize a structured problem-solving process. Teachers engage in regularly scheduled collaborative planning meetings, in which they analyze student progress data. This includes daily observations, statewide progress monitoring results, Standards-Based Unit Assessments, and formative assessment data. Administrator and district classroom walkthrough data also provide valuable insights into instructional effectiveness. Based on this data, teams plan differentiated strategies to address individual student needs. Furthermore, curriculum adjustments are made, using state assessments and Standards-Based Unit Assessments/Common Assessment data, to better align with identified areas of deficiency. Teachers provide detailed feedback on the curriculum after implementing lessons, contributing to ongoing refinement. District-wide trend data from state and unit assessments also informs decisions to embed additional teacher-led small group resources within Tier 1 instruction, providing targeted support.

At the district level, teams analyze broader data sets, gather feedback from schools, and observe classroom practices. This information informs revisions to district-created curriculum resource materials, ensuring they are aligned with best practices and student needs. This cyclical process of data analysis, collaborative problem-solving, and resource refinement ensures continuous improvement in Tier 1 instruction and ultimately supports the success of all students.

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

The effectiveness of Tier 2 interventions is monitored through a structured MTSS problem-solving process that emphasizes timely identification and adjustment of supports. Students receiving Tier 2 interventions are progress monitored at regular intervals, with data reviewed during ongoing Collaborative Team Meetings (CTM) and Problem-Solving Team (PST) meetings.

During these data reviews, teams analyze student response to intervention, rate of improvement, and progress toward grade-level benchmarks to determine the effectiveness of current supports. Multiple data sources, including progress monitoring data, classroom performance, and diagnostic results, are used to identify trends and potential barriers to student success, as well as to ensure interventions are implemented with fidelity.

When students do not demonstrate projected progress based on diagnostic data, teams engage in problem-solving to determine appropriate adjustments. These may include refining the focus of the intervention to better target specific skill deficits, increasing instructional time or frequency, adjusting group size, or modifying instructional strategies. If data indicate insufficient response despite adjustments, students may be considered for intensification to Tier 3.

This ongoing cycle of progress monitoring, collaborative data analysis, and responsive instructional adjustment ensures Tier 2 interventions remain effective and aligned to student needs.

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

OCPS implements a structured MTSS problem-solving process to evaluate and improve the effectiveness of Tier 3 interventions, which are highly individualized and intensive. Student progress is monitored at least weekly, and data are reviewed frequently during Problem-Solving Team (PST) meetings to assess response to intervention and progress toward proficiency.

The PST analyzes multiple data sources, including progress monitoring data, diagnostic assessments, and classroom performance, to identify trends and determine the root cause of limited student progress. The team also evaluates implementation fidelity, attendance, and intervention integrity to ensure interventions are delivered as designed and with the necessary intensity.

Based on this analysis, the PST engages in ongoing problem-solving to make timely instructional adjustments. Adjustments may include further individualizing instruction, increasing intervention time or frequency, reducing group size, or refining the intervention to more precisely target identified skill deficits. Intervention plans are updated to reflect these changes.

Parents are regularly informed of student progress and are engaged in the problem-solving process. This continuous cycle of frequent progress monitoring, data-based decision-making, and intensive instructional adjustment ensures Tier 3 interventions are effective and responsive to individual student needs.

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: Level 3 or above on prior year's PM3: • Grade 6: 225-236 • Grade 7: 232-241 • Grade 8: 238-250 *As with all data-based decisions, schools should make individual determinations based on multiple data points, including, but not limited to, historical data. • District-created Standards-Based Unit Assessments/Common Assessments • Teacher observation • Parent request	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. • Student scores on or approaching grade-level proficiency on FAST PM1, only • Student scores in the proficient green (meets) or blue (exceeds) performance bands (65% to 100%) across multiple district-created Standards-Based Unit Assessments/Common Assessments	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
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: • A student scores a Level 1 or 2 on the FAST progress monitoring assessments, plus teacher observation/recommendation • A student scores in the yellow (developing) or red (not yet), which signifies 65% or below proficiency across multiple district-created Standards-Based Unit Assessments/Common Assessments, plus teacher observation/recommendation	

