Okeechobee County School District

2022-23 Reading Plan

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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	Canaday, Andrea Director of Curriculum and Instruction andrea.canaday@okee.k12.fl.us 863-462-5000
Assessment	Stanley, Britani Coordinator of Accountability and Assessment britani.stanley@okee.k12.fl.us 863-462-5000
Data Element	May, Shawna Director of IT shawna.may@okee.k12.fl.us 863-462-5000
Professional Development	Canaday, Andrea Director of Curriculum and Instruction andrea.canaday@okee.k12.fl.us 863-462-5000
Elementary English Language Arts (ELA)	Canaday, Andrea Director of Curriculum and Instruction andrea.canaday@okee.k12.fl.us 863-462-5000
Secondary ELA	Canaday, Andrea Director of Curriculum and Instruction andrea.canaday@okee.k12.fl.us 863-462-5000
Reading Endorsement	Canaday, Andrea Director of Curriculum and Instruction andrea.canaday@okee.k12.fl.us 863-462-5000
Reading Curriculum	Canaday, Andrea Director of Curriculum and Instruction andrea.canaday@okee.k12.fl.us 863-462-5000
Summer Reading Camp	Canaday, Andrea Director of Curriculum and Instruction andrea.canaday@okee.k12.fl.us 863-462-5000
Third Grade Promotion	Canaday, Andrea Director of Curriculum and Instruction andrea.canaday@okee.k12.fl.us 863-462-5000
Multi-Tiered System of Supports (MTSS)	Williams, Katharine Director of Mental Health and Behavioral Supports williamsk@okee.k12.fl.us 863-462-5000

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 K12 Comprehensive Reading Plan will be communicated by:
Workshopped with instructional coaches (April 2022) and administrators (May 2022)

Presented to the Okeechobee County School Board (August 2022)
Posted on the District Website http://www.okee.k12.fl.us
Presented to the District Advisory Council (September 2022)
Reviewed with district administrators and instructional coaches (August 2022)
Posted in the District ELA Teacher Toolkit

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 33%

Previous School Year
Kindergarten - % of Students "Ready" on FLKRS 45%

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

The district has purchased Footsteps2Brilliance. Footsteps2Brilliance is a transformative pre-K through 3rd grade literacy solution that utilizes mobile technology to connect school, home, and the community for academic success. Its innovative Mobile Technology Platform allows comprehensive literacy apps to be accessed online or offline from any mobile device (Apple or Android) or traditional computer. Every resident of Okeechobee County has access to the program and the district has created a target advertising campaign aimed at parent of preschool aged children.

Understand conventions of print: Understand and use standard language conventions; Develop an increasingly complex vocabulary

Phonics: Identify letters and letter sounds; Develop knowledge of spelling conventions; Read decodable words and develop word-reading strategies; Develop automaticity with grade-level sight words

Phonological Awareness: Identify rhyming words; Identify initial sounds in words; Blend phonemes to make words; Isolate, count, and manipulate phonemes

Information text: Read grade-level informational text and demonstrate literal, inferential, lexical, and applied comprehension; Understand and use text features; Make connections between texts

Literature: Read grade-level narrative text and demonstrate literal, inferential, lexical, and applied comprehension; Understand and use text features; Make connections between texts

Writing: Form capital and lowercase letters; Represent ideas and concepts through drawings; Develop a digital portfolio of student-created books and journals; Use graphic organizers and other tools to develop understanding and prepare to write; Write opinion pieces, expository texts, and narratives based on research

The district offers VPK, Summer VPK, and partners with Head Start to provide pre-K instruction to children in Okeechobee County.

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	26	27	30	14	3	16	21	36	19	8
4	26	21	28	19	6	16	16	33	24	11
5	25	29	25	16	5	17	22	30	21	10
6	33	24	23	18	4	21	19	28	23	9
7	28	21	31	11	8	18	16	36	17	13
8	51	21	14	10	3	29	16	32	15	8
9	52	16	16	13	3	28	14	33	18	7
10	54	22	14	9	2	27	20	32	14	7

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%).

The goal for each grade, K-, is to increase the percentage of students scoring at or above grade level on the previous year's i-Ready progress monitoring instruments by 3% from for K 56% to 59%, 1 from 42% to 45%, and 2 from 40% to 43%.

