

Jefferson K-12 Comprehensive Evidence-Based Reading Plan

Annually, school districts must submit a K-12 Comprehensive Evidence-Based Reading Plan (CERP) by June 15 for the purpose of supporting increased student achievement in literacy and closing achievement gaps. In order to assist districts, the Department has developed the attached format for district reading plans. Districts may utilize the Department’s format or an alternative developed by the district school board. The comprehensive reading plan must be approved by the applicable school board, charter school governing board, or lab school board of trustees, for the specific use of the evidence-based reading instruction allocation. By July 1 of each year, the Department will release to each school district its allocation of appropriated funds pending plan submission.

The District K-12 CERP depicts and details the role of administration (both district and school level), professional development, assessment, curriculum, and instruction in the improvement of student learning of the B.E.S.T. English Language Arts Standards as provided in [Rule 6A-1.09401, Student Performance Standards, Florida Administrative Code \(F.A.C.\)](#). This information is reflected for all schools and grade levels and shared with all stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff, and parents.

1) Contact Information

The Main District Reading Contact will be the Florida Department of Education’s contact for the District K-12 CERP and is responsible for the plan and its implementation. Other contacts are those who work primarily with an area covered within the plan. **Indicate the contacts for your district.**

Point of Contact	Name	Email	Phone
Main Reading Contact	Kathryn Corder	Kcorder@jeffersonschools.net	850-997-3555
Data Element	Shelbi McCall	Smccall@jeffersonschools.net	850-997-3555
Third Grade Promotion	Shelly Ryan	Sryan@jeffersonschools.net	850-997-3555
Multi-Tiered System of Supports	Shelly Ryan	Sryan@jeffersonschools.net	850-997-3555
Elementary Reading	Nicole Roddenberry	Nroddenberry@jeffersonschools.net	850-997-3555

2) District Budget for Evidence-Based Reading Allocation ([Rule 6A-6.053\(2\), F.A.C.](#))

Reading Allocation Budget Items

The evidence-based reading instruction allocation is created to provide comprehensive reading instruction to students in prekindergarten (PreK) through grade 12. Districts will include salaries and benefits, professional development, assessment, programs/materials, tutoring, and incentives required to effectively implement the district’s plan. Budget must prioritize K-3 students with substantial deficiencies in reading.

Reading Allocation Budget Item	Amount	FTE (where applicable)
Amount of District Evidence-Based Reading Instruction Allocation	154,898.00	
Estimated proportional share distributed to district charters <i>*Charter schools must utilize their proportionate share of the evidence-based reading allocation in accordance with</i>		

Reading Allocation Budget Item	Amount	FTE (where applicable)
<u>Section (s.) 1002.33(7)(a)2.a. and s. 1008.25(3)(a), Florida Statutes (F.S.).</u> Note: All intensive reading interventions specified by the charter must be delivered by a teacher who has a literacy micro-credential or is certified or endorsed in reading.		
Elementary Expenses		
Literacy coaches	50,000	
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials	14,898	
Summer reading camps for grade 3 students	75,000	
Secondary Expenses		
Literacy coaches		
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
K-12/PreK Expenses		
Professional development to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction	15,000	
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Reading Endorsement or Certification		
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Emergent, Elementary, or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning		
Family engagement activities		
Other – Please Describe		
Sum of Expenditures	154,898.00	

3) Literacy Leadership – District and School

A. Measurable Student Achievement Goals (Rule 6A-6.053(1)(d), F.A.C.)

For each grade, PreK-10, establish clear and measurable student literacy achievement goals based on the Florida Assessment of Student Thinking (FAST). Goals for plan year should increase from previous year in order to meet statewide literacy achievement goals.

Florida Assessment of Student Thinking (FAST)		
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring

	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above
PreK	14	71	9	76
K	14	63	9	68
1	26	56	21	61
2	26	49	21	54
Florida Assessment of Student Thinking (FAST)				
Grade	Previous School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	Level 1	Levels 3-5	Level 1	Levels 3-5
3	51	22	45	27
4	55	20	48	25
5	36	36	33	41
6	45	39	38	45
7	61	26	55	31
8	50	25	45	30
9	46	27	41	32
10	38	36	33	41

B. School Literacy Leadership Teams ([Rule 6A-6.053\(3\), F.A.C.](#))

Schools are required to establish a School Literacy Leadership Team.

- 1. Describe the process the principal will use to form and maintain a School Literacy Leadership Team, consisting of a school administrator, literacy coach, media specialist, lead teachers, and other relevant team members, as applicable.**

The school principal will establish a dedicated day and time on the school calendar for monthly School Literacy Leadership Team (SLT) meetings. The reading coaches will work with the principal to establish agendas for the monthly meeting. Minutes will be taken and shared with all staff and with the administrative team. The SLT will consist of an administrator; the elementary and secondary reading coaches; the MTSS coordinator; the ELL coordinator; the Community Partnership School Director; and ELA representatives from PreK-2, grades 3-5, grades 6-8, grades 9-12, secondary social studies, secondary science; and one elective representative. All meetings will be publicized through school email and open to any staff member who wishes to attend or address the team.

