

Jefferson 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	Corder , Kathy Reading Coach kcorder@jeffersonschools.net 850-997-3555
Data Element	McCall, Shelbi Testing Coordinator smccall@jeffersonschools.net 850-997-3555
Summer Reading Camp	Moore, Daniel Assistant Principal dmoore@jeffersonschools.net 850-997-3555
Elementary English Language Arts (ELA)	Corder , Kathy Reading Coach kcorder@jeffersonschools.net 850-997-3555
Secondary ELA	Corder , Kathy Reading Coach kcorder@jeffersonschools.net 850-997-3555
Reading Endorsement	Moore, Daniel Assistant Principal dmoore@jeffersonschools.net 850-997-3555
Reading Curriculum	Corder , Kathy Reading Coach kcorder@jeffersonschools.net 850-997-3555
Professional Development	Moore, Daniel Assistant Principal dmoore@jeffersonschools.net 850-997-3555
Assessment	McCall, Shelbi Testing Coordinator smccall@jeffersonschools.net 850-997-3555
Summer Reading Camp	Moore, Daniel Assistant Principal dmoore@jeffersonschools.net 850-997-3555
Third Grade Promotion	Moore, Daniel Assistant Principal dmoore@jeffersonschools.net 850-997-3555
Multi-Tiered System of Supports (MTSS)	Howard, Allyn Director of Exceptional Student Education ahoward1@somersetjefferson.org 850-997-3555

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 district will use a multi-faceted approach to communicating the contents of its Comprehensive Evidence-Based Reading Plan to all stakeholders. Once approved, the reading plan will be reviewed with the administrative and literacy teams to ensure that the critical elements are communicated and understood by all members. Because the school district recognizes that all instructional staff play an important role in the development of our students' literacy, the CERP will be communicated through faculty, department and team meetings. Through selected parent and community meetings, relevant information from the CERP will also be shared. Additionally, the CERP will be posted on the district website for the public to access. When appropriate, selected information will be communicated through district social media outlets and the local newspaper, The Monticello News.

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 19%

Previous School Year

Kindergarten - % of Students "Ready" on FLKRS 22%

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

Increase frequency of outreach to community families for developmental screenings.

Collaborate with discretionary projects to ensure families are receiving available resources through the school district, i.e., Child Find, VPK, ESE Preschool programs, etc.)

Provide professional development to ESE Preschool and VPK staff for best practices.

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	56	25	15	4	0	59	28	18	7	3
4	40	35	13	10	2	43	38	16	13	5
5	45	13	25	15	3	48	16	28	18	6
6	52	27	13	6	2	55	30	16	9	5
7	55	21	16	7	2	58	24	19	10	5
8	49	23	15	6	8	52	26	18	9	11
9	38	23	25	12	2	41	26	28	15	5
10	60	25	13	3	0	63	28	16	6	3

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 District Literacy Leadership Team members contribute to the contents of the CERP. Upon approval of the CERP by Just Read and local school officials, the final contents will be shared with school administrator and literacy/reading coaches. Principals/coaches will then share with classroom teachers and other supporting staff. The CERP will be relayed to parents through SAC meetings. The CERP will also be linked to the district website for the public to view.

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	\$0.00
5	Intervention teachers assigned to secondary schools	\$0.00
6	Supplemental materials or interventions for elementary schools	\$0.00
7	Supplemental materials or interventions for secondary schools	\$0.00
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	\$0.00
11	Helping teachers earn the reading endorsement	\$0.00
12	Summer reading camps	\$0.00
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:		\$0.00

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

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

- Our district will prioritize our reading allocation to support K-3 students identified with a substantial deficiency in reading as follows:
- Funding for the school reading coach position to support K-3 reading resources, data-based decision-making, and common planning
 - The purchase of elementary supplemental materials to meet the needs of students with reading deficiencies in grades K-3
 - On-going professional development for Pre-K teachers that targets teaching essential literacy skills through play-based learning to increase kindergarten readiness

-Funding for staff and resources to support the 2023 Summer Reading Camp for 3rd graders scoring level 1 on FSA.

School Literacy Leadership Teams

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

The principal and assistant principal of the Jefferson County Schools K-12 are dedicated, active members of the School Literacy Team, participating in the development and administration of the Comprehensive Evidence-Based Reading Plan. Through regular team meetings, the CERP is reviewed and monitored to ensure that all members, including the principal and assistant principal, remain committed and informed about the plan objectives, goals, and processes.

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

The roster of the School Literacy Leadership Team is communicated to Superintendent Eydie Tricquet.

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

Superintendent Eydie Tricquet, Principal Jackie Pons, and Assistant Principal Daniel Moore are responsible for supporting and monitoring the School Literacy Leadership Team and ensuring compliance.