District Budget for Evidence-Based Reading Instruction Allocation

Budget				
1	Estimated proportional share distributed to district charter			$0.00
2	Reading coaches assigned to elementary schools			$0.00
3	Reading coaches assigned to secondary schools			$0.00
4	Intervention teachers assigned to elementary schools			$208,985.50
			FTE	2022-23
			3.0	$208,985.50
5	Intervention teachers assigned to secondary schools			$0.00
6	Supplemental materials or interventions for elementary schools			$50,000.00
			FTE	2022-23
				$50,000.00
7	Supplemental materials or interventions for secondary schools			$50,000.00
			FTE	2022-23
				$50,000.00
8	Intensive interventions for elementary students reading below grade level			$0.00
9	Intensive interventions for secondary students reading below grade level			$0.00

10	Professional development		$25,000.00
		FTE	2022-23
			$25,000.00
11	Helping teachers earn the reading endorsement		$40,600.00
		FTE	2022-23
			$35,600.00
			$5,000.00
12	Summer reading camps		$72,321.00
		FTE	2022-23
			$72,321.00
13	Additional hour for 300 lowest-performing elementary schools		$0.00
14	Early literacy instruction/intervention for VPK completers pursuant to s. 1008.25(8)(c), F.S.		$0.00
		Total:	$446,906.50

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.

The District is prioritizing funds by adding teachers for intervention.

School Literacy Leadership Teams

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

The K12 Comprehensive Reading Plan is workshopped with instructional coaches and the State Regional Literacy Directors prior to submission. The instructional coaches communicate the elements of the K12 Comprehensive Reading Plan with school principals. Approved plans are provided for principals and other stakeholders through newsletters, shared files, and it is reviewed at administrator meetings, and District Advisory Councils.

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

Andi Canaday, Director of Curriculum and Instruction

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

Andi Canaday, Director of Curriculum and Instruction

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.

Multisensory reading intervention training is provided by FDLRS and communicated to principals and teacher via the district professional development calendar.

Differentiated professional development opportunities are communicated through the district professional development calendar. The district monitors observation indicators for cluster needs and principals request topics based on classroom observation. These topics are added to the professional development calendar throughout the year. Individual schools create professional development plans based on present, immediate data.

Professional development in the areas of The Science of Reading and reading instructional strategies is needed for elementary and secondary administrative and instructional staff. The professional development is also needed for core areas such as science and social studies instructional staff. The Director of Curriculum and Instruction will work with the State Regional Literacy Directors to provide ongoing training for Literacy Leaders, administrative staff, reading teachers, ELA teachers, and science and social studies teachers to improve reading instruction.

Instructional coaches have been trained in the coaching cycle. The coaches work with new and veteran teachers to increase student learning. Instructional coaches model best practices for teachers as well as provide critical and timely feedback to improve teacher reading instruction.

Mentor teachers are selected from a pool of teachers who have completed clinical educator training. Principals receive a list of eligible teachers at the beginning of each school year. Model classrooms are identified by principals using teacher performance criteria.

All teachers are provided with daily planning time by contract. A PLC protocol has been adopted by the district, and teacher leaders have been trained in the PLC process.

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.

The K12 Comprehensive Reading Plan is workshopped with instructional coaches and the State Regional Literacy Directors prior to submission. Instructional coaches communicate the professional development elements of the K12 Comprehensive Reading Plan with school principals. Approved plans are provided for principals and other stakeholders through newsletters, shared files, and it is reviewed at administrator meetings, and District Advisory Councils.

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

Andi Canaday, Director of Curriculum and Instruction

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.?
No

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.

All schools in the district have a dedicated instructional coach. 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?

These requirements are being communicated through the dissemination of the K12 Comprehensive Reading Plan. Principals and coaches have been trained in the Just Read, Florida! Coaching Model and have been given sample coaching schedules to use for planning. Instructional coaches are required to complete a coaching log and the log is reviewed by the Director of Curriculum and Instruction.

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?

District expectations and supports
In November of 2021, the district was assigned State Regional Literacy Directors, and they provide professional development to not only RAISE school leaders and instructional staff but to all instructional staff, school-based leaders, and district administrators throughout the district.

District administrators, Instructional coaches, and school-based leaders from RAISE schools attend Literacy Conferences to learn best practice and reading strategies to assist instructional staff with teaching reading.

Instructional coaches and school-based leaders throughout the district attend professional development opportunities provided by the Florida Department of Education's Just Read, Florida! Office.

District administrators meet with individual school leadership teams for data chats to review progress monitoring data and the school improvement plan to assist school leadership teams to establish goals, create action plans, provide coaching, and provide professional development opportunities as needed.

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

Andi Canaday, Director of Curriculum and Instruction

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

Instructional coaching time, tasks, and impact is reviewed monthly.

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

District staff meet monthly with school-based leaders to discuss among other items, instructional coaching. If a problem is evident then:
Step I: Problem Identification--What is the problem or discrepancy between the current situation and the goal?
Step II: Problem Analysis--Why is the problem occurring?
Step III: Intervention Design and Implementation--What exactly are we doing about it?
Step IV: Response to Intervention--Is the plan working?

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
Read 180	6-10 students and 11-12 students receiving intensive intervention	Progress Monitoring	Fluency, Vocabulary, Comprehension	3 x A Year
FAST - Cambium	3-10	Screener, Progress Monitoring, Summative	Vocabulary, Comprehension	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?

