Okaloosa County School District

2022-23 Reading Plan

Table of Contents

Contact Information, Communication Plan, and Student Achievement Goals

Contact Information - Part A

District Contact Information

Reading Contacts

Identify the name, position title, email address, and phone number for each member of the district reading team. The Main District Reading Contact will be the Florida Department of Education's (FDOE) contact for the District K-12 Comprehensive Evidence-Based Reading Plan and is responsible for the plan and its implementation. Other contacts are those who work primarily with an area covered within the plan.

Contact	Name, Title, Email, Phone
Main District Reading Contact	Berry, Denise Curriculum Program Director denise.berry@okaloosaschools.com 850-833-4208
Elementary English Language Arts (ELA)	Berry, Denise Curriculum Program Director denise.berry@okaloosaschools.com 850-833-4208
Secondary ELA	Kozak, Lynn Curriculum Specialist lynn.kozak@okaloosaschools.com 850-833-3385
Reading Endorsement	Peek, Karen Program Director peekk@okaloosaschools.com 850-833-5853
Reading Endorsement	Berry, Denise Curriculum Program Director denise.berry@okaloosaschools.com 850-833-4208
Reading Curriculum	Berry, Denise Curriculum Program Director denise.berry@okaloosaschools.com 850-833-4208
Professional Development	Peek, Karen Program Director peekk@okaloosaschools.com 850-833-5853
Assessment	Barnes, Beth Accountability Analyst barnesb@okaloosaschools.com 850-833-5867
Data Element	Gore, Ryan Data Scientist gorer@okaloosaschools.com 850-226-4714
Summer Reading Camp	Berry, Denise Curriculum Program Director denise.berry@okaloosaschools.com 850-833-4208
Third Grade Promotion	Palmer, Jeff Director of Curriculum palmerjt@okaloosaschools.com 850-833-3240
300 Lowest-Performing Elementary Schools	Palmer, Jeff Director of Curriculum palmerjt@okaloosaschools.com 850-833-3240
Multi-Tiered System of Supports (MTSS)	Lamb, Tracey Director of Student Services lambt@okaloosaschools.com 850-833-3118

Communication of Plan Information

Describe how the district will communicate the contents of its Comprehensive Evidence-Based Reading Plan to all stakeholders, including school administrators, reading leadership teams, literacy coaches, classroom instructors, support staff, and parents.

The K-12 Reading Plan is included in the binder distributed at our Administrator's Retreat and the requirements are reiterated during subsequent Principals' Meeting. The principals are expected to disseminate the information at their schools, including the School Literacy Leadership Team, which will guide the development of School Improvement Plans. Decision Trees are reviewed with guidance counselors to use in the MTSS Process. A link to the plan is posted on our District website.

Student Achievement Goals - Part B

Measurable Student Achievement Goals

For each grade, K-12, establish clear and measurable student literacy achievement goals based on screening, progress monitoring, and statewide/districtwide summative assessments.

Previous School Year
Kindergarten - % of Students "Ready" on FLKRS 53%

Previous School Year
Kindergarten - % of Students "Ready" on FLKRS 55%

Describe action steps to meet the district's kindergarten readiness goal.

The district will refine the Kindergarten Transition Team made up of administrators, Kindergarten teachers, Pre-K teachers, preschool and Kindergarten families, and specialists. Two Kindergarten Transition Nights will be scheduled to provide joint trainings and other professional development activities for school district and Head Start teachers and staff on the transition to Kindergarten.

Statewide English Language Arts Standardized Assessment:

Grade	Previous School Year % of Students Scoring					Goal for Plan Year % of Students Scoring				
	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5
3	20	21	30	21	7	15	15	35	25	10
4	20	19	27	24	11	15	15	35	20	15
5	17	21	26	24	12	10	20	35	20	15
6	20	21	24	25	10	10	15	35	25	15
7	23	24	24	18	11	15	15	35	20	15
8	22	23	25	19	12	15	10	35	25	15
9	21	23	25	23	10	15	10	30	30	15
10	20	26	24	21	8	15	10	30	30	15

Include additional literacy goals based on screening, progress monitoring, and/or district summative assessments. At a minimum, include specific goals for K-2 students.
Example: For each grade, K-2, increase the percentage of students currently scoring at or above grade level on (the approved district progress monitoring assessment) by 5% this year, from (60%) to (65%).

For Kindergarten, increase the percentage of students scoring in the green zone of i-Ready by 5%.
For 1st grade, increase the percentage of students scoring in the green zone of i-Ready by 10%.
For 2nd grade, increase the percentage of students scoring in the green zone of i-Ready by 5%.

District Budget for Evidence-Based Reading Instruction Allocation

Budget			
1	Estimated proportional share distributed to district charter		$113,638.00
		FTE	2022-23
			$113,638.00
2	Reading coaches assigned to elementary schools		$667,960.00
		FTE	2022-23
		7.3	$667,960.00
3	Reading coaches assigned to secondary schools		$0.00
		FTE	2022-23
			$0.00
4	Intervention teachers assigned to elementary schools		$0.00
		FTE	2022-23
			$0.00
5	Intervention teachers assigned to secondary schools		$0.00
		FTE	2022-23
			$0.00
6	Supplemental materials or interventions for elementary schools		$319,910.15
		FTE	2022-23
			$319,910.15
7	Supplemental materials or interventions for secondary schools		$124,110.00
		FTE	2022-23
			$124,110.00
8	Intensive interventions for elementary students reading below grade level		$210,817.12
		FTE	2022-23
			$210,817.12
9	Intensive interventions for secondary students reading below grade level		$0.00
10	Professional development		$366,676.23
		FTE	2022-23
			$366,676.23
11	Helping teachers earn the reading endorsement		$89,163.50

		FTE	2022-23
			$89,163.50
12	**Summer reading camps**		**$0.00**
		FTE	2022-23
			$0.00
13	**Additional hour for 300 lowest-performing elementary schools**		**$0.00**
		FTE	2022-23
			$0.00
14	**Early literacy instruction/intervention for VPK completers pursuant to s. 1008.25(8)(c), F.S.**		**$0.00**
		FTE	2022-23
			$0.00
		Total:	**$1,892,275.00**

The use of the reading allocation funds must demonstrate a prioritization of K-3 students identified with a substantial deficiency in reading.

Describe how the district has prioritized reading allocation funds to fully support K- students identified with a substantial deficiency in reading.

A portion of the reading allocation funds is used to provide ELA Instructional Coaches to support teachers with strategies for students with substantial reading deficiencies in grades K-3. Coaches have had explicit training in the use of multi-sensory intervention through MaxScholar, an Orton Gillingham Program, and the University of Florida Literacy Institute. Coaches also receive training to help them support teachers as they analyze and use the data provided from progress monitoring to support their instruction. Their work includes embedded professional development in the form of coaching cycle and partnership agreements.

Funds are included for intervention materials for students who are attending tutoring, MaxScholar and Phonics for Reading for students identified with Substantial Reading Deficiencies. According to a Research Summary provided by Curriculum Associates, Phonics for Reading meets ESSA Level 4 Evidence.

A commonly used approach to helping struggling readers, including, but not limited to, those with dyslexia is the Orton-Gillion (OG) approach. The OG approach is language-based, drawing upon and integrating decoding and encoding skills from initial foundational to more advanced. This foundation includes the structure of the English language that involves readiing, writing, and spelling. Initial skills stress the alphabetic principle—the sound-symbol relationships that are connected to spoken and written language. Students must begin with an understanding that individual sounds combine to form words and that letters are the representation of these sounds. Another essential component of the OG approach is the structured and sequential development of skills that build upon one another. The instruction in OG is explicit, systematic, and multi-sensory. The pace of OG is slower to ensure that students are acquiring each skill to mastery. Insteac of focusing on the speed of oral fluency and encouraging students to read quickly, accuracy is promoted. This reduces the tendency for a student to skip words or guess, and to attend to each word as that student applies the skills just learned (Sheffield, 1991).