- 2. Describe how the School Literacy Leadership Team requirement is communicated to principals, including how School Literacy Leadership Teams use data to establish literacy goals and take strategic action to improve literacy achievement for all students.**

During the summer of 2023, the Assessment Coordinator will work with the school reading coaches to examine the 2023 CERP and SIP and align goals for the school year. Together they will plan the agenda for the first meeting of the School Literacy Leadership Team. During the first week of pre-planning in the 2023-2024 school year, the reading coaches will present 2023 reading data to members of the School Leadership Team. As a group, the team will examine results and programs in addition to reviewing the Science of Reading and Florida's Formula for Success. As a

group, literacy goals and strategic actions will be established. This information will then be reported to the School Administrative Team during a weekly August meeting. Additions or edits may be made to the plan at this time. Once finalized, the reading coaches will share with staff through email and the first faculty meeting.

C. Plan Implementation and Monitoring (Rule 6A-6.053(7), (8), F.A.C.)

Districts must monitor the implementation of the District K-12 CERP at the district and school level.

- 1. Provide an explanation of the following: Bi-weekly meetings with grade-level teams will include a standing agenda for review of student data. In addition, the ESE director, MTSS coordinator, and ELL instructional coach will regularly attend elementary grade-level team meetings and secondary ELA/reading meetings to address assessment data and a plan to ensure that students with the greatest need for differentiation, accommodation, and modification receive the support they need to succeed.**

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	Quarterly	Monthly
Actions for continuous support and improvement	Quarterly	Weekly

Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	Quarterly	Monthly
Actions for continuous support and improvement	Quarterly	Weekly

Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	Quarterly	Monthly
Actions for continuous support and improvement	Quarterly	Weekly

- 2. How are concerns communicated if it is determined that the District K-12 CERP is not being implemented with fidelity?**

School reading coaches, the ELL coordinator; and the MTSS coordinator will meet monthly to review the status of the Jefferson K-12 CERP, communicate quarterly updates at faculty meetings, and provide opportunities for staff to voice their concerns at the next monthly meeting of the School Literacy Leadership Team.

- 3. Describe what has been revised to improve literacy outcomes for students in the district’s K-12 CERP based upon the District K-12 CERP Reflection Tool and a root-cause analysis of student performance data.**

A dedicated time and plan for the creation and implementation of the Jefferson School Literacy Leadership Team with broader participation and a more active role in the school community

The creation of an additional literacy coach to more adequately address the needs of elementary and secondary literacy

The refinement of the MTSS model

The development of a scope and sequence for ELA/Reading across all grade levels that addresses a more strategic, student-centered approach with regards to standards mastery

More frequent assessment and monitoring of standards-based assessments

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

The monthly minutes of the School Literacy Leadership Team will be reported at the subsequent weekly administrative team meeting. Members of the team will provide input and discuss ways to support the plan throughout the school. The Administrative Team, which is led by the principal, will follow up by conducting classrooms walkthroughs and participating in common planning meetings as well as conferencing with individual teachers to determine the best way to support the reading plan.

5. In addition, describe how principals monitor collection and utilization of assessment data, including progress monitoring data, to inform instruction and support needs of students.

The elementary and secondary reading coaches will meet monthly prior to the School Literacy Leadership Team meeting to collect the most recent assessment data, analyze potential concerns and areas to target, and to prepare the information to share at the next literacy leadership team meeting. The School Literacy Leadership Team will then discuss action steps and individuals to monitor each. The information will be finalized in minutes and reported to the principal and administrative team at the next weekly meeting. If professional development or specialized coaching is needed, it will be addressed at that time. Florida's coaching model will be reviewed to determine levels of support and a plan for implementation and monitoring.

4) Literacy Coaches/Coaching (Rule 6A-6.053(6), F.A.C.)

A. Literacy Coaches (Rule 6A-6.053(6)(a), F.A.C.)

Literacy coaches should be assigned to schools determined to have the greatest need based on student performance data in reading. Districts can use the Just Read, Florida! literacy coach model or explain the evidence-based coaching model used in the district and how the district will monitor the implementation and effectiveness of the coaching model.

Describe how schools with the greatest need based on student performance data in reading are selected for coach services and supports.

With only one preK – 12 school in Jefferson County, the district plans to broaden coaching services and supports by providing an additional reading coach who specializes in foundational reading in K-5. This will ensure students with the greatest need in preK – grade 5 will receive support from a trained and experienced elementary reading coach. Additionally, students in grades 6-12 across disciplines will receive support from a trained, experienced secondary reading coach.

B. The Just Read, Florida! Literacy Coach Model (Rule 6A-6.053(6)(c), F.A.C.)

The Just Read, Florida! literacy coach model delineates the roles and responsibilities of literacy coaches:

- 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 interventions.
- Model effective instructional strategies for teachers in whole and small group instruction;
- Collect and use data on instructional practices to inform and implement professional learning activities;
- Train teachers to administer assessments, analyze data, and use data to differentiate instruction;
- Coach and mentor teachers daily;
- Work with teachers to ensure that evidence-based reading strategies and programs grounded in the science of reading are implemented with fidelity;
- Participate in literacy leadership teams;
- Continue to grow professionally to increase knowledge of and ability to apply effective pedagogy and andragogy;
- Prioritize time to teachers, activities, and roles that will have the greatest impact on student achievement in reading; and
- Work with school principals to plan and implement a consistent program of improving reading achievement using evidence-based strategies that demonstrate a statistically significant effect on improving student outcomes.