Andi Canaday, Director of Curriculum and Instruction
Britani Stanley, Coordinator of Accountability and Assessment
Wendy Coker, Director of Student Services
Heather Siler-Dobbs, Director of Grants and Special Programs
Kim Morrison, Director of Exceptional Student Education,
Kathy Williams, Director of Mental and Behavioral Health Support

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

All schools use state and district adopted core reading materials which have been rigorously reviewed and vetted. Each elementary school has adopted supplemental materials that include foundational reading skills that are systematic and explicit. Instructional coaches have been trained by State Regional Literacy Directors on the Science of Reading. The instruction coaches provide on-going training to instructional staff.

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

District-level leadership hold data reviews with school-level administrators. Principals provide leadership and commitment to MTSS at all three tiers. Administrators lead implementation, participate on the School Problem Solving Team (SPST). Administrators also review data to ensure Tier 1 instruction is meeting the needs of a minimum of 80 to 85 percent of the school population. Site administrators monitor integrity of instruction at both the core and intervention levels. PLCs (department and/or grade-level teams) serve a critical role in problem solving at Tiers 1 and 2. PLCs provide a collaborative learning environment to support effective differentiated instruction and classroom management strategies at all tiers. The MTSS process will be used with fidelity. Progress monitoring data is accessible to leaders and teachers through Unify and Branching Minds.

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

Professional development activities are provided for content area teachers to support knowledge building and comprehension.

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

The Superintendent communicates directly with school principals. The Director of Curriculum and Instruction, Coordinator of Accountability and Assessment, school principals, and instructional coaches monitor the pacing of instruction, implementation of assessments, and dissemination of progress monitoring data. These leaders communicate with one another to ensure fidelity of the plan. Concerns about implementation may be addressed by the Superintendent or district-level administrators during monthly district leadership and principal meetings. Principals and instructional coaches may address concerns at the school site during daily interactions with teachers and weekly during grade level/ department level team meetings.

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 instructional coaches met with the Director of Curriculum and Instruction to review the K-12 Reading Plan and review and discuss the District K-12 CERP Reflection Tool. It was noted in the reflection tool that professional development in the areas of The Science of Reading and reading instructional strategies is needed for elementary and secondary administrative and instructional staff. The professional development is also needed for core areas such as science and social studies instructional staff.

The District will continue to conduct data analysis of progress monitoring data (upon release of the state progress monitoring data) with principals and district administrators.

The District will continue to support school leaders in conducting walk-throughs to review reading instructional strategies and provide feedback to improve in areas of noted concern.

The District MTSS implementation team will meet monthly with a member from the school problem solving team to evaluate progress and trouble-shoot.

Instructional coaches, school leaders, and district administrators will provide input in the development of the plan.

The District participates in strategic planning which includes identifying elements in need of improvement and strategies to increase literacy outcomes for students.

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 following activities/questions for core and tiered instruction must be assessed on an ongoing basis to document fidelity-
MTSS Implementation Fidelity
Guiding questions: Are all team members implementing MTSS accurately, timely, and with fidelity?
Using-Direct Observation, Documented Self-Reporting
By whom: Director of Curriculum and Instruction, Director of Mental Health and Behavioral Supports, Coordinator of K-12 Accountability and Assessment, Director of Exceptional Student Education, Director of Grants and Special Programs, and Director of Student Services; Principal; Assistant Principal

Prevention Fidelity (Tier 1: Core Instruction)
Guiding questions: Are all students work with grade-level materials and standards? Are teachers will supported in implementing adopted programs and supplemental materials? Is content for students appropriately paced? Is there evidence of differentiated instruction? Is small group, leveled instruction provided?
Using-Direct Observation, Documented Self-Reporting
By whom: Principals, Assistant Principals, Instructional Coaches
Intervention Fidelity (Tier 2 and Tier 3; Small Group and Individual)
Guiding questions: Is the intervention plan implemented with integrity? Assistant principal signs off on integrity of instruction and intervention across tiers. Has progress monitoring occurred accurately and inn a timely manner?
Using: Direct observation documented with Branching Minds, fidelity check within Branching Minds Platform (time and integrity), Documented Self-Reporting
By whom: Assistant Principals, Instructional Coaches, Teachers

Progress Monitoring Fidelity
Guiding questions: Does the progress monitoring match the intervention? Does the progress monitoring assessment meet grade level expectations? Based on guidelines, is the progress monitoring completed within the appropriate timelines?
Using: Peer review during grade level/content meetings, Monthly progress monitoring review with Assistant Principal
By whom: Assistant Principals, Teachers

Who at the district level supports effective implementation?

Andi Canaday, Director of Curriculum and Instruction, Kathy Williams, Director of Mental Health and Behavioral Supports; Kim Morrison, Director of Exceptional Student Education; Wendy Coker, Director of Student Services

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

Evaluation of the implementation of the K12 reading Plan include these activities:
The school will conduct data analysis of progress monitoring data three times per year with the school leadership team, teacher leaders, and the school advisory council.