Orton-Gillingham approaches are research-based, not evidenced-based. This is an important distinction. Evidence-based programs mean that there have been studies (typically a randomized-controlled trial) that report on the program's effectiveness for the target pop compared to another instructional approach. There

are no studies that provide evidence for Orton-Gillingham approaches' effectiveness relative to another type of instructional intervention. Research-based programs are those that have been developed by drawing on the existing research base. In the case of OG methods, OG approaches are informed by the research suggesting multi-sensory approaches are effective means of supporting students with reading disabilities, including those who have dyslexia.

The MaxScholar Reading Intervention Program is based on the OG approach to teaching phonics. The program also includes exercises to promote phonemic awareness, phonolgocial processing, fluency, vocabular, and writing. It promotes improved readin comprehension by providing students with extensive, grade-appropriate and high interest passages to practice using the strategies the program provides.

School Literacy Leadership Teams

How is the School Literacy Leadership Team requirement communicated to principals?

This requirement is communicated to the principals during the Administrator's Retreat in July and reiterated during subsequent Principals' Meetings.

To whom at the district level is the roster of School Literacy Leadership Teams communicated?

The roster of School Literacy Leadership Teams is communicated to the Curriculum Program Director.

Who at the district level is responsible for supporting and monitoring School Literacy Leadership Teams and ensuring compliance?

An agenda with discussion items is created for all Literacy Leadership meetings. The Curriculum Program Director monitors and supports compliance.

Professional Development

Describe the reading professional development that will be provided by the district and/or schools, aligned to the requirements below:
- ◦ Provide professional development required by Section 1012.98(4)(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;

- ◦ Differentiate and intensify professional development 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 development.

The district develops an School Performance Plan (SPP) Focus to guide school and district-based PD and other school initiatives. For the 2022-2023 school year, the focus will to utilize data-driven academic growth strategies (elementary: within the components of the Balanced Literacy Model) with an emphasis on interactive whole group instruction and cooperative learning opportunities centered around comprehension and analysis of appropriately complex text(s).

Elementary ELA
• Purposefully integrate the six B.E.S.T. ELA Expectations into standards-based lessons and tasks.

• Deliver instruction that fosters student engagement via meaningful interactions with text(s) utilizing approved resources to include Benchmark Advance and i-Ready to develop lessons and tasks that promote comprehension and analysis of complex text(s).

• Implement the gradual release framework within whole group and small group instruction.
o I do (teacher modeling), We do (teacher/student collaboration), You do it together (student collaboration with teacher assistance, as needed), You do it alone (student demonstrates skill/concept independently)

• Strategically integrate the components of close reading that lead to a culminating task using grade level complex text(s) to include purposeful text-dependent questions, text-marking, annotating, writing through reading, and student talk.

• Implement a strong focus on multi-sensory systematic foundational learning to support comprehension and analysis of grade level appropriate complex text(s) found in Benchmark Advance and i-Ready.
(Kindergarten-Grade 2)
o Oral Language
o Phonological Awareness
o Phonics
o Fluency

Secondary ELA
• Purposefully integrate the six B.E.S.T. ELA Expectations into standards-based lessons and tasks.

• Implement the gradual release model within interactive whole group instruction.
-I do (teacher modeling), We do (teacher-guided and student interactive whole group instruction), You do it together (student collaboration with teacher assistance, as needed), You do it alone (student demonstrates skill/concept independently)

• Deliver instruction that fosters student engagement via meaningful interactions with text(s) by strategically integrating components of close reading, leading to a culminating task.
o. Utilize text analysis strategies to include purposeful text-dependent questions, text-marking, annotating, writing through reading, and purposeful student talk.

• Utilize approved instructional resources such as myPerspectives and i-Ready (Grades 6-8) to plan targeted interactive whole group instruction that promotes comprehension and analysis of complex text(s).

ELA Instructional Coaches will facilitate district developed PD at the school level, as well as through embedded coaching in addition to professional development identified in each school's SPP. Differentiated training will be provided to teachers based on progress monitoring data, walkthroughs/evaluations, and Individual Professional Development Plan (IPDP) requests.

Principals assign mentors to their newly hired first year teachers and are responsible for signing off on the requirements quarterly.

Model classrooms are present at each school. Inter/intra school visits are arranged by coaches and/or district staff based on the expertise of the model classroom teacher and the needs of the visiting teachers. Coaches and/or administrators debrief with teachers after each visit.

PD may be provided before or after school, faculty/grade level meetings, duty release days (high school only), release days by the school, embedded in the classrooms or during collaborative planning.

Provide a description of how the district will communicate to principals the professional development requirements and how the district will support principals with fulfilling each requirement.

These requirements are communicated to principals at the Administrators' Retreat as well as subsequent Principals' Meetings. The district will support principals at the monthly Principals' Meeting which will include professional development on the B.E.S.T. standards.

Who at the district level is responsible for supporting and monitoring the professional development requirements and ensuring compliance?

The Curriculum Specialist or Professional Development Representative at each school is responsible for inputting the professional development application into our Frontline system. The Professional Development Program Director monitors compliance.

Charter Schools
Charter schools must utilize their proportionate share of the evidence-based reading allocation in accordance with Sections 1002.33(7)(a)2. a. and 1008.25(3)(a), F.S. All intensive reading interventions specified by the charter must be delivered by a teacher who is certified or endorsed in reading.

Does the district ensure charter schools will utilize their proportionate share of the evidence-based reading allocation in accordance with Sections 1002.33(7)(a)2.a. and 1008.25(3)(a), F.S.?
Yes

Literacy Coaches

Literacy Coaches - Part A
If the funding of literacy coaches is part of the reading allocation budget, literacy coaches must be assigned to schools determined to have the greatest need based on student performance data in reading. Districts must use the Just Read, Florida! literacy coach model or explain the evidence-based coaching model used in their district and how they will monitor the implementation and effectiveness of the coaching model. This must include how communication between the district, school administration, and the reading coach throughout the year will address areas of concern.

Coaches must possess the following:

- bachelor's degree and reading endorsement or reading certification;

- highly effective rating on most recent available evaluation that contains student achievement data;

- experience as successful classroom teachers;

- knowledge of evidence-based reading research;

- special expertise in quality reading instruction and infusing reading strategies into instruction;

- data management skills;

- strong knowledge base in working with adult learners;

- excellent communication skills; and

- outstanding presentation, interpersonal, and time-management skills.

How were schools with the greatest need based on student performance data in reading selected for coach services and supports? Attach corresponding rubric, if applicable.

A purposeful review of triangulated data is used to place coaches at schools. The following data was considered when determining schools with the greatest need:
-Free and reduced lunch percentages
-School Size
-i-Ready Progress Monitoring Data
-Achievement Levels on FSA
-Learning Gains on FSA
-Learning Gains of lowest 25% on FSA

All Literacy Coaches are required to be Reading Endorsed or Certified in Reading.

Upload rubric, if applicable
The following documents were submitted as evidence for this section:

No files were uploaded

Literacy Coaches - Part B

Requirements of the Just Read, Florida! Coaching Model

- Provide professional development on the following:
    - the major reading components, as needed, based on an analysis of student performance data;

    - administration and analysis of instructional assessments; and

    - providing differentiated instruction and intensive intervention.

- Model effective instructional strategies for teachers.

- Facilitate study groups.

- Train teachers to administer assessments, analyze data, and use data to differentiate instruction.

- Coach and mentor teachers daily.

- Provide daily support to classroom teachers.

- Work with teachers to ensure that evidence-based reading programs are implemented with fidelity.

- Help to increase instructional density to meet the needs of all students.

- Participate in reading leadership teams.

- Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies.

- Prioritize time to those teachers, activities, and roles that will have the greatest impact on student achievement in reading, namely coaching and mentoring in classrooms.

- Work frequently with students in whole and small group instruction to model and coach in other teachers' classrooms.

- Work with school principals to plan and implement a consistent program of improving reading achievement using strategies that demonstrate a statistically significant effect on improving student outcomes.

Note: Coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach, and must limit the time spent on administering or coordinating assessments.

Is the district using the Just Read, Florida! coaching model?