Tier 1 Instruction + Tier 2 Interventions
Beginning of Year Data
Students who meet the following criteria at the beginning of the school year: At the beginning of the school year, students will be identified for tiered levels of support based on the following assessment criteria: • Student scores Level 1 or low-mid level 2 on the previous year's statewide assessment PM 3, plus triangulation of historical and current assessment data and teacher observations/recommendations • Student received Tier 2 interventions in the previous year and the problem-solving team determines that interventions should continue
Number of times per week interventions are provided: 2-5 times a week, based on fidelity of the program, or determined by the problem-solving team to meet the individual needs of the student

Number of minutes per intervention session: 15-20 minute rotations, based on the fidelity of the program or determined by the problem-solving team to meet the individual needs of the student

Course(s) where interventions take place:

- M/J Intensive Reading 1
- M/J Intensive Reading 2
- M/J Intensive Reading 3
- M/J Learning Strategies 6-8 (ESE students only)

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)
Reading Plus	Strong	
SIPPS Plus and Challenge	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 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)
Strategic Instruction Model (SIM) Learning Strategies (Only in the Learning Strategies Course)	Strong	
Strategic Instruction Model (SIM) Content Enhancement Routines (Supports Tier 1 Instruction)	Strong	

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Lexia PowerUp Literacy	Promising	

Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year:

Reading comprehension supplemental resources if:

- A student is not progressing or demonstrating growth on an individual pathway
- Progress monitoring data are not indicating what is determined by the specific program as appropriate growth

SIPPS if:

- A student is unable to pass SIPPS Mastery Tests after targeted instructional reteaching opportunities are provided, plus teacher observation/recommendation
- There is a poor response to instruction/intervention or multiple questionable responses to Tier 2 intervention

Reading Plus if:

- A student is not making expected growth as determined by the Student Projected Growth Report
- There is a poor response to instruction/intervention or multiple questionable responses to Tier 2 intervention

Other evidence-based interventions and strategies that the problem-solving team has determined fit the student's individual specific area of need, including:

- The OCPS Reading Assessment Guidance document, which is used to determine if the student has made reading gains and performs on grade level
- Lack of targeted growth on skills assessments, plus teacher observation/recommendation
- Poor response to instruction/intervention or multiple questionable responses to Tier 2 intervention
- The problem-solving team agrees that the interventions are not frequent and intensive enough and need to continue with increased intensity and frequency

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:

- Student scores a Level 1 on the previous year's statewide assessment PM 3 and/or at risk on screening assessments, plus triangulation of historical and current assessment data (FAST, program diagnostic data, ORF, SIPPS Placement Screener) and teacher observation/recommendation
- Student received Tier 3 interventions in the previous year, and the problem-solving team determines that interventions should continue

- Student received Tier 2 interventions previously and the problem-solving team determines that Tier 3 interventions are needed

Number of times per week interventions are provided: 4-5 days a week, based on the fidelity of the program or determined by the problem-solving team to meet the individual needs of the student

Number of minutes per intervention session: 30-45 minutes, based on the fidelity of the program, or determined by the problem-solving team to meet the individual needs of the student

Course(s) where interventions take place:

- M/J Intensive Reading 1
- M/J Intensive Reading 2
- M/J Intensive Reading 3
- M/J Learning Strategies (ESE students only)

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)
Reading Plus	Strong	
SIPPS Plus and Challenge	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 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)
Strategic Instruction Model (SIM) Learning Strategies (Only in the Learning Strategies Course)	Strong	
Strategic Instruction Model (SIM) Content Enhancement Routines (Supports Tier 1 Instruction)	Strong	

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Lexia PowerUp Literacy	Promising	

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?
District-created Standards-Based Unit Assessments (SBUA)/Common 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
SIPPS	LY students, 2 years or less in the following: ☒ 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
SIPPS Mastery Assessments	☒ Grade 9 ☒ Grade 10 ☐ Grade 11 ☐ Grade 12 ☐ All Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☐ Fluency	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 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?
	☒ Select Students	☐ Vocabulary ☐ Comprehension		☐ Annually ☐ As Needed ☒ Other
SIPPS Placement 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
Oral Reading Fluency (ORF)	☒ 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
Cengage Benchmark	LY students, 1 year or less in the following: ☒ 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 ☒ 2 x Year ☐ Annually ☒ As Needed ☐ Other
Lexia PowerUp Literacy	LY students, 2 years or less in the following: ☒ 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 ☒ 2 x Year ☒ Annually ☒ As Needed ☐ Other
ELD Standards-Based Unit Assessments	LY students, one year or less in the following:	☒ Oral Language ☒ Phonological Awareness	☐ Screening ☒ Progress Monitoring	☐ Weekly ☐ 2 x Month ☐ Monthly