The MTSS implementation team will annually use the MTSS Implementation Rubric to determine growth towards a fully operation Multi-tiered Support System.
Annually, instructional coaches, school and district administrators, and a focus group of teachers will provide input in the development of the plan.
The district annually participates in strategic planning which includes identifying elements in need of improvement and strategies to increase literacy outcomes for students.

Weekly reading walkthroughs by administrators - Part B

What process is in place to ensure effective implementation?

School leadership teams meet to determine walk-through focus monthly. Principals communicate the walk-through focus in weekly bulletin. Observation data is collected in True North Loci and/or using the Instructional Practice Guide. Observation notes and feedback are presented to teachers within seven days. Quarterly reviews of school observation data are conducted by the Coordinator of K12 Accountability and Assessment.

Who at the district level supports effective implementation?

Ken Kenworthy, Superintendent; Dylan Tedders, Assistant Superintendent; Andi Canaday, Director of Curriculum and Instruction; Britani Stanley, Coordinator of K12 Accountability and Assessment

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

Evaluation of the implementation of the K12 Reading Plan include these activities:
The school will conduct data analysis of progress monitoring data three times per year with the school leadership team, teacher leaders, and the school advisory council.
The school MTSS implementation team will annually use the MTSS Implementation Rubric to determine growth towards a fully operational Multi-tiered Support System.
The superintendent meets with principals individually three times per year to review observation data and school improvement factors.
The district annually participates in strategic planning which includes identifying elements in need of improvement and strategies to increase literacy outcomes for students.

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

What process is in place to ensure effective implementation?

Data chats are conducted with school leadership teams and classroom teachers. Data from diagnostic assessment and progress monitoring is shared. Data is shared from teachers to leadership and from leadership to teachers during data chats. Data is shared from teachers to parents four times a year through Academic Parent Teacher Teams (APTT) in grades K-5.

Who at the district level supports effective implementation?

Ken Kenworthy, Superintendent; Dylan Tedders, Assistant Superintendent, Andi Canaday, Director of Curriculum and Instruction; Britani Stanley, Coordinator of K12 Accountability and Assessment

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

Evaluation of the implementation of the K12 Reading Plan include these activities:
The school will conduct data analysis of progress monitoring with the school leadership team, teacher leaders, and the school advisory council.
The school MTSS implementation team will annually use the MTSS Implementation Rubric to determine growth towards a fully operational Multi-tiered Support System.

The superintendent meets with principals individually three times per year to review observation data and school improvement goals.
The district annually participates in strategic planning which includes identifying elements in need of improvement and strategies to increase literacy outcomes 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.

Third grade students who scored a Level 1 on the most recent FSA ELA were invited to summer reading camp. Teachers used state adopted ELA core curriculum materials (Savvas' myView) as well as supplemental materials (Really Great Reading and i-Ready ELA) to implement evidence-based explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. The materials used were grounded in the Science of Reading to increase student learning. Whole group, small group, and individual group instruction were instructional strategies used to help students with foundational skills. In order to teach summer reading camp, teachers were required to be either reading endorsed or certified in reading.

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.

The district provided summer reading camp to K-2 students who scored below grade level according to the most recent diagnostic from i-Ready. Teachers used state adopted ELA core curriculum materials (Savvas' myView) as well as supplemental materials (Really Great Reading and i-Ready ELA) to implement evidence-based explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. The materials used were grounded in the Science of Reading to increase student learning. Whole group, small group, and individual group instruction were instructional strategies used to help students with foundational skills.

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.)

53

Students who demonstrate a reading deficiency in grades K-2

78

Students who score Level 1 in grades 4-5

0

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.)

100%

Students who demonstrate a reading deficiency in grades K-2

100%

Students who score Level 1 in grades 4-5

0%

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 district's plan for providing a read-at-home plan includes:
Providing parents of students who are struggling Florida Department of Education; Read-At-Home Plan Resources (https://www.fldoe.org/core/fileparse.php/7539/urlt/Read-at-HomePlanRes.pdf)
Parents whose student is identified for tier 2 or tier 3 support will receive an invitation for a tier planning meeting, the MTSS Brochure, and First Intervention Plan Details Letter
Parents will receive a Student Progress Letter and graph from student's progress monitoring every four to five weeks.
In grades K-5, parents will be invited to participate in Academic Parent Teacher Teams (APTT) or student led data conference three times each year and will learn strategies to practice at home, set a goal for student improvement, and analyze their student's performance data.
In addition students enrolled in grades K-5 who are identified as having a deficiency in reading may be eligible to participate in the New Worlds Reading Initiative. The district works with parents to enroll students in this innovative program designed to increase reading among Florida's school aged students.

Who at the district is responsible for monitoring this requirement?