Yes

If no, please attach the evidence-based model the district is using.
The following documents were submitted as evidence for this section:

No files were uploaded

If yes, please complete the next section:

How are these requirements being communicated to principals?

This information is communicated during the Administrator's Retreat each year and is also included in the manual which is distributed at that time.

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 development based on need?

Coaches attend monthly training meetings during which these items are discussed. They receive specific data analysis training with i-Ready to assist teachers in providing data-based, targeted instruction.

Who at the district level is supporting and monitoring coach time and tasks?

Coaches complete a monthly log of activities which is reviewed by the Curriculum Program Director. Coaches are evaluated by their building administrator. The Curriculum Program Director is responsible for the supervision of the coaches.

How often is coaching time, tasks, and impact data being reported and reviewed by the district?

After each progress monitoring, the Curriculum Program Director meets with each coach to disaggregate data. During this meeting, the school's SPP goals are discussed and coaches plan for personal professional development. Time is monitored via the coach logs. This information is reviewed and revised as necessary after each progress monitoring cycle.

What problem-solving steps are in place for making decisions regarding coaching time and tasks based on the data?

School-based professional development based on data is outlined in the School Performance Plan. The principal directs professional development for grade levels and/or specific teachers based on the results of walkthroughs, evaluations, and progress monitoring data.

District-Level Monitoring of Plan Implementation

District-Level Monitoring - Part A
Districts must monitor the implementation of the District K-12 Comprehensive Evidence-Based Reading Plan at the school and classroom level. The district must:

- Provide an explanation of the data that will be collected, how it will be collected, and the frequency of review must be provided. Districts must also explain how concerns are communicated if it is determined that the District K-12 Comprehensive Evidence-Based Reading Plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students;

- Ensure all instruction in reading is systematic and explicit, based on data, and uses an evidence-based sequence of reading instruction and strategies to meet the needs of students at the school level and determining appropriate instructional adjustments;

- Ensure that data from formative assessments are used to guide differentiation of reading instruction;

- Ensure incorporation of reading and literacy instruction by all content area teachers into subject areas to extend and build discussions of text in order to deepen understanding; and

- Evaluate District K-12 Comprehensive Evidence-Based Reading Plan implementation and impact on student achievement.

Assessments
Indicate the assessment(s) used to screen and progress monitor K-12 students. For each assessment, indicate the following:

- the full name of the assessment;

- the grade level(s) the assessment is administered, and, where applicable, criteria for identifying students who will be assessed; and

- the components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension) or the standards strand (reading, communication) that will be assessed, the type of assessment, and how often the data will be collected and analyzed to support instruction.

Name of the Assessment	To whom is the assessment administered?	Assessment type	What component of the reading/ strand of standard is being assessed?	How often is the data being collected?
FAST - STAR	K-2	Screener, Progress Monitoring, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
FAST - Cambium	3-10	Screener, Progress Monitoring, Summative	Vocabulary, Comprehension	3 x A Year
i-Ready	K-8	Progress Monitoring	Phonological Awareness, Phonics, Vocabulary, Comprehension	3 x A Year
Unique Learning Design	Optional for VE students	Screener, Progress Monitoring	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
Achieve 3000	9-12 Intensive Reading	Screener, Progress Monitoring		3 x A Year

District-Level Monitoring - Part B
Provide the following information to depict how the district will meet each of the requirements.

Who at the district level is responsible for providing plan implementation oversight, support, and follow-up?

The Evaluation Analyst, Curriculum Program Director, Curriculum Specialist, and Curriculum Director are responsible for providing the plan, implementation, oversight support, and follow-up.

What process is in place for ensuring all instruction in foundational reading skills is systematic and explicit and all reading instruction is evidence-based?

The district has developed pacing guides aligned to the newly adopted textbook. These pacing guides will be used throughout PD. The pacing guides ensure instruction is systematic and explicit.

All ELA teachers will receive ongoing PD aligned to implementation of the B.E.S.T. Standards with fidelity. In Intensive Reading, new and returning teachers will receive training on foundational standards with i-Ready (grades 6-8) or Achieve 3000 (grades 9-12). Elementary and Middle School ELA and IR teachers will receive support with foundational standards through the district's Instructional Coaching Program. High School ELA and IR teachers will receive support via the Curriculum Specialist.

Instruction in foundational reading skills in the Intensive Reading Classroom takes place during both whole group and small group instruction depending upon the needs of the students. Identified students use Phonics for Reading in the middle school and Achieve 3000 Word Studio in the high school. In middle school, the specific needs of the students, which may include foundational skills, are remediated on through the instructional path for each student. The teacher may use specific lessons from the iReady Toolbox and Tools for Scaffolding Instruction during whole or small group instruction. In the high school, students work through specific needs in IXL. Intensive Reading teachers in both the middle and high school are included in district level professional development pertaining to standards-based instruction along with ELA teachers to ensure continuity between ELA and IR classes.

What process is in place for ensuring that formative assessment data is used to differentiate reading instruction?

Teachers are provided training on how to utilize i-Ready reports to strategically target Tier 1 and Tier 2 instruction.

After a review of progress monitoring data (e.g., STAR, FAST, etc.) administration holds data chats with grade levels and/or individual teachers. During those meetings, identified grade level and/or individual needs are discussed, and a plan of implementation of strategies is developed to increase progress in areas of need.

Additionally, data chats are scheduled with each school by a District Curriculum and Instruction Team member to discuss data and ascertain school-wide progress. Plans for increasing progress towards meeting district and school goals are discussed during the review.

What steps are the district taking to incorporate literacy instruction into content areas to build discussions of texts in order to deepen understanding?

The district develops SPP Focus Areas to guide school and district-based PD and other school initiatives.

For the 2022-2023 school year, the following SPP Focus Area is identified for Secondary Social Studies teachers:

Engage in instructional routines that encourage historical thinking, discussion, and analysis of content through:
-Deliver instruction that fosters student engagement via meaningful interactions with primary and secondary sources to include purposeful TDQs, text-marking, annotating, graphic organizers, and student-to-student interactions
-Utilize multiple sources to build critical thinking, problem solving, and participatory skills
*Cite evidence to explain and justify reasoning and make inferences to support conclusions
*Use a variety of collaborative techniques, active listening skills, and appropriate tone/voice when engaging in discussions through both teacher to student and student to student interactions (e.g., Socratic Seminar, Fishbowl, Structured Academic Controversy)
*Use the accepted rules governing a specific format to create quality work using appropriate tone/voice (e.g., Mini-Qs, DBQs, text-based writing, and evidence-based arguments)
-Incorporate resources such as the DBQ Project, FJCC, The National Archives, Stanford History Education Group (SHEG), and Kahn Academy to enhance standards-based historical inquiry
Consult standards, test item specs (if applicable), pacing guides, and resource documents to inform both course demands and required instruction related to Florida Statutes 1003.42

Elementary ELA teachers also teach Social Studies and infuse content materials into their reading block.

How are concerns communicated if the plan is not being implemented to meet the needs of students?

The district has a comprehensive system of reviewing school implementation of the School Performance Plan (SPP) initiatives and classroom instruction based on the K-12 Reading Plan. Building administrators meet for School Site Reviews with a Central Office Administration Team to monitor students' achievement and implementation of instructional methodologies based on data. The Central Administration Team also visits classrooms to gather evidence of implementation in action. Concerns are communicated and discussed during these meetings. The number of site visits varies in intensity dependent upon the number of concerns noted.

District-Level Monitoring - Part C
Districts must annually evaluate the implementation of their K-12 Reading plan on the form entitled District K-12 CERP Reflection Tool, after conducting a root-cause analysis of student performance data to evaluate the effectiveness of interventions. The evaluation must:

- Analyze elements of the district's plan, including literacy leadership, literacy coaching, standards, curriculum, instruction, intervention, assessment, professional learning and family engagement;

- Include input from teachers, literacy coaches and administrators at the school level;

- Identify elements in need of improvement and evidence-based strategies to increase literacy outcomes for students; and

- Analyze the effectiveness of interventions implemented in the prior year.

Describe how the district's K-12 Reading Plan has been revised to improve literacy outcomes for students based upon the analysis conducted as part of the District K-12 CERP Reflection Tool.