Literacy coaches must possess the following:

- A minimum of a bachelor’s degree and reading endorsement or K-12 certification in reading;
- Effective or highly effective rating from the most recently available evaluation that contains student performance data;
- Specialized knowledge of evidence-based reading instruction grounded in the science of reading, infusing evidence-based reading strategies into content area instruction;
- Special expertise in quality reading instruction and infusing reading strategies into content area instruction;
- Data management skills;
- Strong knowledge base in working with adult learners;
- Excellent communication skills; and
- Outstanding presentation, interpersonal, and time-management skills.

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.

1. Is the district using the Just Read, Florida! literacy coach model?

Yes/No

Yes

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

NA

3. How is the literacy coach model being communicated to principals?

The elementary and secondary reading coaches will meet with the administrative team to review the coaching model and to discuss specific ways principals can support their efforts in the school. When reporting at weekly administrative team meetings, reading coaches will vocalize any concerns that may hinder their ability to implement the coaching model with fidelity.

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

The Superintendent and her team regularly visit the school and meet with literacy coaches, administrative team members, classroom teachers, and other staff to discuss literacy throughout the school, including successes and concerns. Her team works with the principal and literacy coaches to address challenges that may interfere with literacy goals.

5. How is the district supporting coaches with prioritizing high impact activities, such as conducting data analysis with teachers to establish goals and create action plans, coaching, and providing professional development based on need?

The most significant action taken by the district to support coaches has been the commitment to add another reading coach with elementary experience to our instructional staff. This ensures that data in K-12 is adequately collected through program assessments, FAST PM, STAR, Age of Learning, Lexia, and teacher-developed, standards-based assessments. It also allows for thorough review, discussion, strategic planning, coaching, and professional development that impact student achievement and teacher effectiveness.

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

The district will hold quarterly meetings that bring together the Superintendent, principal, assistant principals, Reading Coaches, ELL Coordinator and MTSS Coordinator to discuss how the coaching model is working within Jefferson K-12.

5) K-12 Assessment, Curriculum, and Instruction

A. Florida's Formula for Success ([Rule 6A-6.053\(9\)\(a\), F.A.C.](#))

K-12 reading instruction will align with Florida's 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;
- **Three tiers of instruction that are standards-aligned;** include accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in [34 C.F.R. 200.2\(b\)\(2\)\(ii\)](#);
 - **Core Instruction (Tier 1):** provides print-rich explicit and systematic, scaffolded, differentiated instruction, and corrective feedback; builds background and content knowledge; incorporates writing in response to reading;
 - **Supplemental Instruction/Interventions (Tier 2):** provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; occurs in addition to core instruction; and
 - **Intensive, Individualized Instruction/Interventions (Tier 3):** provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial reading deficiency. All intensive reading interventions must be delivered by instructional personnel who possess a literacy micro-credential as provided in [s. 1003.485, F.S.](#), or are certified or endorsed in reading.

1. Describe how the district will align K-12 reading instruction to Florida's Formula for Success for all students including students with a disability and students who are English language learners.

During the summer of 2023, the elementary and secondary reading coaches will meet with the MTSS coordinator and the ELL Coordinator to review Florida's Formula for Success and lay out a blueprint for Jefferson's Formula for Success. The plan will be developed and presented to the School Literacy Leadership Team before going to the administrative team meeting for review. Once finalized, the Jefferson Formula for Success will be publicized through FOCUS and the next scheduled faculty meeting.

2. Describe your public school PreK program's plan for assessment, standards, curriculum, instruction, and support to meet the needs of all learners.

Jefferson County K-12 promotes active learning and provides UDL opportunities when possible. Focusing on proven strategies on early childhood engagement is vital to constant improvement. The Teaching Strategies program serves as the primary curriculum. For PreK. Summer professional development and continuous virtual support are provided for PreK teachers to ensure success among all learners. The features of Creative prepare children for success in school through a research-based, whole-child preschool curriculum.

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

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

The Decision Trees must contain the following information:

- Name of screening, progress monitoring, diagnostic, local assessment, statewide assessment, or teacher observations used within the district. For students in the Voluntary Prekindergarten Education Program through grade 10, the coordinated screening and progress monitoring system must be administered pursuant to [s. 1008.25\(8\)\(b\), F.S.](#), and included as a component of the Assessment/Curriculum Decision Trees.
- Targeted audience (grade level);
- Performance criteria used for decision-making for each instrument at each grade level;
- Assessment/curriculum connection, including evidence-based curriculum materials and practices used in instruction and interventions that address the six components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
- 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 or instructional personnel who possess a literacy micro-credential; and
- Identification of the multisensory interventions provided to students in grades K-3 who have a substantial reading deficiency, including a description of the intensive, explicit, systematic, and multisensory reading interventions which will be provided to students in grades K-3.

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

(A) ...an activity, strategy or intervention that –

(i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on –

(I) strong evidence from at least 1 well-designed and well-implemented experimental study;

(II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or

(III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias.

Grades PreK-5

1. Grades PreK-5 Assessments

Indicate in the chart below the assessment(s) used to screen and progress monitor grades PreK-5 students. Add additional rows as needed.