Andi Canaday, Director of Curriculum and Instruction; Wendy Coker, Director of Student Services; Heather Siler-Dobbs, Director of Grants and Special Programs; Kim Morrison, Director of Exceptional Student Education; Kathy Williams, Director of Mental Health and Behavioral Support

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 utilizing an evidence-based sequence of reading instruction is an expectation of core reading instruction and the MTSS process. K-5 curriculum maps are designed to include read alouds and student texts in the content areas of science, social studies, and the arts. Who group K-5 uses myView, Savvas. myView texts are sequenced to build student knowledge in these content areas. The District supports and monitors implementation of this through common assessments, administrative observations, walk-throughs, and PLCs. There is an uninterrupted block of 90 minutes.

The District communicates the expectation to principals and teachers through the district shared vision for effective instruction, the Student Progression Plan, MTSS Handbook, and core curriculum adopted by the district. Whole group instruction is monitored by the principal through classroom observation tools- Instructional Practice Guide (IPG), the instructional evaluation and MTSS fidelity checks. Principals report to the district whole group instruction fidelity through master schedules, material usage reports, and common assessment results.

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

Andi Canaday, Director of Curriculum and Instruction; School-based Administrators; Instructional Coaches

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 provides opportunities for all teachers to participate in literacy focused professional learning like AVID trainings, Kagan, phonics and phonemic awareness, BEST Standards, and data-driven, targeted professional development.

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

Andi Canaday, Director of Curriculum and Instruction, School-based Administrators; Instructional Coaches

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

How does the district support and monitor implementation?

Small group differentiated instruction is an expectation of core reading instruction and the MTSS process. The district communicates the expectation to principals and teachers through the district shared vision for effective instruction, the Student Progression Plan, MTSS Handbook, and core curriculum adopted by the district. Small group instruction is monitored by the principals through classroom observations tools IPD, the instructional evaluation, and MTSS fidelity checks. Principals

report to the district, whole group instruction fidelity through master schedules, material usage reports, and common assessment results.

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

Kim Morrison, Director of Exceptional Student Education, Kathy Williams, Director of Mental Health and Behavioral Supports

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.

The district will align K-12 reading instruction with Florida's Revised Formula for Success by:
Providing professional development for all K-2 teachers in the six components of reading through the State Regional Literacy Directors
Implementing with fidelity the district MTSS plan
Implementing progress monitoring and common unit assessments

How does the district support and monitor implementation?

The district will monitor assessment implementation by:
Engaging in data analysis of progress monitoring data at the district, school, and teacher level
Creating and implementing common unit assessments for all ELA courses and monitoring the results
The district will implement MTSS fidelity checks for tiered academic interventions

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

Britani Stanley, Coordinator of K12 Accountability and Assessment
Kathy Williams, Director of Mental Health and Behavioral Supports

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: K-5

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

K-2: Student's overall score is on grade level or one grade level below on the K-2 Star Early Literacy
3-5: Student's overall score is on grade level or one grade level below on the State Progress Monitoring assessment

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.

Savvas myView (State Adopted)

Progress Monitoring

Assessment & Frequency
Students in K-2 will participate in the Star Early Literacy and Star Phonics diagnostic assessments and the State Progress Monitoring 3 times per year.
Students in 3-5 will participate in the State Progress Monitoring assessment 3 times per year.

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
On progress monitoring assessments students: K-5 student's overall score is on grade level or one grade level below on the State Progress Monitoring assessment

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark
K-5 Student's overall score on the State Progress Monitoring assessment is two grade levels below

Progress Monitoring

Assessment & Frequency
Students in K-5 will participate in Star Reading a comprehensive reading assessment to provide information to drive instruction.

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
K-5 overall score is on grade level or one grade below on the Star Reading assessment

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark
K-5 Student's overall score on the State Progress Monitoring assessment is two grade levels below

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How is the effectiveness of Tier 1 instruction being monitored?

Principals provide leadership and commitment to MTSS at all three tiers. Administrators lead implementation, participate on the school problem-solving team (SPST), provide relevant and focused professional development linked to MTSS, and incorporate MTSS into their school improvement plans. Site administrators develop the master schedule to include blocks of time for intervention/enrichment.

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?

Grade Levels: K-5

Site administrators at both brick and mortar sites and virtual sites monitor integrity of instruction at both the core and intervention levels and consider the following:
1. Monitoring core instruction:
Are all students working with grade-level materials and standards?
Are teachers well-supported in implementing adopted programs and items from the approved supplemental list?
Is content for students appropriately paced?
Does the movement through material attend to the developmental readiness of the students?
Is there evidence of differentiated instruction?
Is small-group, leveled instruction provided multiple days each week?
2. Monitoring intervention integrity:
Is the intervention plan implemented with integrity?
Administrator signs off on integrity of instruction and intervention across tiers.
Intervention plan goals are being achieved at the desired rate
3. Establishing feedback system regarding instructional integrity:
Make quality instruction a part of the annual goals for all teachers
Acknowledge staff members who are delivering quality instruction and support those who are to to raise their level of performance. Each teacher is given specific feedback regarding the impact of instruction/intervention on student learning.