Professional Development

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

- Provide professional development required by Section 1012.98(4)(b)11., F.S., which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies;
- Differentiate and intensify professional development for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional development.

The district plan for Jefferson County Schools provides for a variety of training and professional development opportunities to ensure that the needs of students, teachers, and the school district are addressed. Initiatives are aligned to Florida's B.E.S.T. standards and state requirements with goal-centered and data-driven measures for supporting teachers' integration of research-based instructional practices in phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies as well as a(n) explicit, systematic, and sequential approach to reading instruction, including multi sensory intervention methods.

Prior to the beginning of the year, professional development will be required in the adopted core curricula as well as the supplemental and intervention resources. To ensure the fidelity of program implementation and the understanding of research-based practices and explicit instruction, the reading coach will provide on-going support for teachers that includes site- and classroom-specific data analysis, conferencing, in-class observation, co-teaching, and feedback. Teachers will attend quarterly data chats with the school's literacy leadership team to discuss the efficacy and fidelity of curriculum implementation while addressing individualized needs.

The school's literacy coach will attend weekly department meetings to provide feedback and strategies for improved practice. Teachers in need of modeling and support will be provided with opportunities to observe and participate in cooperative learning teams with mentor teachers in exemplary classrooms. All ELA instructors have common planning and will meet weekly with the district reading coach for coaching, planning, and support.

We will continue to offer the 40 hour course Exploring Structured Literacy via the BEST PDA Portal. This course completes the 40 hour in-service hours of professional learning related to the use of explicit, systematic, and sequential approaches to reading instruction, developing phonemic awareness and implementing multisensory intervention strategies as required by F.S. 1012.585(3).

Professional development will be provided for teachers of elementary and secondary grades in Amplify in addition to Language Live and Savvas for secondary grades. In addition, all teachers will receive training in how to administer STAR and analyze data to improve instruction.

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 school's Literacy Leadership Team will meet with the school principal and assistant principal to communicate the professional development requirements as well as to establish a timeline for professional development implementation.

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

The assistant principal and school reading coach will be responsible for supporting and monitoring the professional development requirements and ensuring compliance.

Charter Schools

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

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

NA

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.

Historical and recent assessment results for reading indicate that Jefferson County Schools struggles with moving at least 50% of its students to proficiency. Student ELA proficiency directly impacts student performance in all subjects, ultimately affecting overall student and school success. ELA coaches work directly with teachers to ensure that instruction is aligned to the BEST Standards and is based on research based practices that work. In addition, coaches ensure that students who do not meet proficiency in their day-to-day lessons are provided with feedback and support from teachers in order to achieve success. Finally, coaches ensure that only school-adopted materials are used with fidelity in classrooms.

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?

The requirements are communicated to the literacy coach during the CERP planning meetings, as well as during leadership meetings where a copy of the Just Read Coaching Model will be distributed and discussed.

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 school supports coaches with prioritizing high impact activities as described by the Just Read Coaching Model. The school has common planning time within grade levels and departments to allow time for the coach to meet with teachers and to set up any necessary trainings on instructional and intervention materials, analyzing assessment data from STAR, PM1, and PM2.

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

Shelbi McCall - K-12 Curriculum and Assessment Coordinator

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

Coaching time, tasks, and impact data are discussed and reviewed with the K-12 Curriculum Coordinator during quarterly leadership team meetings. The Curriculum Coordinator will also do periodic site visits to monitor and assess coaching time and tasks.

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

Concerns regarding coaching time and tasks will be addressed during leadership meetings. If data indicates a need, the leadership team will work through the 5 step problem solving process regarding coaching time and tasks to generate possible solutions and action steps.

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 - Cambium	3-10	Screener, Progress Monitoring, Summative	Vocabulary, Comprehension	3 x A Year
FAST K-2	K-2	Screener, Progress Monitoring, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
DIBELS	K-5	Screener, Progress Monitoring	Oral Language, Phonological Awareness, Phonics, Fluency	3 x A Year
Oral Reading Fluency (ORF)	Grades 6-12 Intensive Reading Students	Progress Monitoring, Diagnostic	Fluency	3 x A Year
ACCESS for ELLs	newly arrived students to school	Screener	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary	Quarterly
Amplify formative and unit assessments embedded in program	K-8	Progress Monitoring, Formative Assessment, Diagnostic	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	2 x A Month
Language Live Formative and Unit Assessments	Intensive Reading Students in Grades 6i-10	Screener, Progress Monitoring, Formative Assessment	Fluency, Vocabulary, Comprehension	2 x A Month
Savvas myPerspectives ELA Curriculum	Grades 9-12 ELA Students	Formative Assessment	Phonics, Fluency, Vocabulary, Comprehension	Monthly
FAST - Cambium	Students in Grades 3-12	Progress Monitoring	Vocabulary, Comprehension	3 x A Year
STAR Reading	Students in Grades 3-12	Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Quarterly

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?