The K-12 Plan was developed with input from stakeholders and implementation will be evaluated before the next plan is developed. Progress towards implementation of the plan will be reviewed after each administration of progress monitoring, as well as during Principals' Meetings and data chats. School Literacy Leadership Teams will routinely review the Reading Plan as it applies to their SPP implementation at the school level to determine progress towards meeting school goals, professional development, and family engagement.
After evaluating the results of the 2021-2022 CERP Reflection Tool, Okaloosa determined a strong emphasis should continued to be placed on the new BEST standards as well as the new FAST assessment. Teachers and administration will be trained on the these topics by their Instructional Coach.

School-Level Monitoring of Plan Implementation

School-level Reading Plan implementation - Part A

Districts must describe the process used by principals to monitor implementation of, and ensure compliance with, the reading plan, including weekly reading walkthroughs conducted by administrators. In addition, districts must describe how principals monitor collection and utilization of assessment data, including progress monitoring data, to determine intervention and support needs of students.

What process is in place to ensure effective implementation?

The Principals and/or Assistant Principals are responsible for monitoring the implementation of the K-12 Reading Plan at their school site through the School Performance Plan (SPP) and the Pupil Progression Plan (PPP).

Who at the district level supports effective implementation?

The Director of Curriculum, Curriculum Program Director, and Specialists support effective implementation of the K-12 Reading Plan.

What process is in place to identify areas in need of improvement for effective implementation?

Implementation is collected and monitored at each school based on the timeline identified in their SPP. Data is shared with the Literacy Leadership Teams, and department chairpersons, and/or coaches to discuss with respective members.

Weekly reading walkthroughs by administrators - Part B

What process is in place to ensure effective implementation?

Principals and/or Assistant Principals are responsible for scheduling and setting a purpose for their weekly walkthroughs based on data and communicated through the SPP and PPP.

Who at the district level supports effective implementation?

The Assistant Superintendent of Curriculum and Director of Curriculum support effective implementation.

What process is in place to identify areas in need of improvement for effective implementation?

If an administrator identifies a need in an individual classroom, it will be addressed with the teacher. The administrator may request the teacher work the with ELA Coach to provide support. If the administrator identifies a need for a grade level or department, it will be addressed at the grade level or department meeting. Should additional support be required, a request can be made to the appropriate specialist.

Use of data to determine interventions and support needs of students - Part C

What process is in place to ensure effective implementation?

Teachers are provided with training to help them use reports from progress monitoring tools as a guide for developing small group instruction as a means of differentiation based on data.

Administrators hold data chats with teachers to identify needs for specific students.

ELA Coaches, guidance counselors, MTSS teams also provide guidance to teachers.

Decision Trees are used to support the MTSS processes.

Who at the district level supports effective implementation?

The Curriculum Program Director, Curriculum Specialists, Director of ESE and Students and the Psychologist in charge of MTSS provide support for these initiatives.

What process is in place to identify areas in need of improvement for effective implementation?

Data is reviewed after each progress monitoring administration at both the school and district level. Identified needs are addressed with teachers and/or grade levels during data chats at the school level. Strategies to support specific groups or individual students are included.

Data chats are also scheduled with each school by a District Curriculum and Instruction Team member to ascertain school-wide progress towards meeting district and school goals. This includes supports provided for students.

Summer Reading Camp

Reading Camp - Part A
For Summer Reading Camps required by Section 1008.25(7), F.S., districts must:

- ◦ Provide instruction to grade 3 students who score Level 1 on the statewide standardized assessment for ELA;

- ◦ Implement evidence-based explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension; and

- ◦ Provide instruction by a highly effective teacher endorsed or certified in reading.

All district Summer Reading Camp teachers are highly effective and reading endorsed/certified.

Yes

Describe the district's plan to meet each requirement for Summer Reading Camps required by Section 1008.25(7), F.S. Include a description of the evidence-based instructional materials that will be utilized.

Teachers utilized i-Ready Diagnostic 3 data as pre-assessment data to create instructional groups and plan targeted instruction. Instruction was provided in whole group, small group, and individual as determined by the students' needs. Multi-sensory strategies were included in instruction. The Ready Teacher Toolbox was used to plan targeted instruction. Students utilized the i-Ready Online Instruction during Summer Reading Camp. Students were administered the i-Ready Diagnostic at the conclusion of Summer Reading Camp as post-assessment data.

Districts have the option of providing summer reading camps to students in grades K-2 who demonstrate a reading deficiency as determined by district and state assessments, and students in grades 4-5 who score Level 1 on the statewide, standardized ELA assessment.

Will the district implement this option?

Yes

If yes, describe the district's instructional plan, include a description of the evidence-based instructional materials that will be utilized.

Teachers utilized i-Ready Diagnostic 3 data as pre-assessment data to create instructional groups and plan targeted instruction. Instruction was provided in whole group, small group, and individual as determined by the students' needs. Multi-sensory strategies were included in instruction. The Ready Teacher Toolbox was used to plan targeted instruction. Students utilized the i-Ready Online Instruction during Summer Reading Camp. Students were administered the i-Ready Diagnostic at the conclusion of Summer Reading Camp as post-assessment data.

Attendance - Part B
Complete below depicting the number and percentage of students attending summer reading camps.

Number of Students Attending Summer Reading Camp

Third grade students who score Level 1 and at risk of retention (1008.25(7)(a)2., F.S.)
272

Students who demonstrate a reading deficiency in grades K-2
268

Students who score Level 1 in grades 4-5
118

Percentage of Students Attending Summer Reading Camp

Third grade students who score Level 1 and at risk of retention (1008.25(7)(a)2., F.S.)
77%

Students who demonstrate a reading deficiency in grades K-2
76%

Students who score Level 1 in grades 4-5
59%

Family Engagement through a Read-At-Home Plan
In accordance with Section 1008.25(5)(c), F.S., parents of students identified with a substantial deficiency in reading must be provided a read-at-home plan that the parent can use to help with reading at home.

Describe the district's plan for providing a read-at-home plan to parents of students identified with a substantial deficiency in reading. Include literacy partnerships or programs the district has to increase support for families to engage in literacy activities and reading at home.

The Okaloosa County Read-At-Home Plan is provided to parents at IEP and/or PMP meetings. It can also be found on the district website at: https://www.okaloosaschools.com/index.php/depts/curriculum/parents/activities
Hard copies are also available for parents upon request.

Schools schedule Parent Involvement Nights to promote parent/child interactions with many types of literacy events. Monthly newsletters are included on the district's website and social media. The website also includes resources and summer bridge activities for parents to use at home with their students. Additionally, identified students and families will be provided information regarding the New Worlds Reading Initiative (NWRI) to receive a new book mailed to them each month. Title I schools will also incorporate NWRI into their Parent Involvement Nights.

Who at the district is responsible for monitoring this requirement?

The Curriculum Program Director is responsible for monitoring the Read-At-Home Plan. The Title I Specialist monitors the Parent Involvement at Title I schools.

Assessment, Curriculum, and Instruction

Requirements - Part A
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.

Provide whole group instruction utilizing an evidence-based sequence of reading instruction.

How does the district support and monitor implementation?

Whole Group instruction is provided through the adopted textbook, Benchmark Advance. Principals and assistant principals monitor instruction through lesson plans, formal evaluations, and walkthroughs. Professional development in the form of training and embedded coaching is provided by the ELA Instructional Coaches.

Who at the district is responsible for supporting and monitoring this requirement?

School-based administrators are responsible to support and monitor this requirement at the school level. As needed, support is available from the Director of Curriculum, Curriculum Program Director, and Curriculum Specialist.

Use texts to increase students' background knowledge and literacy skills in social studies, science, and the arts.

How does the district support and monitor implementation?

The district has purchased titles from the Civic Literacy Booklist for all schools. Additional materials, such as i-Ready, are purchased through Title Programs to increase background knowledge and literacy skills in Science and the Arts. Professional development in the form of training and embedded coaching is provided by ELA Instructional Coaches. ELA Instructional Coaches have created lessons using our adopted Social Studies textbook, Studies Weekly.