Name of the Assessment	Target Audience (Grades PreK-5)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST Star Early Literacy	<input checked="" type="checkbox"/> PreK <input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually

Name of the Assessment	Target Audience (Grades PreK-5)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
	<input type="checkbox"/> Grade 5	<input checked="" type="checkbox"/> Comprehension		<input type="checkbox"/> As Needed <input type="checkbox"/> Other
FAST Star Reading	<input type="checkbox"/> PreK <input type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
FAST ELA Reading	<input type="checkbox"/> PreK <input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3 <input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
STAR ELA Reading	<input type="checkbox"/> PreK <input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other

2. Identification of K-5 Students with a Substantial Reading Deficiency (Rule 6A-6.053(10), F.A.C.)

In accordance with [s. 1008.25\(4\)\(c\), F.S.](#), students identified with a substantial reading deficiency 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 reading deficiency if the following criteria are met:

- For kindergarten, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning, middle, or end of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(8\), F.S.](#), and the student has demonstrated, through progress monitoring, 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; fluency; and comprehension;

- For grades 1 and 2, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(8\), F.S.](#), and the student has demonstrated, through progress monitoring, 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; fluency; and comprehension; or
- For grade 3, the student scores:
 - Below the twentieth (20th) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(8\), F.S.](#), and the student has demonstrated, through progress monitoring, 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; fluency; and comprehension; or
 - Level 1 on the end of the year statewide, standardized English Language Arts assessment pursuant to [s. 1008.22\(3\)\(a\), F.S.](#)

2a. Describe the district’s process for identifying grades K-3 students in need of Tier 2/Tier 3 interventions. Tier 3 interventions must be provided to students identified as having a substantial reading deficiency.

At the beginning of the school year, the reading coach will meet with the assessment coordinator to review PM 3 data from 2023 and any relevant summer school assessments. The STAR Early Literacy Assessment and Star Reading Assessment will be administered to all students in K-1 and grades 2-3 respectively. The reading coach will prepare the compiled data and meet with grade level teams and the interventionist to determine which students are in need of Tier 2 instruction and Tier 3 intervention.

2b. Describe the district’s process for identifying grades 4-5 students in need of Tier 2/Tier 3 interventions.

At the beginning of the school year, the reading coach will meet with the assessment coordinator to review PM 3 data from 2023 and any relevant summer school assessments. The Star Reading Assessment will be administered to all students in Grades 4-5. The reading coach will prepare the compiled data and meet with grade level teams and the interventionist to review data and determine which students are in need of Tier 2 instruction and Tier 3 intervention.

Grades K-5 Decision Tree

Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-

based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.
Beginning of year data
IF: Student meets the following criteria at the beginning of the school year: Scores at or above the 25th percentile on FAST or Star Reading. Scores at or above Level 2 on the FAST.
THEN TIER 1 Only
Core Instruction
The Amplify ELA curriculum will be used as the Comprehensive Core Language Arts program for students in grades K-5. The program aligns with the Florida BEST Standards for ELA and is built on the strong foundation of the science of reading as documented by the National Reading Panel to include: <ul style="list-style-type: none"> -Explicit vocabulary instruction -Direct and explicit comprehension strategy instruction -Opportunities for extended discussion of text meaning and interpretation -Increased student motivation and engagement in literacy learning -Using writing as an effective way to advance understanding of text -Challenging and varied grade-level texts <p>Additionally, the Amplify Reading Program meets criteria for Tier 2 -Moderate Evidence as an education intervention under ESSA. The supplemental materials for Amplify Reading have been shown to help students make progress and reduce risk for reading difficulties.</p>
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Scores at or above the 25th percentile on FAST or Star Reading. Scores at or above Level 2 on the FAST. Classroom performance on program assessments at 70% or higher
Explain how the effectiveness of Tier 1 instruction is monitored.
Tier 1 instruction is monitored by the school level administration team through weekly classroom walkthroughs and lesson plan reviews. Data reviews are conducted quarterly to adjust instruction and goals based on FAST. Instructional coaches and the administrative team conduct walkthroughs to see if standards-based learning and research-based practices are in place.
What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?
<ul style="list-style-type: none"> -Curriculum guides aligned with adopted materials were created to support Tier 1 curriculum. -The school reading coach will facilitate discussion of BEST benchmarks, clarifications, and appendices in weekly common planning meetings. -The administrative team will conduct instructional walkthroughs and discuss observations at weekly meetings. -The MTSS 4- step problem solving process is used to analyze data and determine differentiated instruction/intervention. -The Literacy Leadership Team will meet at least monthly to discuss classroom walkthrough data, progress monitoring data points, and professional development needs. -The school leadership team will conduct quarterly data reviews during the weekly administrative meetings.

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

Score at Level 2 on FAST ELA assessment
Score between 11-24 on STAR Reading
Below grade-level performance on Amplify formative assessments

Beginning of year data

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

Scores in the 11th – 24th percentile range on STAR
Scores at Level 1 or 2 on the FAST

THEN TIER 1 Instruction and TIER 2 Interventions

Supplemental Instruction/Interventions

The Amplify program offers ongoing strategic instruction that assists K-5 students in meeting the proficiency levels of the ELA Standards. The Age of Learning program is an adaptive online resource that provides support in the K-2 classroom. Lexia is used in the elementary reading block as an additional intervention for struggling readers and English Language Learners.

The strategic implementation of the previously listed programs provide students the following:

- the ability to read complex multisyllabic words
- purposeful fluency-building practices to improve reading rate and comprehension
- opportunities to practice “making sense of stretch text” that will provide exposure to complex concepts and ideas
- frequent writing coupled with reading activities.

Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.

Students with a disability or IEP will receive support from a Reading Interventionist with ESE certification as well as access to all Tier 2 supplemental and core curricula. Teachers of K-5 will support English language learners in the classroom by incorporating ELL strategies identified in the Amplify and Lexia programs. All teachers will receive ongoing professional development on strategies for working with English language learners from the ELL coordinator.

For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided.

FCRR Student Center activities that support phonemic awareness, spelling, word study, fluency, and comprehension.

Number of times per week interventions are provided:

2 times per week

Number of minutes per intervention session:

15 to 30 minutes in addition to Tier 1

Explain how the effectiveness of Tier 2 interventions are monitored.

To ensure that students are moving toward success with the BEST ELA standards, the School Administrative Team and the School Literacy Team will review high-yield instructional strategies observed in classroom walkthroughs as well as pacing guides to confirm the fidelity of both Tier 1 and Tier 2 instruction. In addition to data chats among professionals, teachers will also conduct data chats with students in the classroom on a monthly basis.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

Monthly data chats will take place within the regularly scheduled School Literacy Team and Administrative Team meetings as well as the grade level common planning meetings. The reading coach will facilitate discussions using data collected throughout the month. Additionally, information collected from weekly classroom walkthroughs will be used to determine which teachers are in need of additional coaching to address students needing Tier 2 instruction. The reading coach and teacher(s) will work together to determine which type of support would be most helpful, i.e., professional development, one-on-one support, modeling, or peer observation.

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:

Student scores 10th percentile or lower on STAR Reading
Student scores 2 or more years below grade level criteria on progress monitoring assessments.
Student declines in performance on monthly progress monitoring assessments.

Beginning of year data

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

Scores at the 10th percentile or lower on STAR Reading
Scores at Level 1 on the FAST

THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions

Intensive, Individualized Instruction/Interventions

Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.

The Amplify Program offers ongoing core instruction (vocabulary, complex texts, classroom discussion, digital experiences) and strategies that assist students in grades K-5 in meeting the proficiency levels of the BEST Standards.

Lexia Reading is a computerized reading program that provides phonics instruction and gives students independent practice in basic reading skills. It is designed to supplement regular classroom instruction and to support skill development in five areas of reading instruction identified by the National Reading Panel.

My Reading Academy is a science-based, fully individualized adaptive reading product. The product aims to support in providing a fully equitable online learning environment through fully individualized, adaptive learning and providing ongoing feedback.

Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.

Students with a disability or IEP will receive support from a Reading Interventionist with ESE certification as well as access to all Tier 2 supplemental and core curricula referenced above. Teachers of K-5 will support English language learners in the classroom by incorporating ELL strategies identified in the Amplify and Lexia programs. All teachers will receive ongoing professional development on strategies for working with English language learners from the ELL coordinator.

For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided.

Teachers of K-3 will incorporate FCRR Student Center activities that support phonemic awareness, spelling, word study, fluency, and comprehension. The reading interventionist with ESE certification will utilize the Amplify intervention resources and activities that support Tier 3 interventions.

Number of times per week interventions are provided:

5 days per week

Number of minutes per intervention session:

30 minutes daily

Explain how the effectiveness of Tier 3 interventions are monitored.

The effectiveness of Tier 3 interventions is monitored by the school level administration team through: - weekly classroom walkthroughs
-monthly data reviews held in common planning meetings

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

Classroom walkthroughs are conducted by leadership and coaches to determine the effectiveness of Tier 3 interventions. Reading coaches will apply Florida's Formula for Success and Florida's Coaching Model in addressing the specific needs of teachers working with students requiring interventions. MTSS meetings, grade level team meetings, and leadership meetings will occur throughout the year to support students with disabilities or IEPs and English Language Learners within the regular classroom setting as well as in the intervention environment. In addition, during common planning meetings, team members will review data and discuss best practices for addressing the needs of students requiring tier 3 interventions. Parents will be contacted quarterly regarding their children's responsiveness to instruction and intervention and the instructional plan moving forward.

3. Summer Reading Camps ([Rule 6A-6.053\(12\), F.A.C.](#))

Requirements of Summer Reading Camps pursuant to [s. 1008.25\(7\), F.S.](#), include:

- Providing instruction to grade 3 students who score Level 1 on the statewide, standardized ELA assessment;
- Implementing evidence-based explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension; and
- Providing instruction by a highly effective teacher endorsed or certified in reading.

3a. Describe the district's plan to meet each requirement for Summer Reading Camps required by [s. 1008.25\(7\), F.S.](#) Include a description of the evidence-based instructional materials that will be utilized, as defined in [20 U.S.C. s. 7801\(21\)\(A\)\(i\)](#).

All grade 3 students who score a level 1 on the PM3 FAST will receive a written notification to attend Summer Reading Camp. Students attending the Summer Reading Camp will be taught by highly qualified teachers who are endorsed or certified in reading. Materials to be used are evidence-based and offer explicit and systemic instruction in the 5 components of reading.

3b. Districts have the option of providing summer reading camps to students in grades K-2 who demonstrate a reading deficiency and students in grades 4-5 who score Level 1 on the statewide, standardized ELA assessment. Will the district implement this option?

Yes/No

No

3c. If yes, describe the district's instructional plan. Include a description of the evidence-based instructional materials that will be utilized.