Kathryn Corder, ELA Instructional Coach

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

- The adoption of reading materials that support effective practices in foundational reading, including systematic and explicit instruction that is evidence based.
- Professional development focused on foundational reading skills for systemic and explicit instruction
- The intentional and systematic use of school-selected reading materials from the FLDOE adoption list.
- The use of instructional materials for intervention as designated in the school decision trees.

- ELA/reading classroom walkthroughs by leadership and coaches
- PLCs on evidence-based strategies and explicit instruction facilitated by the reading coach

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

Bi-weekly meetings with grade-level teams will include a standing agenda item 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, or modification receive the support they need to succeed.

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

Instructional coaches and department chairs will meet regularly to discuss research-based practices that support how to build discussion of texts in content areas. Instructional coaches will provide regular opportunities to read and discuss the latest research and articles with grade-level and department meetings. Topics for these meetings include:

- Socratic seminars
- the use of evidence-based, state adopted curriculum
- books from the Civics Literacy Booklist
- the use of Studies Weekly magazines in elementary
- DBQs in secondary
- Newspapers in Education
- Text-based Questioning
- the use of AP strategies, i.e., APPARTS and SOAPS, for analysis of primary sources

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

If the needs of the students are not being met through the CERP, the concerns will be presented to the leadership team during weekly 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.

When the current administration entered Jefferson County Schools K-12 on July 1, 2022, the first task of the leadership team was to review the previous CERP. The team also studied the most recent FSA

results and determined that the greatest need was K-5 reading. With a large number of students with substantial reading deficiencies, the goals, strategies, and programs were immediately determined. The most notable strategy to improve literacy outcomes was the move by the principal to hire staff (teachers and coaches) who are certified and respected by previous employers and/or university supervisors. Highly-qualified instructional coaches have been selected to support teachers via regular data discussions, classroom walk-throughs, common planning, and professional development.

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?

Instructional coaches, the MTSS director, ELL coordinator, and reading interventionist will meet regular to review student data as a group and discuss a plan to address the students in need of support. This is followed by common planning meetings where coaches highlight data points with team members. Logistical aspects of providing student support will be addressed within the group and a plan for implementation and follow-up will be developed. This process will be on-going to ensure no students are left behind.

Who at the district level supports effective implementation?

Shelbi McCall - K-12 Curriculum and Assessment Coordinator

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

The identification of areas of need of improvement for effective implementation includes:

- the use of the CERP Self Reflection Tool during leadership meetings
- weekly classroom visits by instructional coaches and the administrative team
- the analysis of reading assessment data in common planning meetings with elementary teams, secondary content teachers, and secondary ELA/reading teacher meetings
- checklists of best instructional practices to be used by coaches during classroom walk-throughs and visit.

Weekly reading walkthroughs by administrators - Part B

What process is in place to ensure effective implementation?

At weekly administrative meetings, the school literacy coach and curriculum and assessment coordinator will highlight look-fors from Florida's Revised Formula for Success: 6 + 4 + T1 + T2 + T3, particularly the six components of reading. The school principal then requires administrative staff and instructional coaches to conduct weekly walkthroughs, where reading plan look-fors are documented and shared with ELA/reading teachers. Additionally, the school common planning schedule ensures weekly planning time for K-12 ELA/Reading Teams, where connections are made between the Reading Plan and reading instruction/intervention in the classroom.

Members of the School Literacy Team will attend monthly PAEC meetings to receive trainings on the BEST Standards, the six components of reading, supported intervention and assessment practices as well as other aspects of the reading plan. The school literacy coach will also work with the State Regional Literacy Director to ensure that she is providing quality instructional coaching in the school.

Who at the district level supports effective implementation?

Principal Jackie Pons, Assessment and Curriculum Coordinator Shelbi McCall, Assistant Principal Dan Moore, and Literacy Coach Kathy Corder will support effective implementation.

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

The school curriculum and assessment coordinator will review progress monitoring data by school, teachers, classrooms, demographics, grade level, etc., to determine target areas of concern. School administrators will review classroom walk-through data to identify professional development needs. The literacy leadership team will use the data to determine areas of improvement and to adjust instructional goals for reading improvement among all student populations.

Use of data to determine interventions and support needs of students - Part C**What process is in place to ensure effective implementation?**

The school reading coach, reading interventionist, ESE teacher, and ELL teacher work together with K-5 classroom teachers on a bi-monthly schedule to review data and make decisions about appropriate support. The reading interventionist and ESE teacher use both a push in and a pull out program to support individual students and groups of students based on the available data. The ELL coordinator regularly attends common planning meetings and meets with individual students to provide support for teachers and students respectively.