Who at the district is responsible for supporting and monitoring this requirement?

School-based administrators are responsible to support and monitor this requirement at the school level. As needed, support is available from the Director of Curriculum, Curriculum Program Director, and Curriculum Specialist.

Provide small group differentiated instruction in order to meet individual student needs.

How does the district support and monitor implementation?

Principals and assistant principals monitor instruction through lesson plans, formal evaluations, and walkthroughs. Professional development in the form of training and embedded coaching is provided by the ELA Instructional Coaches.

Who at the district is responsible for supporting and monitoring this requirement?

School-based administrators are responsible to support and monitor this requirement at the school level. As needed, support is available form the Director of Curriculum, Curriculum Program Director, and Curriculum Specialist.

Florida's Revised Formula For Success - Part B
K-12 reading instruction will align with Florida's Revised Formula for Success, 6 + 4 + T1 +T2 + T3, which includes the following:

- **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;

- **Core Instruction (Tier 1):** is standards-aligned; includes accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; provides print-rich explicit and systematic, scaffolded, differentiated instruction, and corrective feedback; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning as defined in 34 C.F.R. 200.2(b)(2)(ii);

- **Supplemental Instruction/Intervention (Tier 2):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; 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; and occurs in addition to core instruction; and

- **Intensive, Individualized Instruction/Intervention (Tier 3):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; 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; and occurs in addition to core instruction and Tier 2 interventions. In accordance with Section 1011.62(8)(d), F.S., intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading.

Describe how the district will align K-12 reading instruction with Florida's Revised Formula for Success.

All students will have access to the Florida Revised Formula for Success and will be given the interventions needed. This includes ELL and ESE students. K-12 Reading Instruction is aligned with Florida's Revised Formula for Success through our Balanced Literacy Model, ELL Plan, MTSS Process, and Pupil Progression Plan.

How does the district support and monitor implementation?

The district supports and monitors implementation through MTSS Team Meetings, Professional Development, Data Chats, Literacy Leadership Meetings, and site visits.

Who at the district is responsible for supporting and monitoring this requirement?

MTSS: Director of Student Services
Balanced Literacy and Pupil Progress Plan: Director of Curriculum, Curriculum Program Director, Curriculum Specialist
ELL: Curriculum Specialist

Assessment/Curriculum Decision Trees - Part C

Requirements

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 the Assessment/Curriculum Decision Tree template 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 screening, progress monitoring, diagnostic, local assessment, statewide assessment, or teacher observations used within the district. Pursuant to Section 1002.69, F.S., the Florida Kindergarten Readiness Screener (FLKRS) must be used as a component of identification for kindergarten students, and according to section (12) of the plan rule, the assessment tool used to identify students in grades K-3 with a substantial deficiency. Florida Standards Assessment-English Language Arts (FSA-ELA) must be one of the components used for grades 3-12 pursuant to Section 1008.25(4)(a), F.S.;

- Target audience (grade level);

- Performance criteria used for decision-making for each instrument;

- Assessment/curriculum connection, including evidence-based curriculum materials and practices used in instruction and intervention, that address the six (6) components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;

- The methods for providing reading instruction and intervention to students who may continue to receive instruction through distance or blended learning;

- An explanation of how instruction will be modified for students who have been identified as having a substantial deficiency in reading who are in need of intensive intervention; and

- Specific criteria for when a student is identified to receive intensive reading interventions, 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. Districts must identify the multisensory intervention provided to students in grades K-3 who have a substantial deficiency in reading and include a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

Tier 1
Core Instruction:

- *is standards-aligned;*

- *builds background and content knowledge;*

- *provides print-rich, systematic, scaffolded, differentiated instruction, and corrective feedback;*

- *incorporates writing in response to reading;*

- *includes accomodations (IEP, ESOL, or 504);*

- *incorporates the principles of Universal Design for Learning; and*

- *includes specially designed instruction for students with disabilities.*

Grade Levels: Kindergarten

IF Student meets the following criteria at the beginning of the school year:
(Enter assessment criteria that will be used)

FAST score of 455 and above or with a scale score of above 309 on iReady Diagnostic 1

THEN TIER 1 Only

Core Curriculum
Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.

Core Curriculum: Benchmark Advance. This is a state approved curriculum.

Progress Monitoring

Assessment & Frequency
Benchmark Advance Unit Assessments administered every three weeks

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

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark
Student placed one year below the current grade on the Overall Reading Placement Chart with teacher recommendation (scale score below 309)
Initiate a PMP for students who have moved to Tier 2 instruction based on monitoring data. The parent will receive written notification of deficiency

How is the effectiveness of Tier 1 instruction being monitored?

Walkthroughs
Assessments
Data Chats
Lesson Plans
Literacy Leadership Committee Meetings

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students?

For both in-person students and distance learning students:
Teacher Grade Level Meetings/PLC
Data Chats
Coaching Cycles
Literacy Leadership Committee Meetings

How is the effectiveness of Tier 1 curriculum being monitored?

Walk Throughs
Assessments

Grade Levels: Kindergarten

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Provided to distance learning students?

For both in-person students and distance learning students:
Teacher Grade Level Meetings/PLC
Data Chats
Coaching Cycles
Literacy Leadership Committee Meetings

How is instruction provided to students who receive instruction through distance learning?

Instruction is provided to students who receive instruction through distance learning via Okaloosa's LMS- Canvas.

Grade Levels: Grades 1-2

IF Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used)

Students who scored the 31st Percentile and above on both iReady Diagnostic 1 and FAST Progress Monitoring 1 with teacher discretion

<div align="center">

THEN TIER 1 Only

</div>

Core Curriculum
Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.

Core Curriculum: Benchmark Advance. This is a state approved curriculum.

Progress Monitoring

Assessment & Frequency

Benchmark Advance Unit Assessments administered every three weeks

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

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark

Student placed one year below the current grade on the Overall Reading Placement Chart (30th Percentile or below) with teacher recommendation
Initiate a PMP for students who have moved to Tier 2 instruction based on monitoring data. The parent will receive written notification of deficiency.

How is the effectiveness of Tier 1 instruction being monitored?

Walkthroughs
Assessments
Data Chats
Lesson Plans
Literacy Leadership Committee Meetings

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students?

For both in-person students and distance learning students:
Teacher Grade Level Meetings/PLC
Data Chats
Coaching Cycles
Literacy Leadership Committee Meetings

How is the effectiveness of Tier 1 curriculum being monitored?

Walk Throughs
Assessments

Grade Levels: Grades 1-2

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Provided to distance learning students?

For both in-person students and distance learning students:
Teacher Grade Level Meetings/PLC
Data Chats
Coaching Cycles
Literacy Leadership Committee Meetings

How is instruction provided to students who receive instruction through distance learning?

Instruction is provided to students who receive instruction through distance learning via Okaloosa's LMS- Canvas.

Grade Levels: Grades 3-5

IF Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used)

Students who scored both the 31st Percentile and above on iReady Diagnostic 1 and Level 3 or above on FAST Progress Monitoring 1 with teacher discretion

<div align="center">

THEN TIER 1 Only

</div>

Core Curriculum
Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.

Core Curriculum: Benchmark Advance. This is a state approved curriculum.

Progress Monitoring

Assessment & Frequency
Benchmark Advance Unit Assessments administered every three weeks

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

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark
• Student placed one year below the current grade on the Overall Reading Placement Chart with teacher recommendation (22nd percentile and below) or
• Initiate a PMP for students who have moved to Tier 2 instruction based on monitoring data. The parent will receive written notification of deficiency.

How is the effectiveness of Tier 1 instruction being monitored?

Walkthroughs
Assessments
Data Chats
Lesson Plans
Literacy Leadership Committee Meetings

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students?

For both in-person students and distance learning students:
Teacher Grade Level Meetings/ PLC
Data Chats
Coaching Cycles

How is the effectiveness of Tier 1 curriculum being monitored?

Walk Throughs
Assessments

Grade Levels: Grades 3-5

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Provided to distance learning students?