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?
(SBUA)/Common Assessments	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☒ Phonics ☐ Fluency ☒ Vocabulary ☐ Comprehension	☐ Diagnostic ☒ Summative	☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☒ Other: After each Unit (8)
DLAR Standards-Based Unit Assessments (SBUA)/Common Assessments	LY students, two years or less in the following: ☒ 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: After each Unit (8)
District-created Standards-Based Assessments for Students on Access Points	☒ 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

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

Students who score Level 1 and 2 on the FAST are identified as needing Tier 2 instruction. Based on additional screenings, including program diagnostic tests and ORF, a student can be identified as needing Tier 3 interventions. Common planning teams and data-based problem-solving team meetings are held regularly to analyze student data available from statewide assessments, screenings, standards-based assessments, and formative assessments. If the student scores below grade level on assessments, along with observations/recommendations by the classroom teacher, the student will receive Tier 3 interventions.

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

Schools utilize a structured problem-solving process to continually enhance the effectiveness of Tier 1 instruction. Teachers engage in regularly scheduled collaborative planning meetings, in which they analyze student progress data. This includes daily observations, statewide progress monitoring results, Standards-Based Unit Assessments, and formative assessment data. Administrator and district classroom walkthrough data also provide valuable insights into instructional effectiveness. Based on this data, teams plan differentiated strategies to address individual student needs. Furthermore, curriculum adjustments are

made, using state assessments and Standards-Based Unit Assessment data, to better align with identified areas of deficiency. Teachers provide detailed feedback on the curriculum after implementing lessons, contributing to ongoing refinement. District-wide trend data from state and unit assessments also informs decisions to embed additional teacher-led small group resources within Tier 1 instruction, providing targeted support.

At the district level, teams analyze broader data sets, gather feedback from schools, and observe classroom practices. This information informs revisions to district-created curriculum resource materials, ensuring they are aligned with best practices and student needs. This cyclical process of data analysis, collaborative problem-solving, and resource refinement ensures continuous improvement in Tier 1 instruction and ultimately supports the success of all students.

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 effectiveness of Tier 2 interventions is monitored through a structured MTSS problem-solving process that emphasizes timely identification and adjustment of supports. Students receiving Tier 2 interventions are progress monitored at regular intervals, with data reviewed during ongoing Collaborative Team Meetings (CTM) and Problem-Solving Team (PST) meetings.

During these data reviews, teams analyze student response to intervention, rate of improvement, and progress toward grade-level benchmarks to determine the effectiveness of current supports. Multiple data sources, including progress monitoring data, classroom performance, and diagnostic results, are used to identify trends and potential barriers to student success, as well as to ensure interventions are implemented with fidelity.

When students do not demonstrate projected progress based on diagnostic data, teams engage in problem-solving to determine appropriate adjustments. These may include refining the focus of the intervention to better target specific skill deficits, increasing instructional time or frequency, adjusting group size, or modifying instructional strategies. If data indicate insufficient response despite adjustments, students may be considered for intensification to Tier 3.

This ongoing cycle of progress monitoring, collaborative data analysis, and responsive instructional adjustment ensures Tier 2 interventions remain effective and aligned to student needs.

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

OCPS implements a structured MTSS problem-solving process to evaluate and improve the effectiveness of Tier 3 interventions, which are highly individualized and intensive. Student progress is monitored at least weekly, and data are reviewed frequently during Problem-Solving Team (PST) meetings to assess response to intervention and progress toward proficiency.

The PST analyzes multiple data sources, including progress monitoring data, diagnostic assessments, and classroom performance, to identify trends and determine the root cause of limited student progress. The team also evaluates implementation fidelity, attendance, and intervention integrity to ensure interventions are delivered as designed and with the necessary intensity.

Based on this analysis, the PST engages in ongoing problem-solving to make timely instructional adjustments. Adjustments may include further individualizing instruction, increasing intervention time or

frequency, reducing group size, or refining the intervention to more precisely target identified skill deficits. Intervention plans are updated to reflect these changes.