How is the effectiveness of Tier 1 curriculum being monitored?

The effectiveness of the tier 1 curriculum is monitored at the district level by reviewing teacher observation data, diagnostic and/or progress monitoring data three times per year and evaluation of end of year state assessment data.

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

Okeechobee County School uses the MTSS problem solving process:
The four steps of the problem solving process are as follows:
1. Step I: Problem identification - What exactly is the problem or discrepancy between the current situation and the goal?
2. Step II: Problem Analysis - Why is the problem occurring?
3. Step III: Intervention Design and Implementation - What exactly are we going to do about it?
4. Step IV: Response to Instruction/Intervention - Is the plan working?

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

Students who wish to participate in distance learning may enroll in Okeechobee Virtual School. The students will complete activities and/or assignments through the assistance of the instructor assigned to teach the course.

Grade Levels: 6-12

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

The student's score is equivalent to a high FSA level 2 and above on FSA or the student scores on grade level or one grade level below on the State Progress Monitoring assessment.

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.

Savvas myPerspectives (State Adopted)

Progress Monitoring

Assessment & Frequency
Students in grads 6-12 will participate in the State Progress Monitoring assessments given 3 times per year.

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
6-12 Student's overall score on the State Progress Monitoring assessment is on grade level or one grade level below

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark
6-12 Student's overall score on the State Progress Monitoring assessment is two grade levels below

How is the effectiveness of Tier 1 instruction being monitored?

Principals provide leadership and commitment to MTSS at all three tiers. Administrators lead implementation, participate on the school problem-solving team (SPST), provide relevant and focused professional development linked to MTSS, and incorporate MTSS into their school improvement plans. Site administrators develop the master schedule to include blocks of time for intervention/enrichment.

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?

Site administrators at both brick and mortar sites and virtual sites monitor integrity of instruction at both the core and intervention levels and consider the following:
1. Monitoring core instruction:
Are all students working with grade-level materials and standards?
Are teachers well-supported in implementing adopted programs and items from the approved supplemental list?
Is content for students appropriately paced?
Does the movement through material attend to the developmental readiness of the students?
Is there evidence of differentiated instruction?
Is small-group, leveled instruction provided multiple days each week?
2. Monitoring intervention integrity:
Is the intervention plan implemented with integrity?
Administrator signs off on integrity of instruction and intervention across tiers.
Intervention plan goals are being achieved at the desired rate

Grade Levels: 6-12

3. Establishing feedback system regarding instructional integrity:
Make quality instruction a part of the annual goals for all teachers
Acknowledge staff members who are delivering quality instruction and support those who are to to raise their level of performance. Each teacher is given specific feedback regarding the impact of instruction/intervention on student learning.

How is the effectiveness of Tier 1 curriculum being monitored?

The effectiveness of the tier 1 curriculum is monitored at the district level by reviewing teacher observation data, diagnostic and/or progress monitoring data three times per year and evaluation of end of year state assessment data.

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

Okeechobee County School uses the MTSS problem solving process:
The four steps of the problem solving process are as follows:
1. Step I: Problem identification - What exactly is the problem or discrepancy between the current situation and the goal?
2. Step II: Problem Analysis - Why is the problem occurring?
3. Step III: Intervention Design and Implementation - What exactly are we going to do about it?
4. Step IV: Response to Instruction/Intervention - Is the plan working?

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

Students who wish to participate in distance learning may enroll in Okeechobee Virtual School. The students will complete activities and/or assignments through the assistance of the instructor assigned to teach the course.

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: K-5

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

(Enter assessment criteria that will be used)

K-3 Student's overall score on the Star Early Literacy diagnostic or the State Progress Monitoring assessment is two grade levels below

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Star Early Literacy Diagnostic, Star Phonics, and State Progress Monitoring assessment
Targeted intervention in addition to core instruction
Focused support:
Small group problem solving with materials, strategies, and duration identified on each student's tier 2 MTSS plan. Branching Minds platform will be used to create and monitor individual MTSS goals.

Assessment & Frequency

Diagnostic 1 time per year and the State Progress Monitoring assessment given 3 times per year
Progress monitoring (formative assessment) occurs bi-weekly or as appropriate to targeted skill area

Performance Criteria to discontinue Tier 2 interventions

K-5 Student's overall score is on grade level or one grade level below on the State Progress Monitoring assessment

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

K-5 Student's overall score is two grade levels below on the State Progress Monitoring assessment

Performance Criteria that prompts the addition of Tier 3 interventions

K-5 Student's overall score is three grade levels below on the State Progress Monitoring assessment

Number of times per week intervention provided

Interventions will occur a minimum of 2 times per week.