Who at the district level supports effective implementation?

Shelbi McCall - K-12 Curriculum and Assessment Coordinator

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

The school calendar dedicates a weekly meeting time for the leadership team, which includes the literacy coach, ESE coordinator, and ELL coordinator to address information collected from classroom walk-throughs. This allows for the regular, on-going discussion regarding how support and intervention occur within a classroom setting. Weekly elementary grade level planning meetings and the bi-monthly secondary course planning meetings include analysis of data as well as discussions about individual students requiring additional supports. The reading coach, who is present for all of these meetings, works with teachers to discuss classroom practices and procedures for outside support.

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.

All grade 3 students who score a level 1 on FSA ELA 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 teaching. Materials to be used are evidence-based and offer explicit and systemic instruction in the 5 components of 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?

No

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

N/A

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.)

27

Students who demonstrate a reading deficiency in grades K-2

Students who score Level 1 in grades 4-5

56

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.)

56%

Students who demonstrate a reading deficiency in grades K-2

%

Students who score Level 1 in grades 4-5

73%

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.

Jefferson's read-at-home plan includes information and resources connected to the essential components of reading, i.e., oral language phonological awareness, fluency, vocabulary, and comprehension. These resources are available in a format that is accessible online as well as in a hard copy format.

Jefferson County Schools K-12 will work with the community to implement the New Worlds Reading Initiative among our students with substantial reading deficiencies. The New Worlds Reading Initiative is administered by the University of Florida Lastinger Center for Learning. The school will use the district website and social media outlets to spread the word digitally but will also provide information for parents who visit the school.

Who at the district is responsible for monitoring this requirement?

Shelbi McCall, K-12 Curriculum and Assessment Coordinator

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?

The reading block for K-5 is scheduled for a duration of 90 minutes utilizing Amplify Curriculum (State Approved) with common planning sessions designed to support the development of B.E.S.T. standards-aligned tasks, classroom walk-throughs, and weekly reviews of lesson plans.

Ongoing training for teachers with the Amplify Curriculum will be provided to ensure implementation with integrity. Trainings will provide for review of data gathered from Amplify assessments as well as STAR Reading and FAST ELA.

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

Assistant principal Daniel Moore and reading coach Kathy Corder will be responsible for supporting and monitoring this requirement.

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 school reading coach and social studies science coach will work with K-5 ELA teachers to examine social studies, science, and fine arts texts within the Amplify program and correlate with texts identified within the B.E.S.T. standards, ensuring that no gaps exist. As part of the professional development program, the school reading coach will work with teachers to examine strategies and best practices for increasing background knowledge.

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

The District Leadership Team, administration, and school reading/literacy coach will support and monitor this requirement.

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

How does the district support and monitor implementation?

At the beginning of the year, the administration and reading coach will review Florida Statutes with teachers to ensure there is clarity regarding expectations for teachers assigned to students with substantial reading deficiencies.

Using ongoing assessment data and teacher input, the school K-5 reading interventionist will work with K-5 teachers to identify students with substantial reading deficiencies. The reading interventionist will work with these students to target specific areas of need and track student progress, which will be discussed in weekly data chats with the assistant principal and reading coach. The interventionist will work with individual and small groups of students as well as within the classroom in providing support.

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

The assistant principal and reading coach are responsible for supporting and monitoring this requirement.

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.

Jefferson County Schools follows a multifaceted approach which is visible in specific interventions. The reality is that not all students are successful in effective classrooms. Indeed, some students come to school at risk for poor learning experiences and outcomes, while others are struggling learners who are disengaged, unmotivated, unresponsive, underperforming or consistently unsuccessful. For these students, we are required to have multi-tiered services, supports, strategies, programs, interventions and systems to address their individual academic or behavioral needs.

Jefferson County Schools is committed to educating all students for success. One key tactic to meeting our goals is a Multi-Tiered System of Supports (MTSS). MTSS is a framework for implementing systemic, evidence-based practices to maximize student achievement in academics and behavior in preparation for and leading to college career and life readiness.

How does the district support and monitor implementation?

Policies and procedures for decision-making established by the leadership team include schedules for screening, the use of diagnostic assessments, frequent progress monitoring, and the criteria for determining tiers of support needed. Staff also administer assessments, access data sources and make data-based decisions with fidelity.

The CPS Team periodically conducts analyses to determine how implementation of critical elements of MTSS relate to positive student outcomes; that is, resources are allocated based on student need, the relationship between the resources allocated and the outcomes of students is evaluated, and processes and criteria for resource allocation are refined based on strategies that result in improved student outcomes. It is also vital that the CPS Team frequently evaluates how MTSS is implemented, providing information on what practices relate to improvements in student academic, behavioral and social emotional outcomes.