For both in-person students and distance learning students:
Teacher Grade Level Meetings/PLC
Data Chats
Coaching Cycles
Literacy Leadership Committee Meetings

How is instruction provided to students who receive instruction through distance learning?

Instruction is provided to students who receive instruction through distance learning via Okaloosa's LMS- Canvas.

Grade Levels: Grades 6-8

IF Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used)

• Students who scored at Level 3 on 2021 Administration of FSA
• Students who scored above the following i-Ready Scale Scores on the Spring Administration of i-Ready:
o Grade 5: 450
o Grade 6: 465
o Grade 7: 480
o Grade 8: 493

THEN TIER 1 Only

Core Curriculum
Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.

Core Curriculum: myPerspectives. This is a state approved curriculum.

Progress Monitoring

Assessment & Frequency
myPerspective Unit Assessments administered every three weeks

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

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark
• Students who scored at or below the following i-Ready Scale Scores on the Winter Administration of i-Ready:
o Grade 6: 464
o Grade 7: 479
o Grade 8: 492

How is the effectiveness of Tier 1 instruction being monitored?

Walkthroughs
Assessments
Data Chats
Lesson Plans
Literacy Leadership Committee Meetings

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students?

For both in-person students and distance learning students:
Teacher Grade Level Meetings/PLC
Data Chats
Coaching Cycles
Literacy Leadership Committee Meetings

Grade Levels: Grades 6-8

How is the effectiveness of Tier 1 curriculum being monitored?

Teacher Grade Level Meetings/PLC
Data Chats
Coaching Cycles
Literacy Leadership Committee Meetings

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Provided to distance learning students?

For both in-person students and distance learning students:
Teacher Grade Level Meetings/PLC
Data Chats
Coaching Cycles
Literacy Leadership Committee Meetings

How is instruction provided to students who receive instruction through distance learning?

Instruction is provided to students who receive instruction through distance learning via Okaloosa's LMS- Canvas.

Grade Levels: Grades 9-10

IF Student meets the following criteria at the beginning of the school year:
(Enter assessment criteria that will be used)

• Students who scored at Level 3 on 2022 Administration of FSA

THEN TIER 1 Only

Core Curriculum
Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.

Core Curriculum: myPerspectives. This is a state approved curriculum.

Progress Monitoring

Assessment & Frequency
myPerspectives Unit Assessments administered every three weeks

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

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark
• Students who scored at or below a Level 2 on the FAST Assessment

How is the effectiveness of Tier 1 instruction being monitored?

Walkthroughs
Assessments
Data Chats
Lesson Plans
Literacy Leadership Committee Meetings

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students?

For both in-person students and distance learning students:
Department Meetings/PLC
Data Chats
Literacy Leadership Committee Meetings

How is the effectiveness of Tier 1 curriculum being monitored?

Instruction is provided to students who receive instruction through distance learning via Okaloosa's LMS- Canvas.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Provided to distance learning students?

Walkthroughs
Assessments

Grade Levels: Grades 9-10

Data Chats
Lesson Plans
Literacy Leadership Committee Meetings

How is instruction provided to students who receive instruction through distance learning?

Instruction is provided to students who receive instruction through distance learning via Okaloosa's LMS- Canvas.

Tier 2
Supplemental Instruction/Intervention:

- *is standards-aligned;*

- *address gaps and reduce barriers to students' ability to meet Tier 1 expectations;*

- *provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills;*

- *are matched to the needs of the students;*

- *provide multiple opportunities to practice the targeted skill(s) and receive corrective feedback;*

- *occurs during time allotted in addition to core instruction; and*

- *includes accommodations (IEP, ESOL, or 504).*

Grade Levels: Kindergarten

IF Student meets the following criteria at the beginning of the school year:
(Enter assessment criteria that will be used)

Students who score both a 30th percentile and below on iReady Diagnostic 1 and a Level 2 on FAST Reading Progress Monitoring 1

<table>
<tr><td>THEN TIER 1 Instruction and TIER 2 Interventions</td></tr>
</table>

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Ready Magnetic Reading

Assessment & Frequency
Tier 2 intervention should be started as soon as a deficiency is suspected.
Movement between Tiers is based on student data using progress monitoring tools designated by the MTSS manual and school teams.

Performance Criteria to discontinue Tier 2 interventions
Student has experienced a growth in placement: iReady scores increase towards grade level performance on the Reading Placement Chart (scale score of 309 and above)

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Student placed one year below the current grade on the Overall Reading Placement Chart with teacher recommendation (scale score below 309)
Initiate a PMP for students who have moved to Tier 2 instruction based on monitoring data. The parent will receive written notification of deficiency.

Performance Criteria that prompts the addition of Tier 3 interventions
Student placed one year below on the iReady Overall Placement Chart (yellow) or
Student is not experiencing expected grade level growth towards Typical Growth on the Diagnostic Growth Report

Number of times per week intervention provided

3 times a week

Number of minutes per intervention session

15-20 minutes

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

For both in-person students and distance learning students:
MTSS Committee Meetings
Teacher Grade Level Meetings/PLC
Data Chats
Coaching Cycles
Literacy Leadership Committee Meetings

Grade Levels: Kindergarten

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

i Ready and Ready are backed by timely research conducted in diverse educational settings. This research meets the criteria for "evidence-based" as defined by the Every Student Succeeds Act (ESSA).

How are Tier 2 interventions provided to students who receive interventions through distance learning?

Instruction is provided to students who receive instruction through distance learning via Okaloosa's LMS- Canvas.

Grade Levels: Grades 1-2

IF Student meets the following criteria at the beginning of the school year:
(Enter assessment criteria that will be used)

Students who scored the 30th Percentile and below on both iReady Diagnostic 1 and FAST Progress Monitoring 1, with MTSS Committee recommendation

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Ready Magnetic Reading

Assessment & Frequency
Tier 2 intervention should be started as soon as a deficiency is suspected.
Movement between Tiers is based on student data using progress monitoring tools designated by the MTSS manual and school teams.

Performance Criteria to discontinue Tier 2 interventions
Student has experienced a growth in placement: iReady scores increase to grade level performance on the Reading Placement Chart (31st Percentile and above)

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Student placed one year below the current grade on the Overall Reading Placement Chart (30th Percentile or below) with teacher recommendation
Initiate a PMP for students who have moved to Tier 2 instruction based on monitoring data. The parent will receive written notification of deficiency.

Performance Criteria that prompts the addition of Tier 3 interventions
Grade 1:
• Student placed one year below on the iReady Overall Placement Chart (yellow) or
• Student is not experiencing expected grade level growth towards Typical Growth on the Diagnostic Growth Report
Grade 2:
• Student placed one or more years below on the iReady Overall Placement Chart (red) or
• Student is not experiencing expected grade level growth towards Stretch Growth on the Diagnostic Growth Report

Number of times per week intervention provided

3 times a week

Number of minutes per intervention session

15-20 minutes

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

For both in-person students and distance learning students:
MTSS Committee Meetings

Grade Levels: Grades 1-2

Teacher Grade Level Meetings/PLC
Data Chats
Coaching Cycles
Literacy Leadership Committee Meetings

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

i Ready and Ready are backed by timely research conducted in diverse educational settings. This research meets the criteria for "evidence-based" as defined by the Every Student Succeeds Act (ESSA).

How are Tier 2 interventions provided to students who receive interventions through distance learning?

Instruction is provided to students who receive instruction through distance learning via Okaloosa's LMS- Canvas.

Grade Levels: Grades 3-5

IF Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used)

Students who score both a 30th Percentile and below on iReady Diagnostic 1 and a Level 2 on FAST Reading Progress Monitoring 1 with teacher recommendation

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Ready Magnetic Reading

Assessment & Frequency
• Tier 2 intervention should be started as soon as a deficiency is suspected.
• Movement between Tiers is based on student data using progress monitoring tools designated by the MTSS manual and school teams.

Performance Criteria to discontinue Tier 2 interventions
• Student has experienced a growth in placement: iReady scores increase to grade level performance on the Reading Placement Chart (23rd percentile and above)

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
• Student placed one year below the current grade on the Overall Reading Placement Chart with teacher recommendation (22nd percentile and below) or
• Initiate a PMP for students who have moved to Tier 2 instruction based on monitoring data. The parent will receive written notification of deficiency.