Parents are regularly informed of student progress and are engaged in the problem-solving process. This continuous cycle of frequent progress monitoring, data-based decision-making, and intensive instructional adjustment ensures Tier 3 interventions are effective and responsive to individual student needs.

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: - Level 3 or above on prior year's PM 3: 9th grade – 242-253 10th grade – 247-257 - Concordant score achieved for graduation *As with all data-based decisions, schools should make individual determinations based on multiple data points, including, but not limited to, historical data, to make the best possible placement decisions for students.	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. - Student scores on or approaching grade-level proficiency on the FAST ELA progress monitoring 1 assessments - Student scores in the proficient green (meets) or blue (exceeds) performance bands (65% to 100%) across multiple district-created Standards-Based Unit Assessments/Common Assessments	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
McGraw-Hill StudySync Grades 9-12	2026
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: - Student scores a Level 1 on statewide progress monitoring assessment, plus teacher observation/recommendation - Student scores in the yellow (developing) or red (not yet), which signifies 65% or below proficiency across multiple district-created Standards-Based Unit Assessments/Common Assessments, plus teacher observation/recommendation	
Tier 1 Instruction + Tier 2 Interventions	
Beginning of Year Data	
Students who meet the following criteria at the beginning of the school year: - Student scores Level 1 or low-mid level 2 on the previous year's statewide assessment PM 3, plus triangulation of historical and current assessment data and teacher observation/recommendation - FAST, program data, ORF - Student received Tier 2 interventions in the previous year, and the problem-solving team determines that interventions should continue	
Number of times per week interventions are provided: 2-5 times a week, based on fidelity of the program, or determined by the problem-solving team to meet the individual needs of the student	
Number of minutes per intervention session: 15-20 minutes, based on fidelity of the program, or determined by the problem-solving team to meet the individual needs of the student	

Course(s) where interventions take place:		
● Intensive Reading 1 ● Intensive Reading 2 ● Intensive Reading 3 ● Intensive Reading 4 ● Learning Strategies 9-12 (ESE students only)		

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)
Reading Plus	Strong	
SIPPS Plus and Challenge	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 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)

Strategic Instruction Model (SIM) Learning Strategies (Only in the Learning Strategies Course)	Strong	
Strategic Instruction Model (SIM) Content Enhancement Routines (Supports Tier 1 Instruction)	Strong	

English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Lexia PowerUp Literacy	Promising	
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: SIPPS if: ● A student is unable to pass SIPPS Mastery Tests after targeted instructional reteaching opportunities are provided, plus teacher observation/recommendation ● There is a poor response to instruction/intervention or multiple questionable responses to Tier 2 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: ● Student scores a Level 1 on previous year's statewide assessment PM 3 and/or at risk on screening assessments, plus triangulation of historical and current assessment data and teacher observation/recommendation		

- Student received Tier 3 interventions in the previous year, and the problem-solving team determines that interventions should continue
- Student received Tier 2 interventions previously, and the problem-solving team determines that Tier 3 interventions are needed

Number of times per week interventions are provided: 4-5 days a week, based on fidelity of the program, or determined by the problem-solving team to meet the individual needs of the student

Number of minutes per intervention session: 30-45 minutes based on the fidelity of the program, or determined by the problem-solving team to meet the individual needs of the student

Course(s) where interventions take place:

- Intensive Reading 1
- Intensive Reading 2
- Intensive Reading 3
- Intensive Reading 4
- Learning Strategies 9-12 (ESE students only)

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)
Reading Plus	Strong	
SIPPS Plus and Challenge	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 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)
Strategic Instruction Model (SIM) Learning Strategies (Only in the Learning Strategies Course)	Strong	
Strategic Instruction Model (SIM) Content Enhancement Routines (Supports Tier 1 Instruction)	Strong	

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Lexia PowerUp Literacy	Promising	