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

Shelbi McCall, K-12 Curriculum and Assessment Coordinator

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 accommodations (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)

Students who meet the following criteria at the beginning of school year qualify for Tier 1 Instruction ONLY:

Scores at or above the 25th percentile on FAST-Star or STAR Reading
Scores at or above the FSA equivalent of 2 or better on FAST-Cambium.

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.

The Amplify 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:

- 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

Additionally, the Amplify Reading Program meets criteria for Tier II - Moderate Evidence as an education intervention under ESSA. The supplemental materials for Amplify Reading has been shown to help students make progress and reduce risk for reading difficulties.

Progress Monitoring**Assessment & Frequency**

Students will receive support daily with FAST progress monitoring 3 times a year and STAR progress monitoring four times a year.

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students

Scores at 25th percentile or higher on STAR Reading
Classroom performance on program assessments that is at 70% or higher

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

Scores at Level 2 on FAST ELA assessment
Scores between 11-24 on STAR Reading
Falls below grade-level on Amplify formative assessments.

How is the effectiveness of Tier 1 instruction being 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 F.A.S.T. Instructional coaches and administrative team conduct walk-throughs to see if standards-based learning and research-based practices are in place.

Grade Levels: K-5

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?

Curriculum guides aligned with adopted materials were created to support Tier 1 curriculum.

The school reading coach will facilitate discussions of B.E.S.T. benchmarks, clarifications, and appendices in common planning meetings. every two weeks.

Administrative team will conduct Instructional walkthroughs and discuss observations at weekly meetings.

Schools will utilize the MTSS 4-step problem solving process to analyze data and determine need for differentiated instruction/ intervention.

Literacy Leadership Teams 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.

How is the effectiveness of Tier 1 curriculum being monitored?

Data reviews will be conducted quarterly to adjust instruction and goals based on school assessments aligned

with the BEST standards and pacing guides.

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

The school leadership team will conduct quarterly data reviews and consult the reading coach regarding student performance.

The reading coach will meet with grade-level K-5 teams to review assessment data and to develop a plan for instructional improvement.

When needed, the school reading coach will meet with individual teachers who need assistance in planning instruction for a more strategic approach.

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

Distance Learning needs will be met through enrollment in Florida Virtual School. We currently do not offer virtual school courses.

Grade Levels: 6-12**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

Students who meet the following criteria at beginning of school year qualify for Tier 1 instruction ONLY:

FAST-Cambium FSA equivalent of 2 or better

2022 FSA Level 2, 3, 4, or 5

STAR 25th percentile or higher

2021 FSA Level 2, 3, 4, or 5

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.

The Amplify curriculum will be used as the Comprehensive Core Language Arts program for students in Grades 6-8. Savvas myPerspectives 2022 will be used as the Comprehensive Core Language Arts program for students in grades 9-12. Both programs are aligned with the Florida BEST Standards for ELA and built on the strong foundation of the science of reading as documented by the National Reading Panel and the What Works Clearinghouse, Improving Adolescent Literacy: Effective Classroom and Intervention Practices grades 4-12 to include:

- 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 a tool to support and enhance reading understanding

Numerous adolescent literacy professionals have conducted studies with the Savvas myPerspectives program and have written white papers in support, including Kelly Gallagher ("New Perspectives in Building Readers and Writers") and Elfrieda Hiebert ("New Perspectives in Learning Vocabulary: Generative Vocabulary").

Progress Monitoring**Assessment & Frequency**

FAST Cambium 3 times a year

STAR 4 times a year

Amplify Program Assessments weekly and monthly

Savvas myPerspectives 200 Program assessments weekly and monthly

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students

STAR Reading - Students scoring 25th percentile and above

Students scoring at 70% or higher on class assignments and assessments

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

FAST Cambium FSA Equivalent of 2 or 1

Classroom Assessments Falling Below 60%

STAR Reading between 11th and 24th percentile

How is the effectiveness of Tier 1 instruction being monitored?

Grade Levels: 6-12

Tier 1 instruction is monitored by the school level administration team through weekly classroom walk-throughs and lesson plan reviews. Data reviews are conducted quarterly to adjust instruction and goals based on FAST. Instructional coaches and administrative team conduct walk-throughs 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 provided to in-person students? Provided to distance learning students?

Curriculum guides aligned with adopted materials were created to support Tier 1 curriculum. The school reading coach will facilitate discussions of B.E.S.T. benchmarks, clarifications, and appendices in common planning meetings.

Administrative team will conduct instructional walk-throughs.