Number of minutes per intervention session

The number of minutes per intervention session is a minimum of 15.

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?

MTSS Fidelity Type
Core Curriculum and Instruction

Guiding Questions
Are all students working with grade-level material and standards?
Are teachers well-supported in implementing state adopted curriculum and supplemental materials?
Is there evidence of differentiated instruction?
Is small-group, level instruction provided?

Grade Levels: K-5

How
Direct Observation
Documented Self-Reporting

By Whom
Principals
Assistant Principals
Instructional Coaches

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

Savvas myView (State Adopted)

Lalilo does not meet strong, moderate or promising levels of evidence for grades K-3; however, the following IES Practice Guide Recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters STRONG; and Recommendation 3: Teach student to decode words, analyze word parts, and write and recognize words STRONG. These recommendations were built into the program by having students complete activities aligned to phonological awareness, phonics, word recognition, comprehension, and grammar. The district will support and monitor implementation of this program by tracking student progress via reporting, including having teachers and administrators participate in professional development to implement the program with fidelity.

Freckle does not meet strong, moderate or promising levels of evidence for grades K-5; however, the following IES Practice Guide Recommendations support the program: Improving Reading Comprehension in K-3 Grade: Recommendation(s): Teach students how to use reading comprehension strategies STRONG; Select text purposefully to support comprehension development MINIMAL; Establish an engaging and motivating context in which to teach reading comprehension MODERATE; Providing Reading Interventions for Students in Grades 4-9: Routinely use a set of comprehension-building practices to help students make sense of the text and Part 3A: build students' world and word knowledge so they can make sense of the text STRONG: 3B: Consistently provide students with opportunities to ask and answer questions to better understand the text they read STRONG. These recommendations were built into the program by continuously adapting for student practice in ELA activities while offering teachers the ability to focus practice on grade-level standards. It adapts for the students Zone of Proximal Development while allowing the student to increase proficiency through standards-based skill development in ELA. The district will support and monitor implementation of this program by tracking student progress via reporting, including having teachers and administrators participate in professional development to implement the program with fidelity.

Orton-Gillingham is a direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy. PROMISING

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

Grade Levels: K-5

Tier 2 interventions are provided to students enrolled in Okeechobee Virtual School. The teacher will create opportunities for synchronous small-group instruction and/or one-on-one instruction to implement the interventions at tier 2.

Grade Levels: 6-12

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

(Enter assessment criteria that will be used)

6-12 student's overall score is two grade levels below on the State Progress Monitoring assessment

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

State Progress Monitoring assessment
Targeted intervention in addition to core instruction
Focused support:
Small group problem solving with materials, strategies, and duration identified on each student's tier 2 MTSS plan. Branching Minds platform will be used to create and monitor individual MTSS goals.

Assessment & Frequency

State Progress Monitoring assessment 3 times per year

Performance Criteria to discontinue Tier 2 interventions

6-12 student's overall score is on grade level or one grade level below on the State Progress Monitoring assessment

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

6-12 Student's overall score is two grade levels below on the State Progress Monitoring assessment

Performance Criteria that prompts the addition of Tier 3 interventions

6-12 student's overall score is three grade levels below on the State Progress Monitoring assessment

Number of times per week intervention provided

Interventions will occur a minimum of 2 times per week.

Number of minutes per intervention session

The number of minutes per intervention session is a minimum of 15.

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?

MTSS Fidelity Type
Core Curriculum and Instruction

Guiding Questions
Are all students working with grade-level material and standards?
Are teachers well-supported in implementing state adopted curriculum and supplemental materials?
Is there evidence of differentiated instruction?
Is small-group, level instruction provided?

How
Direct Observation

Grade Levels: 6-12

Documented Self-Reporting

By Whom
Principals
Assistant Principals
Instructional Coaches

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

Savvas myPerspectives (State Adopted)

READ 180 Comprehension STRONG; Literacy Achievement STRONG; Reading Fluency MODERATE

Wilson Reading System Alphabetic PROMISING

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

Tier 2 interventions are provided to students enrolled in Okeechobee Virtual School. The teacher will create opportunities for synchronous small-group instruction and/or one-on-one instruction to implement the interventions at tier 2.

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: K-5

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

(Enter assessment criteria that will be used)

K-5 student's overall score is 3 grade levels below on the Star Early Literacy or the State Progress Monitoring assessment

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

Tier 3 Programs/Materials/Strategies & Duration
Star Early Literacy Diagnostic and State Progress Monitoring assessment

Assessment & Frequency
Star Early Literacy and State Progress Monitoring assessment will be given 3 times per year

Performance Criteria to discontinue Tier 3 interventions
K-5 student's overall score is one or two grade levels below on the State Progress Monitoring assessment

Performance Criteria indicating continuation of Tier 3 interventions
K-5 student's overall score is three grade levels below on the State Progress Monitoring assessment

Performance Criteria that prompts intensified Tier 3 interventions
K-5 student's overall score does not show significant improvement

Number of times per week intervention provided

The interventions will be provided a minimum of 3 times per week.