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
Structured Literacy Lab	Grade K-5 Teachers	To support the Science of Reading (SoR), the Structured Literacy L.A.B. is a three-day face-to-face series that focuses on enhancing K-5 teachers' and coaches' understanding of syllabication, spelling, morphology rules, and multisensory instruction based on a structured literacy approach. The session provides participants with the knowledge to understand and practice highly effective, research-based instructional practices before implementing them in their classrooms. The session emphasizes the application of the multisensory manipulatives provided to all elementary schools.
B.E.S.T. ELA Secondary Overview	Grades 6-12 ELA and Reading Teachers, Coaches, Administrators	An online asynchronous course was created for teacher completion focused on Systematic and Explicit Reading Instruction that may be used for re-certification purposes outlined for specific subject areas.
Facilitated Planning Days	Grades 6-10 ELA and Intensive Reading Teachers, Coaches, Administrators	Teachers for each assessed area come together as collaborative teams to plan for upcoming content with guidance from district program specialists. Teachers use their data to drive instructional shifts and benchmarks to focus plans for enrichment and reteaching opportunities. Breakout sessions are provided for intervention instruction, planning, and support.
Elementary ELA Coach Meetings	Grades K-5 ELA Coaches/Teacher Leaders	To support the district-wide focus on student literacy and the Science of Reading, ELA

		coaches attend monthly full-day ELA coach meetings. These sessions delve into the components of effective reading instruction, aligned with the Science of Reading, and provide practical strategies for classroom application. Breakout sessions are provided for intervention instruction, planning, and support.
Science of Reading Sessions	Grades K-5 ELA Teachers	To ensure the knowledge gained from the Elementary ELA Coach Meetings is transferred into instructional practice, and for district-wide consistency, content shared at the coach meetings is facilitated by each school-based coach on designated Wednesday afternoons. These valuable Wednesdays expand the support for classroom instruction aligned to the Science of Reading for all K-5 Teachers.
Secondary Instructional Leadership Institute	Middle School Principals, ELA Assessing Administrators, District Administrators	The Secondary Instructional Leadership Institute is designed to significantly enhance literacy instruction and achievement for adolescent learners. It equips instructional leaders with practical routines and strategies that can be seamlessly integrated across content areas. Participants gain a comprehensive understanding of effective literacy instruction, learn how to support teachers in implementing these strategies, and develop the skills necessary to foster a school-wide culture of literacy across all disciplines.
Secondary Science of Reading Series	6-12 Teachers, Coaches, Administrators	This series provides a foundation for the science of reading at the secondary level not just within ELA/Reading but across content areas.
Elementary Instructional Leadership Institute	Elementary Principals	This Institute provides a comprehensive understanding for elementary administrators to support their understanding of the Science of Reading and structured literacy in order to lead literacy instruction on their campus.
Instructional Personnel and Certified PreK Teachers Describe how professional learning is provided to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential or credentials, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction. VPK lead teachers are required to complete either the 15-hour emergent literacy coursework or Reading Endorsement Competency 1 to deepen their understanding of foundational literacy skill development critical for preschoolers before they enter kindergarten. This ensures educators are equipped with effective strategies to support early literacy growth.		

To maintain continuous improvement in literacy instruction, VPK lead instructors refresh their knowledge of emergent literacy skills every five years by completing the 15-hour emergent literacy requirement again. This ongoing development helps educators stay current with best practices in early reading instruction.

Additionally, VPK lead instructors participate in ongoing training sessions throughout the year on early literacy development and the effective use of assessment data to inform instruction. These sessions focus on analyzing student performance data to refine small-group differentiated instruction, ensuring targeted support tailored to each child's learning needs.

PreK ESE teachers participate in ongoing training sessions throughout the year to address preschool outcomes which include acquisition and use of knowledge/skills: early language, communication, and early literacy. Training focuses on understanding best practices related to early learning as well as analyzing individual student data to make educational planning decisions to support each child's individual needs.

This structured approach to professional learning ensures that PreK educators are well-prepared to foster strong literacy foundations in early learners, equipping them with the necessary tools to succeed in kindergarten and beyond.

Differentiated Professional Learning

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

Schools create tailored professional learning plans to address their specific needs. These plans include targeted support for teachers, designed based on an analysis of progress monitoring data. In addition, teachers may receive individualized, side-by-side coaching, which is arranged upon request and depends on the availability of district program specialists with expertise in the relevant content area and grade level.

To support administrators and coaches in their professional learning initiatives, the district provides opportunities for them to participate in district-wide Principal and Assistant Principal meetings for their school level, as well as leads/coach meetings. Many professional learning sessions offer choice options, allowing participants to select topics that align with their data-driven needs or identified areas for growth.