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.

The school leadership team will conduct quarterly data reviews during the weekly administrative meetings.

How is the effectiveness of Tier 1 curriculum being monitored?

Data reviews will be conducted quarterly to adjust instruction and goals based on school assessments aligned with the BEST standards and pacing guides.

The administrative team and school reading coach will conduct instructional walk-throughs.

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

Through bi-monthly common planning meetings, the instructional coach will facilitate discussions about issues related to implementation of core ELA and reading programs. If needed, program specialists will be contacted to provide additional trainings on implementation of curriculum. If issues move beyond classroom-related implementation, the reading coach will set an agenda item for the administrative team meeting to discuss. At this time, there is no distance learning program at the school.

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

NA

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)

Scores in the 11th -24th percentile range on STAR
 Scores at the FSA equivalent of a 1 or a 2 on FAST-Cambium
 Previously scored FSA Level 1 or 2

THEN TIER 1 Instruction and TIER 2 Interventions**Progress Monitoring****Tier 2 Programs/Materials/Strategies & Duration**

The Amplify program offers ongoing strategic instruction that assists K-5 students in meeting the proficiency levels of the BEST Standards.

The strategic implementation of the above programs, provides students with

- the ability to read complex multisyllabic words
- purposeful fluency-building practices to help make sense of text
- opportunities to practice making sense of stretch text(challenging text) that will expose them to complex ideas and information
- frequent writing coupled with reading activities

Assessment & Frequency

- Chapter reading assessments based on BEST standards every two weeks (Amplify)
- STAR Reading Assessment 4 times a year
- Amplify standards assessments every two weeks
- Monthly skill specific assessments following interventions

Performance Criteria to discontinue Tier 2 interventions

- Student performs 70% average or better on grade-level benchmark based coursework.
- Student scores 25% or higher on Start Reading
- Student meets grade level appropriate performance targets on programs monitoring.
- Student consistently makes grade level appropriate gains on progress monitoring assessments.

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

- Student continues to score below 70% on ELA BEST standards, grade level assessments and/or coursework
- Students scores between 11th percentile and 24th percentile on STAR Reading.
- Student is stagnant on monthly progress monitoring assessments
- Student continues score poorly on Amplify assessments.

Performance Criteria that prompts the addition of Tier 3 interventions

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

Number of times per week intervention provided

2 times per week

Number of minutes per intervention session

Grade Levels: K-5

15 to 30 minutes in addition to tier 1

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?

Monthly data chats will take place within the regularly scheduled administrative team meeting as well as the grade-level common ELA 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, teachers will also conduct data chats with students in the classroom on a monthly basis.

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

The Amplify Reading program for K-5, including its intervention practices, are supported by multiple research studies. Amplify Reading meets criteria for Tier II - Moderate Evidence as an education intervention under ESSA.

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

Due to lack of internet infrastructure and staff we only offer in person learning.

Grade Levels: 6-12**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

Scores in the 11th - 25th percentile range on STAR Reading.
 Scores at the FSA equivalent of a 1 or a 2 on FAST-Cambium
 Previously scored FSA Level 1 or 2

THEN TIER 1 Instruction and TIER 2 Interventions**Progress Monitoring****Tier 2 Programs/Materials/Strategies & Duration**

The Amplify program offers ongoing core instruction (vocabulary, complex texts, classroom discussion, digital experiences) and strategies that assist students in grades 6-8 in meeting the proficiency levels of the BEST Standards.

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..

Assessment & Frequency

Amplify (6-8) or Savvas (9-12) reading assessments based on the BEST standards will be administered at least every two weeks.

STAR Reading assessments will be administered quarterly.

Amplify (6-8) Savvas (9-12) unit assessments will be administered once a month.

Performance Criteria to discontinue Tier 2 interventions

Student scores 70% or higher on grade-level benchmark coursework.

Student meets grade-level appropriate performance targets on program monitoring.

Student performs in the 25th percentile or higher on STAR Reading assessments.

Students scores at a level 2 or higher on FAST.

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

Student continues to scores below 70% on an ELA BEST standards, grade-level assessments and/or coursework.

Students fails to meet grade-level appropriate performance targets on program monitoring.

Student continues to score in the 11th to 24th percentile on the STAR reading assessment.

Performance Criteria that prompts the addition of Tier 3 interventions

-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.

Number of times per week intervention provided

2 days a week

Number of minutes per intervention session

-15-30 minutes

Grade Levels: 6-12

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?

Monthly data chats will take place within the regularly scheduled administrative team meeting as well as the grades 6, 7, and 8 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, teachers will also conduct data chats with students in the classroom on a monthly basis.