N/A

Grades 6-8

4. Grades 6-8 Assessments

Indicate in the chart below the assessment(s) used to screen and progress monitor grades 6-8 students. Add additional rows as needed.

Name of the Assessment	Target Audience (Grades 6-8)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
STAR Reading	<input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency	<input type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year

Name of the Assessment	Target Audience (Grades 6-8)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
		<input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension		<input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other

5. Describe the district's process for identifying grades 6-8 students in need of Tier 2/Tier 3 interventions.

At the beginning of the school year, the reading coach will meet with the assessment coordinator to review PM 3 data from 2023 and any relevant summer school assessments. The Star Reading Assessment will be administered to all students in Grades 6-8. The reading coach will prepare the compiled data and meet with grade level teams to review data and determine which students are in need of Tier 2 instruction and Tier 3 intervention.

Grades 6-8 Decision Tree
Beginning of year data
IF: Student meets the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) FAST equivalent of 2 or better STAR 25 th percentile or higher
THEN TIER 1 Only
Core Instruction Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence. The Amplify curriculum will be used as the Comprehensive Core Language Arts program for students in Grades 6-8. The program is aligned with the Florida BEST Standards for ELA and built on the science of reading.
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. STAR Reading-Students scoring 25 th percentile and above Students scoring at 70% or higher on class assignments and assessments
Explain how the effectiveness of Tier 1 instruction is monitored. Tier 1 instruction is monitored by the school level administration team through weekly classroom walkthroughs and lesson plan reviews. Data reviews are conducted quarterly to adjust instruction and goals based on FAST. Instructional coaches and administrators determine if standards-based learning and research-based practices are in place.
What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

Curriculum guides are aligned with adopted materials to support Tier 1. The reading coach will facilitate discussions of BEST benchmarks, clarifications, and appendices in common planning meetings. Schools will utilize the MTSS 4-step problem-solving process to analyze data and determine need for differentiated instruction and interventions. Literacy Leadership Teams will meet at least monthly to discuss classroom walk-through data, progress monitoring data points and professional development needs.

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

FAST Score of 1
Classroom Assessments Falling below 60%
STAR Reading between 11th and 24th percentile

Beginning of year data

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

Scores in the 11th – 24th percentile range on STAR
Scores a Level 1 or a 2 on the FAST

THEN TIER 1 Instruction and TIER 2 Interventions

Supplemental Instruction/Interventions

The Amplify program offers ongoing core instruction and strategies that assist students in grades 6-8 in meeting proficiency levels of the BEST Standards.

Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.

The supplemental materials for Amplify Reading have been shown to help students make progress and reduce risk for reading difficulties. The program offers specific activities in each lesson to address students with learning disabilities, students with IEPs, or English language learners. Additionally, the secondary reading coach and ELL coordinator will work with teachers directly in providing specific support for students with these specific learning needs. Amplify Reading meets the criteria for Tier II Moderate evidence as an intervention under ESSA. Lexia is also being used to provide supplemental support.

Number of times per week interventions are provided:

2 days a week

Number of minutes per intervention session:

15-30 minutes

Explain how the effectiveness of Tier 2 interventions are monitored.

To ensure that students are moving toward success with the BEST ELA standards, the School Administrative Team and the School Literacy Team will review high-yield instructional strategies observed in classroom walkthroughs as well as pacing guides to confirm the fidelity of both Tier 1 instruction and Tier 2 instruction. In addition to data chats among professionals, teachers will also conduct data chats with students in the classroom on a monthly basis.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

Monthly data chats will take place within the regularly scheduled School Literacy Team and Administrative Team meetings as well as the grade level common planning meetings. The reading coach will facilitate discussions using data collected throughout the month. Additionally, information collected from weekly classroom walkthroughs will be used to determine which teachers are in need of additional coaching to address students needing Tier 2 intervention. The reading coach and teacher(s) will work together to determine which type of support would be most helpful, i.e., professional development, one-on-one support, modeling, or peer observation.

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:

Student receives a failing grade in ELA standards based, grade level assessments and/or coursework
Student scores 2 or more years below grade level criteria on progress monitoring assessments
Student declines in performance on monthly progress monitoring assessments
Student scores in the 10th percentile or lower on the STAR reading assessment.

Beginning of year data

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

Level 1 on FAST assessment
10th percentile or lower on STAR Reading

THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions

Intensive, Individualized Instruction/Interventions

The Amplify Program offers ongoing core instruction (vocabulary, complex texts, classroom discussion, digital experiences) and strategies that assist students in grades K-5 in meeting the proficiency levels of the BEST Standards.

Lexia Reading is a computerized reading program that provides phonics instruction and gives students independent practice in basic reading skills. It is designed to supplement regular classroom instruction and to support skill development in five areas of reading instruction identified by the National Reading Panel.

Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.

Students with a disability or IEP will be enrolled in a Learning Strategies class with a certified ESE instructor while continuing to have access to all Tier 2 supplemental and core curricula. Teachers of K-5 will support English language learners in the classroom by incorporating ELL strategies identified in the Amplify and Lexia programs. All teachers will receive ongoing professional development on strategies for working with English language learners from the ELL coordinator.

Number of times per week interventions are provided:

Daily

Number of minutes per intervention session:

30 minutes

Explain how the effectiveness of Tier 3 interventions are monitored.