Mentor Teachers

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

The OCPS Talent and Acquisition team provides Clinical Educator training to equip mentor teachers with the four essential skills necessary to provide strategic support to new teachers. Additionally, year-long support and professional learning are offered to lead mentors at each school to enhance mentor development at the school level across the district. Schools select mentor teachers based on the expertise and needs of their teachers and staff and verify appropriate mentor placement. These mentor teachers may also serve as model classrooms on their campuses or will assist in the identification of teachers who will serve as such.

Professional Learning Time

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

Professional learning may occur weekly within collaborative planning meetings or after school on Wednesdays during school-wide PLC meetings, based on school discretion and schedule. Additional district provided professional learning is ongoing throughout the school year.

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
Read2Succeed	K-2	Through the Read2Succeed program, paid tutors deliver targeted vocabulary and comprehension instruction. Students not only strengthen their reading skills but also build personal libraries, as they are encouraged to keep the books after completing them with their tutors.
UCF College of Education (COE)	K-3	OCPS collaborates with UCF to hire current College of Education (COE) students to provide SIPPS instruction to identified struggling readers.
RAISE High School Tutors	K-3	OCPS will recruit, train, and deploy high school students using the materials developed by Florida Department of Education to provide literacy tutoring for students in grade K-3. Resources will be aligned to the Science of Reading.
Florida Tutoring Advantage	K-3	OCPS will provide evidence-based, high impact in-person tutoring to students scoring levels 1 and 2 on the FAST via partners from the Florida Tutoring Advantage.

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.

OCPS takes a centralized approach to supporting families of students with a significant reading deficiency. Parents will be notified through the Parent Square communication platform and the Skyward student portfolio.

Parent Communication of Read-At-Home Plan

Orange County Public Schools (OCPS) has a local Read-At-Home Plan that incorporates all FDOE resources as well as local resources. The 2026-27 plan will be posted to the district website and linked to the OCPS Current Families Guide located on the district website. Annually, the OCPS Read-At-Home Plan is shared with all families. In addition, the OCPS Read-at-Home Plan link will be incorporated into parent communication to families of students with a significant reading deficiency from Parent & Family Engagement, MTSS, ESE, and Multilingual Services departments.

Parent Academies and Training

The Family and Community Engagement team provides specific district-wide sessions, in collaboration with other departments, that are designed to help support students with literacy at home. These sessions include sample activities that parents can use to help their students at home to accelerate reading.

Annual Virtual Parent Mini-Academy session topics include, but are not limited to:

- Reading at Home: Tips for Elementary, Middle, and High School Families
- The Family that Reads Together, Succeeds Together

- Literacy Strategies for Dyslexia and Related Reading Difficulties
- Virtual Family Literacy Night
- Multilingual Storytelling Nights (Bilingual English | Spanish, English | Portuguese, English | Haitian Creole)
- 10 Ways You Can Support Your Child with Reading in PreK-2nd Grades
- 5 Ways You Can Support Your Child with Reading in 3rd-5th Grades
- Summer Slip & Slide: Are You Reading?

Beyond district-wide sessions, all Title I elementary schools are required, and all non-Title I elementary schools are encouraged, to host and promote an annual Literacy Night. This event is open to all families, with a particular focus on those of students experiencing significant reading deficits. Furthermore, all Title I elementary schools are also required to host an Early Literacy Night, designed to equip families with foundational skills routines for phonics and phonemic awareness to use at home.

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).

District eBook Resources

There are many resources provided that support students with literacy at home. All OCPS students have access to eBooks 24/7 through LaunchPad applications, including Destiny Discover and Sora, which provide periodicals as well as fiction and non-fiction titles. Through the district's partnership with the Orange County Library System (OCLS), students can also check out a plethora of eBooks, audiobooks, and more through their OCLS Virtual Library Card. Parents with an OCLS Library Card can join their students in reading eBooks through OverDrive (the public library version of Sora) and also participate in the library's Beanstack challenges (i.e., Let's Read OCPS).

District eResources for Literacy

All students and families can access student textbooks anytime, anywhere, via LaunchPad. Elementary students benefit from the Benchmark Advance digital tool, which offers eBooks with audio narration and word-by-word highlighting, annotation tools, and virtual sticky notes, fostering a digital reading/writing connection. The Benchmark Advance platform further enriches learning with rigorous, standards-aligned texts, decodable books, songs, knowledge building resources, nursery rhymes and poems, reader's theater, interactive learning games, and knowledge building libraries. Secondary students and families utilize McGraw-Hill's StudySync for grades 6-12 for their digital texts and resources.