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

The supplemental materials for Amplify Reading has been shown to help students make progress and reduce risk for reading difficulties. Amplify Reading meets the criteria for Tier II - Moderate evidence as an intervention under ESSA.

The Savvas myPerspectives reading program has shown "promising" results based on the four evidence categories in ESSA. Additionally, numerous adolescent literacy professionals have conducted studies with the program and have written white papers in support, including Kelly Gallagher ("New Perspectives in Building Readers and Writers") and Elfrieda Hiebert ("New Perspectives in Learning Vocabulary: Generative Vocabulary").

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

NA - Jefferson County Schools does not have a distance learning platform at this time.

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)

- FAST level 1
- Historic FSA data at level 1 performance
- STAR Reading 10th percentile or lower
- History of poor school performance

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

The following programs will be used to support students needing intensive reading intervention:

- Great Leaps to improve phonemic awareness, word study, and fluency.
- FCRR Student Center activities to support phonemic awareness, spelling, word study, fluency, and comprehension.
- Lexonik will be implemented to resolve phonics gaps for learners who struggle with reading and for students whom English is not their first language.
- Amplify contains intervention resources and activities that support Tier 3 strategies delivered by the interventionist and/or ESE teacher.

Intervention resources from Amplify and Language Live that teachers and the interventionist can:

- =build students' decoding skills to build the ability to read complex multisyllabic words
- Provide purposeful fluency-building activities to help students read effortlessly
- Routinely use a set of comprehension building practices to help students make understand text
- Provide students with opportunities to practice making sense of stretch text (challenging text) that will expose them to complex ideas and information

Assessment & Frequency

- Monthly skill specific assessments for specific interventions
- Formative skill based assessments monthly and twice monthly as needed

Performance Criteria to discontinue Tier 3 interventions

- Student scores at level 2 or higher on the FAST ELA PM.
- Student performs above the 10th percentile on STAR Reading.
- Student makes continuous progress on grade-level, benchmark-based work.
- Student continues to show improvement on Amplify formative assessments.

Performance Criteria indicating continuation of Tier 3 interventions

- Student scores at level 1 on FAST ELA PM.
- Student scores in the 10th percentile or lower on STAR Reading.
- Student fails to perform grade-level, benchmark based work.
- Student fails to make appropriate progress on Amplify formative assessments.

Performance Criteria that prompts intensified Tier 3 interventions

- Student's class performance continues to decline.
- Student demonstrates a stagnate or declined performance on progress monitoring

Number of times per week intervention provided

5 days per week

Number of minutes per intervention session

Grade Levels: K-5

30 minutes daily

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?

A Multi-Tiered System of Supports (MTSS) is a seamless prevention framework that integrates all students. It is a term used to describe an evidence-based model of schooling that uses data-based problem solving to integrate standards-based instruction, interventions and assessments to address the full range of student academic and behavioral needs present in today's classroom.

The use of data-based problem solving to make educational decisions is another critical component of MTSS implementation. Problem solving is the practice of providing high-quality instruction and intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions.

Classroom walkthroughs are also conducted by leadership and coaches to follow-up on instructional coaching practices and place the teacher in PLCs when it is needed. Look-fors will target the concerns needed to improve reading and literacy throughout the campus. MTSS meetings, grade level team meeting and leadership meetings will be a time for collaboration on concerns. Team meetings and common planning will occur throughout the year to plan and align core curriculum and instruction. Adjustments may be made to the pacing guides after consultation from leadership and reading coaches if there is need by the students. Interventions and best practices are shared during common planning and data chats to combat problematic areas and potential solutions. Parents will be contacted and notified of interventions and progress every quarter.

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

Evidence-based practices from IES Practice Guide: Providing Reading Interventions for Students

- Build students' decoding skills so they can read complex multisyllabic words
- Provide purposeful fluency building activities to help students read effortlessly
- Routinely use a set of comprehension-building practices to help students make sense of text
- Provide students with opportunities to practice making sense of stretch text (challenging text) to expose them to complex ideas and information

These IES recommendations are incorporated into the district resources listed above as each was designed with the foundational principles of the science of reading in mind and incorporated the 6 areas of reading into lessons throughout the programs. The school supports and monitor implementation of evidence-based reading instruction utilizing the IEDS recommendations

Amplify Reading meets criteria for Tier II-Moderate Evidence as an education intervention under ESSA.

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

Due to the lack of internet infrastructure and staff availability we only offer in person learning.

In the event of s shutdown, students who have high-speed internet will receive instruction though

Grade Levels: K-5

distance learning. Students who receive additional interventions will work in small digital groups or through the telephone.