Performance Criteria that prompts the addition of Tier 3 interventions
• Student placed one or more years below on the iReady Overall Placement Chart (red) or
• Student is not experiencing expected grade level growth towards Stretch Growth on the Diagnostic Growth Report

Number of times per week intervention provided

3 times a week

Number of minutes per intervention session

15-20 minutes

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

For both in-person students and distance learning students:
MTSS Committee Meetings
Teacher Grade Level Meetings/PLC
Data Chats
Coaching Cycles
Literacy Leadership Committee Meetings

Grade Levels: Grades 3-5

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

Ready and Ready are backed by timely research conducted in diverse educational settings. This research meets the criteria for "evidence-based" as defined by the Every Student Succeeds Act (ESSA).

How are Tier 2 interventions provided to students who receive interventions through distance learning?

Instruction is provided to students who receive instruction through distance learning via Okaloosa's LMS- Canvas.

Grade Levels: Grades 6-8

IF Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used)

• Students who scored at Upper Level 2 on 2022 Administration of FSA
• Students who scored at or below the following i-Ready Scale Scores on the Spring Administration of i-Ready:
o Grade 5: 554
o Grade 6: 581
o Grade 7: 591
o Grade 8: 605

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
i-Ready

Assessment & Frequency
• Tier 2 intervention should be started as soon as a deficiency is suspected.
• Movement between Tiers is based on student data using progress monitoring tools designated by the MTSS manual and school teams.

Performance Criteria to discontinue Tier 2 interventions
• Student has experienced a growth in placement: iReady scores increase to grade level performance on the Reading Placement Chart

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
•Student placed one year below the current grade on the Overall Reading Placement Chart with teacher recommendation or

Performance Criteria that prompts the addition of Tier 3 interventions
• Student placed one or more years below on the iReady Overall Placement Chart (red) or
• Student is not experiencing expected grade level growth towards Stretch Growth on the Diagnostic Growth Report

Number of times per week intervention provided

3 times a week

Number of minutes per intervention session

15-20 minutes

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

For both in-person students and distance learning students:
MTSS Committee Meetings
Teacher Grade Level Meetings/PLC
Data Chats

Grade Levels: Grades 6-8

Coaching Cycles
Literacy Leadership Committee Meetings

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

i Ready and Ready are backed by timely research conducted in diverse educational settings. This research meets the criteria for "evidence-based" as defined by the Every Student Succeeds Act (ESSA).

How are Tier 2 interventions provided to students who receive interventions through distance learning?

Instruction is provided to students who receive instruction through distance learning via Okaloosa's LMS- Canvas.

Grade Levels: Grades 9-10

IF Student meets the following criteria at the beginning of the school year:
(Enter assessment criteria that will be used)

• Students who scored at Upper Level 2 on 2022 Administration of FSA

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Students who score at upper Level 2 on FSA ELA are recommended for placement in a Content Area Reading Class with a Reading endorsed/certified teachers, or a teacher trained in CAR-PD or NGCAR-PD.

Assessment & Frequency
• Tier 2 intervention should be started as soon as a deficiency is suspected.
• Movement between Tiers is based on student data using progress monitoring tools designated by the MTSS manual and school teams.

Performance Criteria to discontinue Tier 2 interventions
• Student has experienced a growth in placement on the FAST assessment

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
• Student maintained placement on the FAST assessment

Performance Criteria that prompts the addition of Tier 3 interventions
• Student decreased one or more levels on the FAST assessment

---

Number of times per week intervention provided

5 days a week (course attendance)

Number of minutes per intervention session

50 minutes (length of course)

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

For both in-person students and distance learning students:
MTSS Committee Meetings
Department Meetings/PLC
Data Chats
Literacy Leadership Committee Meetings

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

Supplemental materials from myPerspectives are from the state adopted textbook series.

Grade Levels: Grades 9-10

How are Tier 2 interventions provided to students who receive interventions through distance learning?

Instruction is provided to students who receive instruction through distance learning via Okaloosa's LMS- Canvas.

Tier 3
Intensive, Individualized Instruction/Intervention:

- *is targeted instruction based on student need;*

- *provides small group or one-on-one instruction;*

- *includes accommodations (IEP, ESOL, or 504);*

- *includes more frequent progress monitoring than Tier 1 instruction and Tier 2 interventions; and*

- *ensures additional* **time allotted is in addition** *to core instruction and Tier 2 interventions.*

All Tier 3 interventions must be provided by a teacher who is certified in reading or has the reading endorsement.

Grade Levels: Kindergarten

IF Student meets the following criteria at the beginning of the school year:
(Enter assessment criteria that will be used)

FAST score below 360 (substantial reading deficiency), retained students, or any other student of concern

THEN TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions
Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
Max Scholar/Orton Gillingham/multi-sensory strategies

Assessment & Frequency
Movement between Tiers is based on student data using progress monitoring tools designated by the MTSS manual and school teams.

Performance Criteria to discontinue Tier 3 interventions

Student has experienced a growth in placement: iReady scores increase to the green level or Student is making typical growth towards grade level proficiency on the iReady Diagnostic Growth Report

Performance Criteria indicating continuation of Tier 3 interventions
Student is making typical growth towards grade level proficiency on the iReady Diagnostic Growth Report

Performance Criteria that prompts intensified Tier 3 interventions
Student is not making typical growth towards grade level proficiency or
Student iReady scale score is not increasing

Number of times per week intervention provided

5 times a week

Number of minutes per intervention session

20-30 minutes

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

For both in-person students and distance learning students:
MTSS Committee Meetings
Teacher Grade Level Meetings/PLC
Data Chats
Coaching Cycles
Literacy Leadership Committee Meetings

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

Grade Levels: Kindergarten

Orton Gillingham approaches are informed by the research suggesting multi-sensory approaches are effective means of supporting students with reading disabilities, including those who have dyslexia.

The IES Practice Guide, Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, supports the Max Scholar program.
Max Scholar does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide recommendation(s) support the program:
Develop awareness of the segments of sounds in speech and how they link letters (Tier 1 Strong)
Teach students to decode words, analyze word parts, and write and recognize words (Tier 1 Strong)
Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (Tier 2 Moderate)
How the IES recommendations are built into the instructional program:
Develop awareness of the segments of sounds in speech and how they link letters (Tier 1 Strong) and Teach students to decode words, analyze word parts, and write and recognize words (Tier 1 Strong)
The Max Scholar Program is differentiated to provide targeted interventions based on data. Max Scholar utilizes a multi-sensory, Orton-Gillingham based approach to explicitly teach the skills needed to decode words, analyze word parts, and write/recognize words. Students begin the program by mastering the letters of the alphabet and the sounds they make. Students learn phonemic awareness, to hear the sound, and write the letter properly through multi-sensory strategies. As they progress in knowledge, students transition to blends, fluency with an emphasis on phonology, orthography, and phonemic manipulation. High frequency words are infused throughout the program. As students gain the knowledge to decode words and analyze word parts, the automaticity of reading increases as does their sight word knowledge.
Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (Tier 2 Moderate)
Since Max Scholar is implemented as a Tier 3 intervention, students are interacting/reading connected text every day to support reading, fluency, and comprehension which is the overall goal of the Max Scholar Program.

How are Tier 3 interventions provided to students who receive interventions through distance learning?

Instruction is provided to students who receive instruction through distance learning via Okaloosa's LMS- Canvas.

Grade Levels: Grades 1-2

IF Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used)

Grade 1:
Students who scored the 10TH Percentile or below on both iReady Diagnostic 1 and FAST Progress Monitoring 1, retained students, or any other student of concern
Grade 2:
Students who scored both in the Red Zone on iReady Diagnostic 1 and the 10th Percentile on FAST Reading, retained students, or any other student of concern

THEN TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Max Scholar/Orton Gillingham/multi-sensory strategies

Assessment & Frequency

Movement between Tiers is based on student data using progress monitoring tools designated by the MTSS manual and school teams.

Performance Criteria to discontinue Tier 3 interventions

• Student has experienced a growth in placement: iReady scores increase to the yellow level (one year below) or
• Student is showing approximately 50% towards making stretch growth towards grade level proficiency on the iReady Diagnostic Growth Report

Performance Criteria indicating continuation of Tier 3 interventions

• Student is making typical growth towards grade level proficiency on the iReady Diagnostic Growth Report

Performance Criteria that prompts intensified Tier 3 interventions

• Student remaining on Red Level on iReady Placement Chart or
• Student is not making typical growth towards grade level proficiency or
• Student iReady percentile is not increasing

Number of times per week intervention provided

5 times a week

Number of minutes per intervention session

20-30 minutes

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

For both in-person students and distance learning students:
MTSS Committee Meetings
Teacher Grade Level Meetings/PLC
Data Chats

Grade Levels: Grades 1-2

Coaching Cycles
Literacy Leadership Committee Meetings

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

Teacher Grade Level Meetings/PLC
Data Chats
Coaching Cycles
Literacy Leadership Committee Meetings

How are Tier 3 interventions provided to students who receive interventions through distance learning?

Instruction is provided to students who receive instruction through distance learning via Okaloosa's LMS- Canvas.

Grade Levels: Grades 3-5

IF Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used)

Students who scored both in the Red Zone on iReady Diagnostic 1 and a Level 1 on FAST Progress Monitoring 1, retained students, or any other student of concern

THEN TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
Ready Phonics for Reading

Assessment & Frequency
• Movement between Tiers is based on student data using progress monitoring tools designated by the MTSS manual and school teams.

Performance Criteria to discontinue Tier 3 interventions

• Student has experienced a growth in placement: iReady scores increase to the yellow level (one year below) or
• Student is showing approximately 50% towards making stretch growth towards grade level proficiency on the iReady Diagnostic Growth Report

Performance Criteria indicating continuation of Tier 3 interventions
• Student is making typical growth towards grade level proficiency on the iReady Diagnostic Growth Report

Performance Criteria that prompts intensified Tier 3 interventions
• Student remaining on Red Level on iReady Placement Chart or
• Student is not making stretch growth towards grade level proficiency or
• Student iReady percentile is not increasing

Number of times per week intervention provided

5 times a week

Number of minutes per intervention session

20-30 minutes

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

For both in-person students and distance learning students:
MTSS Committee Meetings
Teacher Grade Level Meetings/PLC
Data Chats
Coaching Cycles
Literacy Leadership Committee Meetings

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

Grade Levels: Grades 3-5

i Ready and Ready are backed by timely research conducted in diverse educational settings. This research meets the criteria for "evidence-based" as defined by the Every Student Succeeds Act (ESSA).

How are Tier 3 interventions provided to students who receive interventions through distance learning?

Instruction is provided to students who receive instruction through distance learning via Okaloosa's LMS- Canvas.

Grade Levels: Grades 6-8

IF Student meets the following criteria at the beginning of the school year:
(Enter assessment criteria that will be used)

• Students who scored at Level 1 or Lower Level 2 on the 2022 Administration of FSA
• Students who scored in the RED zone on the Spring Administration of i-Ready.

THEN TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
Ready Phonics for Reading

Assessment & Frequency
Movement between Tiers is based on student data using progress monitoring tools designated by the MTSS manual and school teams.

Performance Criteria to discontinue Tier 3 interventions

• Student has experienced a growth in placement: iReady scores increase to the yellow level (one year below) or student is showing approximately 50% towards making stretch growth towards grade level proficiency on the iReady Diagnostic Growth Report

Performance Criteria indicating continuation of Tier 3 interventions
• Student is making typical growth towards grade level proficiency on the iReady Diagnostic Growth Report

Performance Criteria that prompts intensified Tier 3 interventions
• Student remaining on Red Level on iReady Placement Chart or
• Student is not making stretch growth towards grade level proficiency or
• Student iReady percentile is not increasing

Number of times per week intervention provided

5 times a week

Number of minutes per intervention session

20-30 minutes

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

For both in-person students and distance learning students:
MTSS Committee Meetings
Teacher Grade Level Meetings/PLC
Data Chats
Coaching Cycles
Literacy Leadership Committee Meetings

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

Grade Levels: Grades 6-8

i Ready and Ready are backed by timely research conducted in diverse educational settings. This research meets the criteria for "evidence-based" as defined by the Every Student Succeeds Act (ESSA).

How are Tier 3 interventions provided to students who receive interventions through distance learning?

Instruction is provided to students who receive instruction through distance learning via Okaloosa's LMS- Canvas.

Grade Levels: Grades 9-10

IF Student meets the following criteria at the beginning of the school year:
(Enter assessment criteria that will be used)

• Students who scored at Level 1 on FSA during the 2022-23 Administration are identified as having a substantial reading deficiency. They must be placed in an IR class and receive intervention by a Reading Certified or Endorsed Teacher.
• Ninth grade students who scored in the Red zone on winter administration of i-Ready (grade 8)
• Students in grades 11 and 12 who have not passed FSA or received a concordant score on SAT or ACT
• Any student identified as Tier 3 by the MTSS Team

THEN TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
Achieve 3000

Assessment & Frequency
• Monthly via program implementation

Performance Criteria to discontinue Tier 3 interventions
• Student has experienced a growth in FAST assessment

Performance Criteria indicating continuation of Tier 3 interventions
• Student maintained placement on FAST assessment

Performance Criteria that prompts intensified Tier 3 interventions
• Student scale score decreased on FAST assessment

Number of times per week intervention provided

5 days a week (Intensive Reading course attendance)

Number of minutes per intervention session

50 minutes (Intensive Reading length of course)

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

For both in-person students and distance learning students:
MTSS Committee Meetings
Department Meetings/PLC
Data Chats
Literacy Leadership Committee Meetings

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

Grade Levels: Grades 9-10

The Center for Research and Reform in Education (CRRE) at Johns Hopkins University School of Education has recognized Achieve3000® for providing "strong evidence" of efficacy for middle and high school students on its Evidence for ESSA (Every Student Succeeds Act) website.

How are Tier 3 interventions provided to students who receive interventions through distance learning?

Instruction is provided to students who receive instruction through distance learning via Okaloosa's LMS- Canvas.

Identification of Students with a Substantial Reading Deficiency

In accordance with Section 1008.25(4)(c), F.S., students identified with a substantial reading deficiency as determined in Section 1008.25(5)(a), F.S., must be covered by a federally required student plan, such as an individual education plan (IEP) or an individualized progress monitoring plan, or both, as necessary. A kindergarten through grade 3 student is identified as having a substantial deficiency in reading if any of the following criteria are met:

- The student scores at the lowest achievement level/benchmark as identified by the publisher during a universal screening period, on an assessment listed in the district's approved District K-12 Comprehensive Evidence-Based Reading Plan; and beginning in 2022-2023 school year, students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F.S.;

- The student scores at the lowest achievement level/benchmark as identified by the publisher during progress monitoring administration at any time during the school year, on an assessment listed in the district's approved District K-12 Comprehensive Evidence-Based Reading Plan and beginning in 2022-2023 school year, students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F.S.; or

- The student has demonstrated, through consecutive formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; reading fluency; and reading comprehension.

Describe the district's process for identifying students with a substantial deficiency in reading based on the criteria above.

Students scoring within the lowest achievement level on FSA (Spring, 2022), STAR Early Literacy, STAR, or FAST are identified as having a substantial reading deficiency. After review of data from all sources, the student is referred to the MTSS Team. The team reviews the presented data, problem solves, monitors, and changes interventions, as necessary. The complete process is outlined in the MTSS Manual. Once identified as having a substantial reading deficiency, the family is provided with the Read at Home Plan and information on the New Worlds Reading Initiative. Students can be referred to the MTSS Team as soon as a deficiency is suspected. It is not necessary to wait until a student fails or falls within the lowest achievement level to be identified. Formative assessments, teacher observation data or minimum skill levels in any of the domains assessed through STAR or FAST are sufficient for a referral. A PMP or an IEP is required.