New Worlds Reading Initiative

Partnering with the Florida Department of Education, OCPS promotes the New Worlds Reading Initiative in various ways. Information is included on the Curriculum and Digital Learning website and in the OCPS Read-at-Home Plan. All students with a substantial reading deficiency are notified multiple times per year via the MTSS Parent Notification of Interventions, Individual Progress Monitoring Plan (IPMP), and monthly progress monitoring reports. The district will use Parent Square for central communication, complemented by Title I schools distributing flyers and making personal calls to eligible families. Staffing specialists also inform families of ESE students with relevant disabilities, and ESOL Compliance Specialists encourage newcomer families to request books for at-home reading in their home language.

Bedtime Books

Kindergarten and first grade students with a substantial reading deficiency who attend the lowest twenty percent of schools in the district, have the opportunity to participate in Bedtime Books. Bedtime Books provides structured shared reading training for parents, with specific strategies that can be used at home when they read aloud to their child. Participating parents are provided with a book series specifically

designed to encourage reading with their child and discussing the story. The district monitors participation in Bedtime Books using a custom list that reports the number of minutes each family logs in a district online application (Beanstack).

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.

To support the assignment of highly effective teachers in grades K-2, OCPs has created a Professional Learning Dashboard that outlines Science of Reading and Structured Literacy courses that all teachers have attended. This allows principal leaders and school administrators to make strategic decisions when determining placement of teachers in grades K-2, to ensure the most qualified and knowledgeable teachers are in classrooms to build foundational reading skills. School administrators also have access to a list of reading endorsed teachers on their campus to support placement. With the 40-hour developmental literacy requirement, more teachers are gaining valuable training related to the Science of Reading to ensure they are well-equipped to support students in the classroom. Teacher evaluations including instructional practice observations and student growth scores also help facilitate conversations around placement in grades K-2. During the year, our district leverages a walkthrough tool that captures look-fors for foundational skills routines, whole group, small group, extended practice opportunities, writing, monitoring, and scaffolding to help determine the effectiveness of teacher practice and identify areas of growth that could result in teacher placement shifts.

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
	d. 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.
	e. 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.
	f. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S. All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.

	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
	• All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
	• 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.
	• Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
	• Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
	• The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

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

Inform families of ESE students with relevant disabilities, and ESOL Compliance Specialists encourage newcomer families to request books for at-home reading in their home language.

Bedtime Books

Kindergarten and first grade students with a substantial reading deficiency who attend the lowest twenty percent of schools in the district, have the opportunity to participate in Bedtime Books. Bedtime Books provides structured shared reading training for parents, with specific strategies that can be used at home when they read aloud to their child. Participating parents are provided with a book series specifically designed to encourage reading with their child and discussing the story. The district monitors participation in Bedtime Books using a custom list that reports the number of minutes each family logs in a district online application (Beanstack).

8) Highly Effective Teachers (Rule 6A-6.053(9)(b)3, 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.

To support the assignment of highly effective teachers in grades K-2, OCPS has created a Professional Learning Dashboard that outlines Science of Reading and Structured Literacy courses that all teachers have attended. This allows principal leaders and school administrators to make strategic decisions when determining placement of teachers in grades K-2, to ensure the most qualified and knowledgeable teachers are in classrooms to build foundational reading skills. School administrators also have access to a list of reading endorsed teachers on their campus to support placement. With the 40-hour developmental literacy requirement, more teachers are gaining valuable training related to the Science of Reading to ensure they are well-equipped to support students in the classroom. Teacher evaluations including instructional practice observations and student growth scores also help facilitate conversations around placement in grades K-2. During the year, our district leverages a walkthrough tool that captures look-fors for foundational skills routines, whole group, small group, extended practice opportunities, writing, monitoring, and scaffolding to help determine the effectiveness of teacher practice and identify areas of growth that could result in teacher placement shifts.

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
MV	d. 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.
MV	e. 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.
MV	f. 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

MV	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.
MV	d.e Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.e
MV	All literacy coaches in the district meet the minimum qualifications described in <u>Rule 6A-6.053(4), F.A.C.</u>e
MV	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.e
MV	Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.e
MV	Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.e
MV	The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.e

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

Signature:

Maria F. Vazquez

Date:

June 17, 2026