The effectiveness of Tier 3 interventions is monitored by the school level administration team through: -
 weekly classroom walkthroughs
 -monthly data reviews held in common planning meetings

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

Classroom walkthroughs are conducted by leadership and coaches to determine the effectiveness of Tier 3 interventions. Reading coaches will apply Florida’s Formula for Success and Florida's Coaching Model in addressing the specific needs of teachers working with students requiring interventions. MTSS meetings, grade level team meetings, and leadership meetings will occur throughout the year to support students with disabilities or IEPs and English Language Learners within the regular classroom setting as well as in the intervention environment. In addition, during common planning meetings, team members will review data and discuss best practices for addressing the needs of students requiring tier 3 interventions. Parents will be contacted quarterly regarding their children’s responsiveness to instruction and intervention and the instructional plan moving forward.

Grades 9-12

6. Grades 9-12 Assessments

Indicate in the chart below the assessment(s) used to screen and progress monitor grades 9-12 students. Add additional rows as needed.

Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
STAR Reading Grades 9-10	<input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary	<input type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually

Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
		<input type="checkbox"/> Comprehension		<input type="checkbox"/> As Needed <input type="checkbox"/> Other

7. Describe the district’s process for identifying grades 9-12 students in need of Tier 2/Tier 3 interventions.

Students who meet the following criteria at beginning of school year qualify for Tier 1 instruction ONLY:
 FAST- Level 2 or better
 STAR 25th percentile or higher
 History of Successful ELA/Reading Performance

Grades 9-12 Decision Tree
Beginning of year data
IF: Student meets the following criteria at the beginning of the school year: FAST equivalent of 2 or better STAR 25 th percentile or higher
THEN TIER 1 Only
Core Instruction Savvas myPerspectives Grades 9-12, which is on the FLDOE approved adopted list, aligns with the BEST Standards and FAST Assessment.
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. STAR Reading – Students scoring 25 th percentile and above Students scoring 70% or higher on class assignments and assessments.
Explain how the effectiveness of Tier 1 instruction is monitored. Tier 1 instruction is monitored by the school level administration team through weekly classroom walkthroughs and lesson plan reviews. Data reviews are conducted quarterly to adjust instruction and goals based on FAST. Instructional coaches and administrators determine if standards-based learning and research-based practices are in place.
What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction and/or curriculum provided to students? Grade level teams will meet regularly with the secondary reading coach to review assessment data and discuss implications for instruction. Curriculum guides are currently being developed to ensure that learning tasks, instructional practices and classroom assessments align with quality Tier 1 instruction. The reading coach will also facilitate discussions of BEST benchmarks, clarifications, and appendices in common planning

meetings. The school literacy leadership team will meet monthly to discuss classroom walk-through data, progress monitoring data points and professional development needs.

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

Beginning of year data

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

- \
- FAST Score of 1**
- Classroom Assessments Falling below 60%
- STAR Reading between 11th and 24th percentile (Grades 9-10)

THEN TIER 1 Instruction and TIER 2 Interventions

Supplemental Instruction/Interventions

Savvas MyPerspectives offers ongoing reading instruction and strategies for vocabulary and comprehension that assist students in grades 9-12 in meeting the proficiency levels of the BEST Standards.

The Official ACT Prep Guide 2023-2024 will be used with rising juniors and seniors who are not currently meeting the reading standards for graduation.

Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.

The supplemental materials for Savvas MyPerspectives have been shown to help students make progress and reduce risk for reading difficulties. The program offers specific activities in each lesson to address students with learning disabilities, students with IEPs, or English language learners. Additionally, the secondary reading coach and ELL coordinator will work with teachers directly in providing specific support for students with these specific learning needs. Students with specific reading disabilities will receive support in Learning Strategies classes from a certified ESE instructor.

Last year our junior and senior level ELA/Reading teachers used the ACT Prep guide with our students who had not met the requirements for graduation. Many of our students were able to graduate through a concordant reading score on the ACT.

Number of times per week interventions are provided:

3 days a week

Number of minutes per intervention session:

30 minutes

Explain how the effectiveness of Tier 2 interventions are monitored.

Monthly data chats will take place within the regularly scheduled administrative team meeting as well as the grades 9-12 ELA/Reading common planning meetings. The reading coach will facilitate the discussion using data collected throughout the month. To ensure that students are moving toward success with the BEST ELA standards, both teams will review the high-yield instructional strategies observed in classroom walk-throughs as well as pacing guides to confirm the fidelity of both Tier 1 instruction and Tier 2 interventions. In

addition to data chats among professionals, teacher will also conduct data chats with students in the classroom on a monthly basis.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

Meetings are conducted with leadership and reading coaches to determine if professional development is needed and how we can best support teachers with coaching.

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:

Student receives a failing grade in ELA standards based, grade level assessments and/or coursework.
Student scores 2 or more years below grade level criteria on progress monitoring assessments.
Student declines in performance on monthly progress monitoring assessments.
Student scores in the 10th percentile or lower on the STAR reading assessment.

Beginning of year data

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

Level 1 on FAST assessment
10th percentile or lower on STAR Reading

THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions

Intensive, Individualized Instruction/Interventions

Teachers implement Savvas myPerspectives in the ELA classroom for grades 9-12. Lexia is also used to enhance proficiency in fundamental reading skills while exposing students to rich text.