Grade Levels: 6-12

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

(Enter assessment criteria that will be used)

- Level 1 on FAST ELA - Cambium
- 10th Percentile or Lower on STAR Reading
- Historic FSA data at level 1 performance
- History of poor school performance in previous years

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

The following programs will be used to support students needing intensive reading intervention:

- Amplify (Grades 6-8) in the ELA classroom
- Savvas myPerspectives (Grades 9-12) in the ELA classroom
- Language Live (Grades 6-10) in the Intensive Reading classroom

These programs support Tier 3 strategies that can be used by the teacher in small group and individualized interventions to include:

- building students' decoding skills to build the ability to read complex multi-syllabic words
- providing purposeful fluency-building activities to help students read effortlessly
- routinely using a set of comprehension building practices to help students make understand text
- providing students with opportunities to practice making sense of stretch text (challenging text) that will expose them to complex ideas and information
- using writing as a tool to build understanding of complex texts

Assessment & Frequency

- Informal Daily Assessments in the form of exit slips
- Weekly formative assessments aligned with BEST Standards and ELA/Reading programs
- Formative skill based assessments twice monthly as needed.

Performance Criteria to discontinue Tier 3 interventions

- Above the 10th percentile on STAR Reading
- Student makes continuous progress on grade-level, benchmark-based work.
- Student continues to show improvement on Amplify, Savvas, and/or Language Live formative assessments.

Performance Criteria indicating continuation of Tier 3 interventions

- Student scores at level 1 on FAST ELA PM.
- Student scores in the 10th percentile or lower on STAR Reading.
- Student fails to perform grade-level, benchmark based work.
- Student fails to make appropriate progress on Amplify, Savvas, and/or Language Live formative assessments.

Performance Criteria that prompts intensified Tier 3 interventions

- Student's class performance continues to decline.
- Student demonstrates a stagnate or declined performance on progress monitoring

Number of times per week intervention provided

5 times a week

Number of minutes per intervention session

Grade Levels: 6-12

30 minutes

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

A Multi-Tiered System of Supports (MTSS) is a seamless prevention framework that integrates all students. It is a term used to describe an evidence-based model of schooling that uses data-based problem solving to integrate standards-based instruction, interventions and assessments to address the full range of student academic and behavioral needs present in today's classroom.

The use of data-based problem solving to make educational decisions is another critical component of MTSS implementation. Problem solving is the practice of providing high-quality instruction and intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions.

Classroom walkthroughs are also conducted by leadership and coaches to follow-up on instructional coaching practices and place the teacher in PLCs when it is needed. Look-fors will target the concerns needed to improve reading and literacy throughout the campus. MTSS meetings, grade level team meeting and leadership meetings will be a time for collaboration on concerns. Team meetings and common planning will occur throughout the year to plan and align core curriculum and instruction. Adjustments may be made to the pacing guides after consultation from leadership and reading coaches if there is need by the students. Interventions and best practices are shared during common planning and data chats to combat problematic areas and potential solutions. Parents will be contacted and notified of interventions and progress every quarter.

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

Evidence-based practices from IES Practice Guide: Providing Reading Interventions for Students

- Build students' decoding skills so they can read complex multisyllabic words
- Provide purposeful fluency building activities to help students read effortlessly
- Routinely use a set of comprehension-building practices to help students make sense of text
- Provide students with opportunities to practice making sense of stretch text (challenging text) to expose them to complex ideas and information
- Use writing as a tool to enhance understanding of complex texts

These IES recommendations are incorporated into the district resources listed above as each was designed with the foundational principles of the science of reading in mind and incorporated the 6 areas of reading into lessons throughout the programs. The school supports and monitor implementation of evidence-based reading instruction utilizing the IES recommendations .

Amplify Reading meets criteria for Tier II-Moderate Evidence as an education intervention under ESSA. Savvas myPerspectives meets criteria for Tier II--Promising Evidence as an education intervention under ESSA.

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

Grade Levels: 6-12

Due to the lack of internet infrastructure and staff availability we only offer in person learning.

In the event of s shutdown, students who have high-speed internet will receive instruction though distance learning. Students who receive additional interventions will work in small digital groups or through the telephone.

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.

The assessment/curriculum decision trees provide direction to teachers as they provide a multi-tiered system

of supports. Students with substantial deficiencies in reading will be identified based on at least two data points below. Students falling into two of the categories below will receive intensive reading intervention taught by a teacher who is certified in reading or who has the reading endorsement:

- The student scores at or below the 10th percentile on FAST STAR Early Literacy and/or STAR Reading after scoring the equivalent of a Level 1 on FAST Cambium
- The student performs at three grade levels or more below on the San Diego Quick Assessment of Reading Ability or below the 25th percentile on grade level oral fluency passages
- The student continues to make failing grades in one or more subjects.
- The student has a prior history of Level 1 performance on the FSA for ELA in the past 2-3 years.