Number of minutes per intervention session

The interventions will be provided for a minimum of 20 minutes per session.

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?

MTSS Fidelity Type
Core Curriculum and Instruction

Guiding Questions
Are all students working with grade-level material and standards?
Are teachers well-supported in implementing state adopted curriculum and supplemental materials?
Is there evidence of differentiated instruction?
Is small-group, level instruction provided?

How
Direct Observation
Documented Self-Reporting

By Whom
Principals

Grade Levels: K-5

Assistant Principals
Instructional Coaches

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

Savvas myView (State Adopted)

Lalilo does not meet strong, moderate or promising levels of evidence for grades K-3; however, the following IES Practice Guide Recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters STRONG; and Recommendation 3: Teach student to decode words, analyze word parts, and write and recognize words STRONG. These recommendations were built into the program by having students complete activities aligned to phonological awareness, phonics, word recognition, comprehension, and grammar. The district will support and monitor implementation of this program by tracking student progress via reporting, including having teachers and administrators participate in professional development to implement the program with fidelity.

Freckle does not meet strong, moderate or promising levels of evidence for grades K-5; however, the following IES Practice Guide Recommendations support the program: Improving Reading Comprehension in K-3 Grade: Recommendation(s): Teach students how to use reading comprehension strategies STRONG; Select text purposefully to support comprehension development MINIMAL; Establish an engaging and motivating context in which to teach reading comprehension MODERATE; Providing Reading Interventions for Students in Grades 4-9: Routinely use a set of comprehension-building practices to help students make sense of the text and Part 3A: build students' world and word knowledge so they can make sense of the text STRONG: 3B: Consistently provide students with opportunities to ask and answer questions to better understand the text they read STRONG. These recommendations were built into the program by continuously adapting for student practice in ELA activities while offering teachers the ability to focus practice on grade-level standards. It adapts for the students Zone of Proximal Development while allowing the student to increase proficiency through standards-based skill development in ELA. The district will support and monitor implementation of this program by tracking student progress via reporting, including having teachers and administrators participate in professional development to implement the program with fidelity.

Orton-Gillingham is a direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy. PROMISING

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

Tier 3 interventions are provided to students enrolled in Okeechobee Virtual School. The teacher will create opportunities for synchronous small-group instruction and/or one-on-one instruction to implement the interventions at tier 3.

Grade Levels: 6-12

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

6-12 student's overall score is three grade levels below on the State Progress Monitoring assessment

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
State Progress Monitoring assessment

Assessment & Frequency
The State Progress Monitoring assessment will be given 3 times per year.

Performance Criteria to discontinue Tier 3 interventions
The students will score on grade level or two grade levels below.

Performance Criteria indicating continuation of Tier 3 interventions
The student continues to score three grade levels below.

Performance Criteria that prompts intensified Tier 3 interventions
If the student has not shown an increase from three grade levels below on the State Progress Monitoring assessment, intensified tier 3 interventions will be put into place.

Number of times per week intervention provided

The intervention will occur a minimum of 3 times per week.

Number of minutes per intervention session

The number of minutes for the intervention session will be a minimum of 20 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?

MTSS Fidelity Type
Core Curriculum and Instruction

Guiding Questions
Are all students working with grade-level material and standards?
Are teachers well-supported in implementing state adopted curriculum and supplemental materials?
Is there evidence of differentiated instruction?
Is small-group, level instruction provided?

How
Direct Observation
Documented Self-Reporting

By Whom
Principals

Grade Levels: 6-12

Assistant Principals
Instructional Coaches

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

Savvas myPerspectives (State Adopted)

READ 180 Comprehension STRONG; Literacy Achievement STRONG; Reading Fluency MODERATE

Wilson Reading System Alphabetic PROMISING

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

Tier 3 interventions are provided to students enrolled in Okeechobee Virtual School. The teacher will create opportunities for synchronous small-group instruction and/or one-on-one instruction to implement the interventions at tier 3.

[enter grade levels]

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.

Okeechobee County School Board uses the MTSS problem solving process:
These four steps of the problem solving process are as follows:
Step I: Problem Identification - What exactly is the problem or discrepancy between the current situation and the goal?
Step II: Problem Analysis - Why is the problem occurring?
Step III: Intervention Design and Implementation - What exactly are we going to do about it?
Step IV: Response to Instruction/Intervention - Is the plan working?

Students in grades K-2 who score below grade level proficiency on the STAR Reading Assessment will be identified as having a substantial deficiency in reading. Students in grades 3-12 and are required to take the state progress monitoring assessments and score below grade level on either Progress Monitoring 1 and/or 2 will be identified as having a substantial deficiency in reading.