Rising juniors and seniors who have not met the required ELA BEST score receive instruction and strategies using The ACT Prep Guide 2023-2024.

Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.

The supplemental materials for Savvas MyPerspectives have been shown to help students make progress and reduce risk for reading difficulties. The program offers specific activities in each lesson to address students with learning disabilities, students with IEPs, or English language learners. Additionally, the secondary reading coach and ELL coordinator will work with teachers directly in providing specific support for students with these specific learning needs. Students with specific reading disabilities will receive support in Learning Strategies classes from a certified ESE instructor.

Last year our junior and senior level ELA/Reading teachers used the ACT Prep guide with our students who had not met the requirements for graduation. Many of our students were able to graduate through a concordant reading score on the ACT.

Students with disabilities will receive support from a certified ESE instructor in a Learning Strategies class.

Number of times per week interventions are provided:

Daily

Number of minutes per intervention session:

6) Professional Development (Rule 6A.6.053(4), F.A.C.)

30 minutes

Explain how the effectiveness of Tier 3 interventions are monitored.

The effectiveness of Tier 3 interventions is monitored by the school level administration team through: -
weekly classroom walkthroughs
-monthly data reviews held in common planning meetings

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

Classroom walkthroughs are conducted by leadership and coaches to determine the effectiveness of Tier 3 interventions. Reading coaches will apply Florida's Formula for Success and Florida's Coaching Model in addressing the specific needs of teachers working with students requiring interventions. MTSS meetings, grade level team meetings, and leadership meetings will occur throughout the year to support students with disabilities or IEPs and English Language Learners within the regular classroom setting as well as in the intervention environment. In addition, during common planning meetings, team members will review data and discuss best practices for addressing the needs of students requiring tier 3 interventions.

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

- Provide professional development required by [s. 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;
- Provide professional learning in B.E.S.T. ELA standards and evidence-based reading practices and programs;
- 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.

Literacy professional development will be provided as follows:

- Ongoing standards-based training on the ELA BEST will be provided during pre-planning week, weekly common planning meetings, and through opportunities provided by PAEC and the Regional Literacy Director.
- Ongoing training in foundational reading will be provided in K-2 in pre-planning week and throughout the year during common planning meetings. The elementary reading coach will use the school-selected programs to work with teachers on implementation.
- Ongoing training in fluency, vocabulary, and text comprehension strategies will be provided at the beginning of the year and in common planning meetings as well as in individual conferences with teachers who need additional help. The elementary and secondary reading coaches will work together to coordinate these trainings.
- School-wide training at the beginning of the year and during common planning meetings will be provided at the beginning of the year and during common planning meetings to address explicit, systematic, and sequential approaches to reading instruction as well as multisensory intervention strategies.
- The MTSS coordinator will work with reading coaches to provide training for all teachers throughout the year to support students needing Tier 3 interventions.
- The school day schedule has been modified to begin earlier in the day with fewer minutes, allowing for common planning after school each day. This will allow regular opportunities for reading coaches and the MTSS coordinator to teach teams of teachers in elementary and secondary how to analyze data effectively and to plan instruction and intervention accordingly.
- Members of the administrative team and reading coaches will regularly visit classrooms to establish model classrooms that others can visit. Instructional walkthroughs will be implemented as a professional development opportunity for teachers.
- Last year we had success with two online courses in Teams: one on classroom management and one on working with students with exceptionalities. Additional offerings will be developed in our School Literacy Leadership Team for implementation in 2023-2024.

B. List the pathways that are available in your district for earning the Reading Endorsement.

Teachers have the option of participating in the University of Florida Lastinger online reading endorsement program or the program offered by the Florida Center for Reading Research at Florida State University. The primary reading contact will notify teachers who need the endorsement and assist them with their enrollment and coursework as needed.

7) Tutoring Programs to Accelerate Literacy Learning ([Rule 6A-6.053\(2\), F.A.C.](#))

Describe any tutoring programs available within your district and include targeted grade levels (e.g., K-3 Reading Tutoring, RAISE High School Tutoring, etc.).

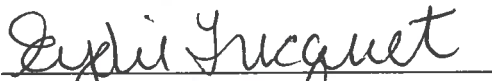
In the 2022-2023 school year, we did not have the resources to offer a tutoring program. It is our intent to work with our School and Community Coordinator to analyze the availability of resources and time for a possible program in 2023-2024.

8) Family Engagement (Rule 6A-6.053(11), F.A.C.)


In accordance with [s. 1008.25\(5\)\(e\), F.S.](#), parents of students identified with a substantial reading deficiency must be provided a read-at-home plan, including multisensory strategies, 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 reading deficiency. Include literacy partnerships or programs the district utilizes to increase support for families to engage in literacy activities and reading at home (e.g., New Worlds Reading Initiative).

Jefferson County Schools pre-K – 12 is currently following the requirements for offering a read-at-home plan for students identified with a substantial reading deficiency. In 2023-2024, our School Literacy Team will work with our School and Community Coordinator to develop a comprehensive Read-at-Home plan that provides more support for families and with more read at home opportunities. Currently, we are visiting other elementary campuses with successful read-at-home programs that may serve as models for our own plan.


Eydie Tricquet, Superintendent
Jefferson County School District


Date:


Gladys Roan-Watson, School Board Chair
Jefferson County School District


Date: