Jefferson District Comprehensive Evidence-Based Reading Plan 26-27

Annually, school districts must develop a Comprehensive Evidence-Based Reading Plan (CERP) that outlines the components of the district's comprehensive system of reading instruction. In order to assist districts, the Florida Department of Education (Department) has developed the format below for district reading plans. Districts may utilize the Department's format or an alternative developed by the district. The CERP must be approved by the governing board or authority prior to being submitted to the Department by August 1 for approval. A charter school that elects to develop its own CERP must submit its CERP, approved by the governing board or authority, to the sponsoring district by July 15 and meet the requirements of sections (ss.) 1002.33(7)(a)2.a. and 1003.4201, Florida Statutes (F.S.).

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

1) Contact Information

The Main District Reading Contact will be the Department's contact for the District CERP and is responsible for the plan and its implementation. Other contacts are those who work primarily with an area covered within the plan. Indicate the contacts for your district. Add additional rows as needed.

Point of Contact	Name	Email	Phone
Main Reading Contact	Yolanda Smith-Davis	ysmith-davis@jeffersonschools.net	(850) 997-3555
Data Element	Christie Owen	cowen@jeffersonschools.net	(850) 997-3555
Third Grade Promotion	Yolanda Smith-Davis	ysmith-davis@jeffersonschools.net	(850) 997-3555
Multi-Tiered System of Supports	Allyn Howard	ahoward@jeffersonschools.net	(850) 997-3555

2) District Expenditures

Comprehensive System of Reading Instruction Expenditures (Rule 6A-6.053(9)(b)3.b., F.A.C.)
The reading funding included in the Florida Education Finance Program (FEFP) base funding is intended to provide comprehensive reading instruction to students in prekindergarten (PreK) through grade 12. Districts will include salaries and benefits, professional learning, assessment, programs/materials, tutoring and incentives required to effectively implement the district's plan. The expenditures must prioritize Voluntary Prekindergarten (VPK) students who have a substantial deficiency in early literacy skills and K-3 students who have a substantial reading deficiency or characteristics of dyslexia.

Charter schools must utilize their proportionate share in accordance with ss. 1002.33(7)(a)2.a., 1003.4201 and 1008.25(3)(a), F.S. *Note: All intensive reading interventions specified by the charter must be delivered by a teacher who has a literacy micro-credential or is certified or endorsed in reading.*

Comprehensive System of Reading Instruction Expenditures	Amount	FTE
Elementary Expenses		
Literacy coaches		
Intervention teachers	**54,495**	**1**
Scientifically researched and evidence-based supplemental instructional materials	**54,569**	
Third grade summer reading camps	**35,000**	
Summer reading camps		
Secondary Expenses		
Literacy coaches		
Intervention teachers	**54,495**	**1**
Scientifically researched and evidence-based supplemental instructional materials	**21,798**	
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction	**16,730**	
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification		
Incentives for PreK-12 instructional personnel who obtain an 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. Add additional rows as needed.		
Estimated Sum of Expenditures	**237,087**	

3) Literacy Leadership – District and School

A. Measurable Student Achievement Goals (Rule 6A-6.053(9)(b)3.d., F.A.C.)

Goals for the plan year should increase from the previous year in order to meet statewide literacy achievement goals.

For VPK, establish clear and measurable student literacy achievement goals based on percentiles from the Florida Assessment of Student Thinking (FAST).

FAST				
Grade	**Previous School Year – % of Students Scoring**	**Goal for Plan Year – % of Students Scoring**	**Previous School Year – % of Students Scoring**	**Goal for Plan Year – % of Students Scoring**
	Urgent Intervention	**Urgent Intervention**	**At & Above Benchmark**	**At & Above**

	<10th percentile	<10th percentile	40th percentile & above	**Benchmark** 40th percentile & above
VPK	7	3	67	75

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

Jefferson County Schools (JCS) implemented a VPK program last year. The program used the Creative Curriculum for Pre-K; a comprehensive, research-based program aligned with Florida's Early Learning and Developmental Standards. There was a significant drop from the number of students in Urgent Intervention from the 24-25 school year to the 25-26 school year. JCS will continue this model into the 26-27 school year. To continue to improve literacy outcomes, teachers will participate in professional learning on the cognitive science of learning, as well as the science of reading. Teachers will use data throughout the year to identify students who are "on watch" and will provide focused interventions both in small groups and individually.

For K-10, establish clear and measurable student literacy achievement goals based on achievement levels from the FAST.

FAST				
Grade	**Previous School Year – % of Students Scoring Level 1**	**Goal for Plan Year – % of Students Scoring Level 1**	**Previous School Year – % of Students Scoring Levels 3-5**	**Goal for Plan Year – % of Students Scoring Levels 3-5**
K	24	15	48	55
1	26	15	46	55
2	34	25	32	45
3	17	10	54	60
4	35	25	31	45
5	22	12	49	55
6	25	15	56	65
7	33	23	33	45
8	25	15	52	60
9	34	25	51	60
10	24	20	38	45

B. Plan Implementation and Monitoring (Rule 6A-6.053(10), F.A.C.)

Districts must monitor the implementation of the District CERP at the district and school level, including charter schools sponsored by a district.

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

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	**FAST PM1, PM2, PM3 will be monitored at the district level 3 times per year.**	• **FAST PM1, PM2, PM3 will be monitored at the school level 3 times per year.** • **The school will collect and monitor monthly Renaissance STAR data, monthly UFLI Foundations progress monitoring data, and Lexia Core 5.** • **STAR CBMs twice monthly for targeted students.** • **Classroom Assessments and student work samples**

		will also be reviewed in the MTSS process.
Actions for continuous support and improvement	**The district leadership team will meet quarterly with the school literacy team to review school level data and implementation of strategies.**	• **Monthly grade level meetings to review data and benchmark mastery, plan explicit Tier 1 instruction, plan Tier 2 and Tier 3 interventions** • **Collaborative planning** • **Monthly MTSS meetings** • **The school-based Literacy Leadership Team will conduct classroom visits to provide feedback on implementation on evidence-based instructional strategies.**
Grades 6-8	**District Level**	**School Level**
Data that will be collected and frequency of review	**FAST PM1, PM2, PM3 will be monitored at the district level 3 times per year.**	• **FAST PM1, PM2, PM3 will be monitored at the school level 3 times per year.** • **The school will collect and monitor monthly Renaissance STAR data.** • **Ongoing data reviews of Lexia Power Up and Beable Career Connected Literacy System.** • **Classroom Assessments and student work samples will also be reviewed in the MTSS process.**
Actions for continuous support and improvement	**The district leadership team will meet quarterly with the school literacy team to review school level data and implementation of strategies.**	• **Monthly grade level meetings to review data and benchmark mastery, plan explicit Tier 1 instruction, plan Tier 2 and Tier 3 interventions** • **Collaborative planning** • **Monthly MTSS meetings** • **The school-based Literacy Leadership Team will conduct classroom visits to provide feedback on implementation on evidence-based instructional strategies.**
Grades 9-12	**District Level**	**School Level**

Data that will be collected and frequency of review	**FAST PM1, PM2, PM3 will be monitored at the district level 3 times per year.**	• **FAST PM1, PM2, PM3 will be monitored at the school level 3 times per year.** • **The school will collect and monitor monthly Renaissance STAR data.** • **Ongoing data reviews of Lexia Power Up and Beable Career Connected Literacy System.** • **Classroom Assessments and student work samples will also be reviewed in the MTSS process.**
Actions for continuous support and improvement	**The district leadership team will meet quarterly with the school literacy team to review school level data and implementation of strategies.**	• **Monthly grade level meetings to review data and benchmark mastery, plan explicit Tier 1 instruction, plan Tier 2 and Tier 3 interventions** • **Collaborative planning** • **Monthly MTSS meetings** • **The school-based Literacy Leadership Team will conduct classroom visits to provide feedback on implementation on evidence-based instructional strategies.**

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

Based on the 25-26 CERP Reflection Tool, Literacy Coaching is our number one area where improvement is needed. Jefferson County Schools did not have a Literacy Coach last year due to budget cuts, and the administrative team was serving in this role. This year, we will still not have a full-time Literacy Coach; however, we will have one teacher on staff who will receive a supplement to serve in that role part-time, with support from the Assistant Principal of Curriculum. This teacher currently holds an endorsement in literacy coaching, and both members of this team hold their reading endorsements and have previous coaching experience. They will collaborate with the leadership team, interventionists, teachers, and support staff to implement strategies in both the Cognitive Science of Learning, as well as the Science of Reading to improve literacy outcomes for students.

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

The principal and assistant principals will conduct biweekly walkthroughs of classrooms. Administrators will have focused "look-fors" and will utilize FCRR's "School Literacy Walkthrough Tool". Prior to walkthroughs, teachers will be trained on their grade-level specific tool. The administrative team will ensure teachers know these tools are non-evaluative and feedback is meant to guide best practices as outlined by FCRR and

the Florida Department of Education. The administrative team will share feedback with teachers, while also using this, coupled with data, to drive professional development and coaching cycle decisions.

4. **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 principal and assistant principals monitor the collection of student data by ensuring statewide and district assessments are completed within testing windows. The School Assessment Coordinator monitors completion and make-ups of these data collection tools. The administrative team disaggregates the school's data to drive school-wide initiatives, professional development, and to set goals. Teachers are responsible for disaggregating their class data, including benchmark mastery. Grade level meetings are held monthly to discuss findings and target areas of concern, as well as instructional strategies or supports needed to increase student growth and achievement. This data is also used in the MTSS process to monitor if tiered instruction is effective for the student and to problem solve.

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

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

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

☒Yes **☐No**

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

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

The Just Read Florida literacy coach model is communicated to principals through meeting with the administrative team to discuss how they can serve as supports to the coach and interventionists. The reading coach and interventionists will communicate any barriers 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 team regularly visit the school and meet with the literacy team, administrative team members, classroom teachers, and other staff to discuss literacy throughout the school. The team will work together to address any 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 learning based on need?**

The superintendent and his team support the literacy team with selection and acquisition of resources and provision of professional development opportunities. These opportunities include participation in professional development through the PAEC Instructional Coaches Cadre. The literacy team conducts monthly data analysis meetings and works together to understand student and teacher needs and provide supports in these areas (professional development, mentorship, coaching cycles for teachers; resources to provide additional support in the classroom for students). The literacy team also plays a large part in the creation of the School Improvement Plan.

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

The district holds quarterly meetings to discuss how the model is working and what adjustments needs to be made. These meetings include the superintendent, principal, assistant principals, literacy coach, reading interventionists, reading support staff, ELL director, and MTSS coordinator.

7. **How does the district measure the effectiveness of literacy coaches?**

Site administrators monitor the effectiveness of the literacy coach/team through daily interactions, ongoing observation, and formal evaluations. During quarterly meetings data is reviewed to measure the effectiveness of the literacy team. Data reviewed includes classroom walkthroughs, PM and STAR assessments, and/or most recent Lexile levels gained from reading programs.

4) Assessment, Curriculum and Reading Instruction

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

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

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

1. **How does the district's strategic plan align with Florida's Formula for Reading Success for all students, including students with disabilities and students who are English language learners?**

The JCS Strategic Plan is aligned with the Florida's Formula for Reading Success by focusing on closing achievement gaps and ensuring all students receive high-quality, evidence-based reading instruction. The six components of reading will be systematically implemented by core classroom teachers during whole group instruction, utilizing state-approved curriculum. Ongoing, high-quality professional development is provided to all instructional staff to meet the needs of teachers and students.

Jefferson County Schools (JCS) will provide targeted instruction that aligns to the Cognitive Science of Learning as well as the Science of Reading. JCS will use PM data to identify targeted subgroups that may need more support and will use research-based strategies to close the achievement gap in these identified groups.

Students identified as needing additional support based on diagnostic data and ongoing progress monitoring will be referred to the MTSS team. The MTSS team will provide guidance and support in identifying areas of student academic and behavior concerns and will provide guidance for student specific interventions and monitoring student progress. Teams will also work with the ELL coordinator and instructional staff as needed for collaborative problem solving and development of targeted intervention plans.

2. **Describe your public school PreK (VPK, Exceptional Student Education (ESE) and other PreK) program's plan for assessment, standards, instruction and support to meet the needs of all learners.**

Pre-k students will be assessed three times a year. The administration will review fall data with pre-k teachers to plan appropriate instruction based on early childhood standards. Instructional staff will be supported in the use of the district adopted evidence-based curriculum, Creative Curriculum. Students identified with significant deficiencies will be given additional differentiated support. JCS promotes active learning and provides UDL opportunities when possible. Focusing on proven strategies for early childhood engagement is vital to constant improvement. The Creative Curriculum is fully aligned with the Florida Early Learning and Development Standards and serves as the primary curriculum. On-going professional development and continuous virtual support is provided for teachers to ensure success among learners.

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

The Creative Curriculum for Pre-K is research-based and aligned with Florida's Early Learning Standards and the Head Start Framework. It is designed to enhance kindergarten readiness by promoting academic rigor, critical thinking, and essential social-emotional development.

3. **Describe the interventions provided to public school VPK students identified as having a substantial deficiency in early literacy skills as defined in Rule 6A-6.053(5), F.A.C.**

The core classroom teacher will provide targeted small group and/or individual instruction to VPK students identified as having a substantial deficiency in early literacy skills, as determined by screening and progress monitoring data. Instruction will be explicit, systematic, and evidence-based, focusing on foundational literacy components such as phonological awareness, alphabet knowledge, vocabulary development, and oral language skills. The teacher will use differentiated instructional strategies tailored to each student's specific needs with the goal of accelerating progress and closing literacy gaps. These interventions will be

delivered with increased intensity and frequency, and their effectiveness will be regularly evaluated through ongoing data collection and review.

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

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

The Decision Trees must contain the following information:

- Name of each assessment, targeted audience, component(s) of reading assessed, type of assessment, the frequency of data collection and the method and timeframes by which assessment data will be provided to teachers and parents. For students in VPK through grade 10, the FAST must be administered pursuant to s. 1008.25(9)(b), F.S., and included as a component of the Assessment/Curriculum Decision Trees.
- Performance criteria used for decision-making for each assessment at each grade level.
- Evidence-based instructional materials and strategies.
- Specific criteria for when a student is identified to receive intensive reading interventions (Tier 3), what intensive reading interventions will be used, how the intensive reading interventions are provided and assurance that intensive reading interventions are delivered by a teacher who is certified or endorsed in reading or instructional personnel who possess a literacy micro-credential.
- Identification of the multisensory interventions provided to students in grades K-3 who have a substantial deficiency in reading or characteristics of dyslexia, including a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

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

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

Grades VPK-5

1. Grades VPK-5 Assessments

FAST				
Name of the Assessment	**Target Audience**	**What component of reading is assessed?**	**Assessment Type**	**How often is the data collected?**
FAST	☒ VPK	☒ Oral Language	☒ Screening	☒ 3 x Year

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

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

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades PreK-5) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
Renaissance STAR Reading Curriculum Based Measures (CBM)	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☐ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☒ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Renaissance STAR Reading and/or Early Literacy	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students ☐ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☒ Monthly ☐ Quarterly ☐ 3 x Year ☒ Annually ☐ As Needed ☐ Other
McGraw Hill Wonders Reading	☐ VPK ☐ PreK ☒ Grade K	☐ Oral Language ☐ Phonological Awareness	☐ Screening ☒ Progress Monitoring	☐ Weekly ☐ 2 x Month

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades PreK-5) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
Curriculum Unit Assessments	☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students ☐ Select Students	☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Diagnostic ☒ Summative	☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☒ Other: At the end of each completed unit
UFLI Foundation Progress Monitoring Tests	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☐ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☒ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Lexia Core 5	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☒ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☒ Other
Curriculum Associates Magnetic Reading Foundations	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☒ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☒ Other

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades PreK-5) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
	☒ Select Students			

2. Students with a Substantial Deficiency in Reading (Rule 6A-6.053(6), F.A.C.)

Students identified with a substantial deficiency in reading must have an individualized progress monitoring plan that is designed to address the student's specific reading deficiency and that meets the minimum requirements set forth in s. 1008.25(4)(c), F.S. The individualized progress monitoring plan must be developed within forty-five (45) days after the results of the coordinated screening and progress monitoring system become available, and parents must be consulted in the development of the plan.

Students with qualifying disabilities covered by an IEP or a 504 Plan are exempt from the requirement to have a progress monitoring plan, if the IEP or 504 Plan addresses the student's reading deficiency. Nothing in Rule 6A-6.053, F.A.C., should be construed to require or prohibit an IEP or 504 Plan or the contents of the CERP.

A K-3 student is identified as having a substantial deficiency in reading if the student demonstrates through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading; and

- The student is identified as in need of Tier 3 interventions; or
- The student was retained the previous school year; or
- For kindergarten through grade 2, the student scores:
  - Below the tenth (10^{th}) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.; or
  - Level 1 at the end of the year test administration of the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.; or
- For grade 3, the student scores:
  - Below the twentieth (20^{th}) percentile at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.; or
  - Level 1 on the statewide, standardized ELA assessment pursuant to s. 1008.22(3)(a), F.S.

Tier 3 interventions must be provided to students identified as having a substantial reading deficiency.

2a. Describe the district's process (e.g., Multi-Tiered System of Supports (MTSS)) for identifying grades K-3 students in need of Tier 2/Tier 3 interventions.

JCS follows a multi-tiered system of support (MTSS) framework for interventions. The district's process for identifying K-3 students in need of Tier 2 or Tier 3 interventions based on their scores (lowest achievement level/benchmark as identified by STAR Early Literacy, STAR Reading, or FAST) during the universal screening period or progress monitoring administration at any time during the year. Administrators, the literacy coach, and teachers are provided with the CERP Decision Trees to help identify students who are not making adequate progress in Tier 1 instruction and need additional support. Small group instruction and

frequent progress monitoring is provided for students in Tier 2 interventions. If progress is still insufficient, students are referred for more intensive, individualized support (Tier 3). This often involves small group or one-on-one instruction and more frequent monitoring.

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

JCS follows a multi-tiered system of support (MTSS) framework for interventions. The district's process for identifying 4-5 students in need of Tier 2 or Tier 3 interventions based on their scores (lowest achievement level/benchmark as identified by STAR Early Literacy, STAR Reading, or FAST) during the universal screening period or progress monitoring administration at any time during the year. Administrators, the literacy coach, and teachers are provided with the CERP Decision Trees to help identify students who are not making adequate progress in Tier 1 instruction and need additional support. Small group instruction and frequent progress monitoring is provided for students in Tier 2 interventions. If progress is still insufficient, students are referred for more intensive, individualized support (Tier 3). This often involves small group or one-on-one instruction and more frequent monitoring.

3. Students with Characteristics of Dyslexia (Rule 6A-6.053(7), F.A.C.)
Students who have characteristics of dyslexia must be covered by one of the plans described in s. 1008.25(4)(b), F.S., and parents must be consulted in the development of the plan.

3a. Describe the district's process (i.e., actionable steps) for identifying grades K-3 students with characteristics of dyslexia. Tier 3 interventions must be provided to students identified as having characteristics of dyslexia.

The process for identifying K-3 students with characteristics of dyslexia involves analyzing data from diagnostic statewide assessments and state approved curriculum fluency checks. Data from these screenings is reviewed to identify at-risk students. Once flagged for at-risk indicators, students start receiving tiered interventions. After six weeks, student progress is reviewed. If interventions are deemed ineffective, further testing will take place for a possible disability (testing may also take place sooner at the parent's request).

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

STAR CBM and STAR EL.

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

The effectiveness of Tier 1 instruction is monitored through analyzing benchmark data, administrative walkthroughs, non-evaluative walkthroughs, informal and formal observations. The coach and APC will also utilize the School Leader's Literacy Tool "Look Fors" to evaluate the effectiveness of Tier 1 instruction. Using a combination of these tools, the Literacy Leadership Team will come together to develop professional development to address areas of concern. Coaching cycles will also be utilized to ensure effective Tier 1 instructional practices.

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

The effectiveness of Tier 2 interventions is monitored through analyzing benchmark data (small group comparisons as well as small group compared to whole group), administrative walkthroughs, non-evaluative walkthroughs, informal and formal observations. Using a combination of these tools, the Literacy Leadership Team will come together to develop professional development to address areas of concern. The Literacy Leadership Team will also ensure all intervention material is research-based and state approved. Coaching cycles will also be utilized to ensure the effectiveness of Tier 2 interventions. Students with a Tier 2 placement will be monitored through monthly STAR assessments. These assessments will allow the literacy team to monitor the effectiveness of the interventions provided and/or make decisions on student academic needs.

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

The effectiveness of Tier 3 interventions is monitored through analyzing benchmark data (targeted student comparison to the small group and whole group to analyze growth and progress), administrative walkthroughs, non-evaluative walkthroughs, informal and formal observations. Using a combination of these tools, the Literacy Leadership Team will come together to develop professional development to address any areas of concern. The Literacy Leadership Team will also ensure all intervention material is research-based and state approved. Coaching cycles will also be utilized to ensure the effectiveness of Tier 3 interventions. In addition, Tier 3 placement will require a student to be monitored more often through STAR CBM. Grades 2-5 will also utilize the UFLI Foundations Placement Test for diagnostic purposes to ensure interventions are aligned to student needs.

Grades K-5 Decision Tree

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

Tier 1 (Core) Only

Beginning of Year Data

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

Grades K-2
Prior Year FAST ELA Reading PM3: Level 3 or above
AND
Current FAST ELA Reading PM 1: 25th percentile or above

Grades 3-5
Prior year FAST ELA Reading PM3: Level 3 or above
AND
Current FAST ELA Reading PM1: 25th percentile or above
OR
Current STAR Reading 25th percentile or above

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

80% of students scoring Level 3 or above in FAST PM3; 80% of students scoring 50 or above on STAR SGP measure; 80% of students scoring At or Above District Benchmark on STAR progress monitoring assessments.

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

Name of Program	Year of Program Adoption
McGraw Hill Wonders	2024-2025
UFLI Foundations (phonics supplement)	2024

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

Data used to determine the addition of Tier 2 interventions may include:
FAST PM2 24th percentile or below; below 50 Student Growth Percentile in STAR, scoring categories of "On Watch" or "Intervention" on Renaissance STAR progress monitoring assessments; consistently averaging 70% or lower on classroom reading assessments.

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

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

Grades K-5
Prior year FAST ELA Reading PM3: Level 2
AND
Current FAST ELA Reading PM1: 11th-24th percentile

Number of times per week interventions are provided: Three times a week

Number of minutes per intervention session: 15-30 minutes

Supplemental Instruction/Interventions
Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Lexia Core 5	Moderate	
UFLI Foundations	State Approved Intervention List	

Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Unique Learning System (students on ACCESS)		Unique Learning Systems does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades) Provide

		intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. (strong evidence). This recommendation was built into the program through lesson design focused on explicit and systematic instruction in order to meet individualized student goals. The district will support and monitor implementation of this instructional practice through professional learning, progress monitoring data, and IEP Goal reviews.
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Lexia English	Moderate	

For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided.
Jefferson County Schools uses FCRR Student Center multisensory activities that support phonemic awareness, spelling, word study, fluency and comprehension. Additionally, JCS uses UFLI Foundations which incorporates awareness of articulatory gestures, manipulative letters and visual supports.

Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year:
Data used to determine the addition of Tier 3 interventions include:
FAST PM2 10th percentile or below (3rd grade 20th percentile or Level 1 on FAST ELA PM1 or PM2), performing on average 50% or lower on classroom assessments, below 35 SGP in STAR, scoring categories of "Intervention" or "At Risk" in STAR CBM, 10th percentile or below on STAR Progress Monitoring assessments.

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:
Student was retained in the previous school year.
Student scores Level 1 on FAST ELA PM1
Student performs on average 50% or lower on classroom assessments
Student scores "Intervention" or "At Risk" on STAR CBM
Student is below 35 SGP in STAR

Grades K-2
Prior Year FAST ELA Reading PM3 Level 1 or 2
AND
Current FAST ELA Reading PM 1: 10th percentile or below OR is unable to complete the practice items.

Grade 3
Prior Year FAST ELA Reading PM3 Data Level 1 or 2
AND
Current FAST ELA Reading PM1: 20th percentile or below OR Current STAR Reading 10th percentile or below.

Grades 4-5
Promoted for Good Cause to 4th grade the previous year
OR

Prior Year FAST ELA Reading PM3: Level 1 or 2
AND
Current FAST ELA Reading PM1: 10th percentile or below
OR
Current STAR Reading 10th percentile or below

Number of times per week interventions are provided: Five days a week

Number of minutes per intervention session: 30 minutes

Intensive, Individualized Instruction/Interventions
Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	ESSA Evidence Level	Verbiage (as needed)
UFLI Foundations Specified Lessons	State Approved Intervention List	
Lexia Core5 Teacher Led Lessons	Moderate	
Curriculum Associates Magnetic Reading Foundations, Florida BEST Standards Edition	Moderate	

Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Unique Learning System (students on ACCESS) - Teacher Led Small Group Lessons		Unique Learning Systems does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades) Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. (strong evidence). This recommendation was built into the program through lesson design focused on explicit and systematic instruction in order to meet individualized student goals. The district will support and monitor implementation of this instructional practice through professional learning, progress monitoring data, and IEP Goal reviews.

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Lexia English- Teacher Led Small Group Lessons	Moderate	

For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided.
Jefferson County Schools uses FCRR Student Center multisensory activities that support phonemic awareness, spelling, word study, fluency and comprehension. Additionally, JCS uses UFLU Foundations which incorporates awareness of articulatory gestures, manipulative letters and visual supports.

7. Summer Reading Camps (Rule 6A-6.053(8), F.A.C.)

Requirements of Summer Reading Camps pursuant to s. 1008.25(8), F.S., include:

- Providing instruction to grade 3 students who score Level 1 on the statewide, standardized ELA assessment;
- Implementing evidence-based explicit, systematic and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension; and
- Providing instruction by a highly effective teacher endorsed or certified in reading.
  - *Note: Instructional personnel who possess a literacy micro-credential **may not** be assigned to these students.*

7a. Provide a description of the district's plan to meet each requirement for Summer Reading Camps required by s. 1008.25(8), F.S. As a reminder, instructional personnel providing services to retained third grade students, including those attending Summer Reading Camp, must be certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S.

Summer Reading Camps for Retained Grade 3 Students
Schedule: June 1-24, 2027; Monday-Thursday from 8:00AM to 1:00PM
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): Curriculum Associates Magnetic Reading Foundations, Florida BEST Standards Edition
Alternative Assessment Used: Renaissance STAR Reading
Additional Information (optional):

7b. Districts have the option of providing Summer Reading Camps to students in grades K-5 with a reading deficiency.

Summer Reading Camps for Students in Grades K-5
Will the district implement this option? ☐**Yes** ☒**No**
If yes, please describe the grade level(s) that will be invited to participate.

Grades 6-8

8. Grades 6-8 Assessments

FAST				
Name of the Assessment	**Target Audience**	**What component of reading is assessed?**	**Assessment Type**	**How often is the data collected?**
FAST ELA Reading	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

Indicate in the chart below the assessment(s) used to guide instructional decision-making for grades 6-8 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades 6-8) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
Savvas My Perspectives	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☒ Other: At the end of each completed unit
Beable	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Student	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☒ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other:
STAR Reading	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ All Students ☐ Select Student	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☒ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other:
Lexia PowerUp	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☐ Oral Language ☐ Phonological Awareness	☐ Screening ☒ Progress Monitoring	☒ Weekly ☐ 2 x Month ☐ Monthly

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades 6-8) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
	☐ All Students ☒ Select Student	☒ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Diagnostic ☐ Summative	☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other:
Renaissance STAR Curriculum-Based Measures (CBM)	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Student	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☒ Annually ☒ As Needed ☐ Other:

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

JCS follows a multi-tiered system of support (MTSS) framework for interventions. The district's process for identifying 6-8 students in need of Tier 2 or Tier 3 interventions is based on their scores on FAST during the universal screening period or progress monitoring administration at any time during the year. Administrators, the literacy coach, and teachers are provided with the CERP Decision Trees to help identify students who are not making adequate progress in Tier 1 instruction and need additional support. Small group instruction and frequent progress monitoring is provided for students in Tier 2 interventions. If progress is still insufficient, students are referred for more intensive, individualized support (Tier 3). This often involves small group or one-on-one instruction and more frequent monitoring.

10. For grades 6-8, what processes and procedures are in place to identify and solve problems to improve the effectiveness of Tier 1 instruction?

The effectiveness of Tier 1 instruction is monitored through analyzing FAST and benchmark data, administrative walkthroughs, non-evaluative walkthroughs, informal and formal observations. The coach and APC will also utilize the School Leader's Literacy Tool "Look Fors" to evaluate the effectiveness of Tier 1 instruction. Using a combination of these tools, the Literacy Leadership Team will come together to develop professional development to address areas of concern. Coaching cycles will also be utilized to ensure effective Tier 1 instructional practices.

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

The effectiveness of Tier 2 interventions is monitored through analyzing benchmark data (small group comparisons as well as small group compared to whole group), administrative walkthroughs, non-evaluative walkthroughs, informal and formal observations. Using a combination of these tools, the Literacy Leadership Team will come together to develop professional development to address areas of concern. The Literacy Leadership Team will also ensure all intervention material is research-based and state approved. Coaching cycles will also be utilized to ensure the effectiveness of Tier 2 interventions. Students with a Tier 2 placement will be monitored through monthly STAR assessments. These assessments will allow the literacy team to monitor the effectiveness of the interventions provided and/or make decisions on student academic needs.

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

The effectiveness of Tier 3 interventions is monitored through analyzing benchmark data (targeted student comparison to the small group and whole group to analyze growth and progress), administrative walkthroughs, non-evaluative walkthroughs, informal and formal observations. Using a combination of these tools, the Literacy Leadership Team will come together to develop professional development to address any areas of concern. The Literacy Leadership Team will also ensure all intervention material is research-based and state approved. Coaching cycles will also be utilized to ensure the effectiveness of Tier 3 interventions. In addition, Tier 3 placement will require a student to be monitored more often through monthly STAR assessments, as well as Beable Lexile Placement measures.

Grades 6-8 Decision Tree	
Tier 1 (Core) Only	
Beginning of Year Data	
Students must meet the following criteria at the beginning of the school year: Prior year FAST ELA Reading PM3: Level 3 or above AND Current FAST ELA Reading PM1: 25th percentile or above.	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Performance criteria may include: 80% of student scoring Level 3 or above on FAST PM3, 80% of students showing mastery of grade level benchmarks according to myPerspectives assessments.	
Core Instruction **Indicate the core instructional materials utilized. Add additional rows as needed.**	
Name of Program	**Year of Program Adoption**
Savvas Learning Company LLC- myPerspectives Florida English Language Arts	2024
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Data used to determine the addition of Tier 2 may include: FAST 24th percentile or below; consistent performance below 70% on BEST standards aligned classroom assessments.	

Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: Prior year FAST ELA Reading PM3: Level 2 AND Current year FAST ELA Reading PM1: 11th-24th percentile		
Number of times per week interventions are provided: 3 times a week **Number of minutes per intervention session:** 15-30 minutes **Course(s) where interventions take place:** M/J Intensive Reading I, II, and III		
Supplemental Instruction/Interventions **Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.**		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Lexia PowerUp: Teacher led lessons	Promising	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Unique Learning System (students on ACCESS)		Unique Learning Systems does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades) Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. (strong evidence). This recommendation was built into the program through lesson design focused on explicit and systematic instruction in order to meet individualized student goals. The district will support and monitor implementation of this instructional practice through professional learning, progress monitoring data, and IEP Goal reviews.
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Lexia English	Moderate	

Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Data used to determine the addition of Tier 3 instruction may include: FAST 10th percentile or below, consistent performance below 50% on BEST standards aligned classroom assessments; student performance falls to "Intervention" on monthly STAR Assessments.		
Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: Prior year FAST ELA Reading PM3: Level 1 AND Current year FAST PM1: 10th percentile and below		
Number of times per week interventions are provided: 5 times per week **Number of minutes per intervention session:** 30 minutes **Course(s) where interventions take place:** Intensive Reading I, II, and III		
Intensive, Individualized Instruction/Interventions **Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.**		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Beable Career-Connected Literacy: Teacher led supports	Promising	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Unique Learning System (students on ACCESS) - Teacher Led Small Group Lessons		Unique Learning Systems does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades) Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. (strong evidence). This recommendation was built into the program through lesson design focused on explicit and systematic instruction in order to meet individualized student goals. The district will support and monitor implementation of this instructional practice through professional

		learning, progress monitoring data, and IEP Goal reviews.
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Lexia English- Teacher Led Small Group Lessons	Moderate	

Grades 9-12

13. Grades 9-12 Assessments

FAST				
Name of the Assessment	**Target Audience (Grades 9-12)**	**What component of reading is assessed?**	**Assessment Type**	**How often is the data collected?**
FAST ELA Reading	☒ Grade 9 ☒ Grade 10	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

Indicate in the chart below the assessment(s) used to guide instructional decision-making for grades 9-12 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades 9-12) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
Savvas myPerspectives	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☒ Other: Other: At the end of each completed unit
Beable Career-Connected Literacy: Teacher led supports	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☒ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
STAR Reading	☒ Grade 9	☐ Oral Language	☐ Screening	☐ Weekly

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades 9-12) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
	☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☒ All Students ☐ Select Students	☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ 2 x Month ☒ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Lexia PowerUp	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☒ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
FAST Retakes, ACT, SAT, CLT	☐ Grade 9 ☐ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other

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

JCS follows a multi-tiered system of support (MTSS) framework for interventions. The district's process for identifying 9-12 students in need of Tier 2 or Tier 3 interventions is based on their scores on FAST and concordant measures during the universal screening period or progress monitoring administration at any time during the year. Administrators, the literacy coach, and teachers are provided with the CERP Decision Trees to help identify students who are not making adequate progress in Tier 1 instruction and need additional support. Small group instruction and frequent progress monitoring is provided for students in Tier 2 interventions. If progress is still insufficient, students are referred for more intensive, individualized support (Tier 3). This often involves small group or one-on-one instruction and more frequent monitoring.

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

The effectiveness of Tier 1 instruction is monitored through analyzing FAST and benchmark data, administrative walkthroughs, non-evaluative walkthroughs, informal and formal observations. The coach and APC will also utilize the School Leader's Literacy Tool "Look Fors" to evaluate the effectiveness of Tier 1 instruction. Using a combination of these tools, the Literacy Leadership Team will come together to develop professional development to address areas of concern. Coaching cycles will also be utilized to ensure effective Tier 1 instructional practices.

16. **For grades 9-12, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?**

The effectiveness of Tier 2 interventions is monitored through analyzing benchmark data (small group comparisons as well as small group compared to whole group), administrative walkthroughs, non-evaluative walkthroughs, informal and formal observations. Using a combination of these tools, the Literacy Leadership Team will come together to develop professional development to address areas of concern. The Literacy Leadership Team will also ensure all intervention material is research-based and state approved. Coaching cycles will also be utilized to ensure the effectiveness of Tier 2 interventions. Students with a Tier 2 placement will be monitored through monthly STAR assessments. These assessments will allow the literacy team to monitor the effectiveness of the interventions provided and/or make decisions on student academic needs.

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

The effectiveness of Tier 3 interventions is monitored through analyzing benchmark data (targeted student comparison to the small group and whole group to analyze growth and progress), administrative walkthroughs, non-evaluative walkthroughs, informal and formal observations. Using a combination of these tools, the Literacy Leadership Team will come together to develop professional development to address any areas of concern. The Literacy Leadership Team will also ensure all intervention material is research-based and state approved. Coaching cycles will also be utilized to ensure the effectiveness of Tier 3 interventions. In addition, Tier 3 placement will require a student to be monitored more often through monthly STAR assessments, as well as Beable Lexile Placement measures.

Grades 9-12 Decision Tree
Tier 1 (Core) Only
Beginning of Year Data
Students must meet the following criteria at the beginning of the school year: Prior year FAST ELA Reading PM3: Level 3 or above (Grades 9-12) AND Current FAST ELA Reading PM1: 25th percentile or above (Grades 9-10) OR Scores above "Intervention" on the Renaissance STAR Reading Assessment

List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.
Performance criteria may include: 80% of student scoring Level 3 or above on FAST PM3, 80% of students showing mastery of grade level benchmarks according to myPerspectives assessments.

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

Name of Program	Year of Program Adoption
Savvas Learning Company LLC: My Perspectives Florida English Language Arts	2024

Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year:
Data used to determine the addition of Tier 2 may include:
FAST 24th percentile or below; consistent performance below 70% on BEST standards aligned classroom assessments.

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

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

Grades 9&10:
Prior year FAST ELA Reading PM3: Level 2
AND
Current year FAST ELA Reading PM1: 11th-24th percentile

Grades 11&12:
Prior year FAST ELA Reading PM3: Level 2
AND
Student has not yet received a concordant score on standardized college entrance exams

Number of times per week interventions are provided: Three times a week

Number of minutes per intervention session: 30 minutes

Course(s) where interventions take place: English I-IV

Supplemental Instruction/Interventions
Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Lexia PowerUp: Teacher led lessons	Promising	

Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.

Students with Disabilities		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Unique Learning System (students on ACCESS)		Unique Learning Systems does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades) Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. (strong evidence). This recommendation was built into the program through lesson design focused on explicit and systematic instruction in order to meet individualized student goals. The district will support and monitor implementation of this instructional practice through professional learning, progress monitoring data, and IEP Goal reviews.
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Lexia English	Moderate	

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

Data used to determine the addition of Tier 3 instruction may include:
FAST 10th percentile or below, consistent performance below 50% on BEST standards aligned classroom assessments; student performance falls to “Intervention” on monthly STAR Assessments.

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: **Grades 9&10:** Prior year FAST ELA Reading PM3: Level 1 AND Current year FAST ELA Reading PM1: 10th percentile **Grades 11&12:** Prior year FAST ELA Reading PM3: Level 1 AND Student has not yet received a concordant score on standardized college entrance exams		
Number of times per week interventions are provided: Five times a week **Number of minutes per intervention session:** 30 minutes **Course(s) where interventions take place:** Intensive Reading I-IV		
Intensive, Individualized Instruction/Interventions **Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.**		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Beable Career-Connected Literacy: Teacher led supports	Promising	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Unique Learning System (students on ACCESS) - Teacher Led Small Group Lessons		Unique Learning Systems does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades) Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. (strong evidence). This recommendation was built into the program through lesson design focused on explicit and systematic instruction in order to meet individualized student goals. The district will

		support and monitor implementation of this instructional practice through professional learning, progress monitoring data, and IEP Goal reviews.
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Lexia English- Teacher Led Small Group Lessons	Moderate	

5) Professional Learning (Rule 6A-6.053(9)(b)3.g.—k., F.A.C.)

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

- Provide professional learning required by ss. 1012.585(3)(f) and 1012.98(5)(b)11., F.S., which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary and text comprehension strategies into an explicit, systematic and sequential approach to reading instruction, including multisensory intervention strategies;
- Provide professional learning in B.E.S.T. ELA Standards and evidence-based reading practices and programs;
- Provide professional learning to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction;
- Differentiate and intensify professional learning for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional learning.

Provide the Name of Professional Learning, Target Audience and Description. Add additional rows as needed.

Name of Professional Learning	Target Audience	Description
Standards-based teaching: Using the ELA BEST Standards to Guide Instruction	All	Ongoing standards-based training on the ELA BEST standards will be provided throughout the school year, to include weekly grade level meetings, monthly collaborative vertical planning meetings, and opportunities for teachers to participate in grade level/content specific training provided by PAEC, FCRR, and the Regional Literacy Director.
UFLI Foundations	VPK-2 (3-5 tiered support)	Science of Reading and explicit instruction supporting phonological awareness, phonics, and fluency. Teacher leaders will host refresher training and serve as model classrooms. Mentor teachers will also provide support for beginning teachers.
Wonders	K-5	Refresher on using the Wonders curriculum and alignment to the benchmarks. Training on new pacing guides. Mentor teachers will

		serve as model classrooms for beginning teacher support.
myPerspectives	6-12	Refresher on using the Wonders curriculum and alignment to the benchmarks. Training on new pacing guides. Mentor teachers will serve as model classrooms for beginning teacher support.
Make Learning Stick: The Cognitive Science of Learning	All	School-wide focus for the year. APC will provide ongoing training to staff on brain research and research-based instructional strategies the administration team learned at the Bureau of School Improvement and PAEC Conferences.
Reading Endorsement Competencies	All	JCS will participate in the Literacy Cadre Trainer program offered by FCRR/FDOE. Through this commitment, JCS will be able to provide a reading endorsement pathway to a cohort of teachers.

Instructional Personnel and Certified PreK Teachers

Describe how professional learning is provided to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential or credentials, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction.

Professional learning is provided through a comprehensive, multi-tiered system that supports instructional personnel and certified PreK teachers funded in the FEFP in earning certifications, credentials, endorsements, and advanced degrees in scientifically researched and evidence-based reading instruction. This includes professional learning opportunities through PAEC such as coursework aligned with reading endorsement competencies, online and in person training modules, and aligning partnerships with institutions of higher education that offer advanced degrees in reading educations. Teachers are also supported through ongoing coaching, professional learning communities, and mentoring by literacy specialists.

Differentiated Professional Learning

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

Jefferson County Schools uses a variety of progress monitoring data to include, but not limited to, FAST PM data, monthly STAR Assessments, STAR CBMs, and classroom assessment data, and classroom observations/walkthroughs to identify grade levels, teams, or teachers in need of additional support. Data from student assessment are also used to identify trends, and pinpoint targeted areas of improvement, such as phonemic awareness, fluency, vocabulary, and/or comprehension. Professional learning is differentiated through a higher tiered coaching cycle, data-driven reflections, one-on-one support, modeling, collaborative lesson planning, and workshops. Professional learning sources include teacher leaders/mentors, the literacy coach, administrative team, PAEC, FCRR, and the Regional Literacy Coach. Outcomes of growth and improvement are monitored through observation data and student progress monitoring data.

Mentor Teachers

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

Mentor teachers are identified based on strong instructional practices, leadership qualities, a proven understanding of evidence-based literacy practices. Evaluations, student achievement and growth data, and VAM scores are also used to identify mentor teachers. School and district leadership collaborate to analyze this data and select mentors who exemplify best practices and are skilled in supporting adult learners. Once identified, these mentor teachers receive additional training in coaching and adult learning strategies.

Model classrooms are designated based on state assessment scores, demonstrated effectiveness in literacy instruction aligned to state standards, and a commitment to continuous improvement. These classrooms serve as a resource for peer observation, professional development, and collaborative learning. Teachers visiting model classrooms are encouraged to reflect on their own practices and engage in follow up discussion to support instructional growth. This system fosters a culture of shared learning, continuous improvement, and instructional excellence across the school.

Professional Learning Time

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

Time is intentionally built into the school schedule to ensure teachers can meet weekly for professional learning. This is achieved through designated common planning periods and scheduled professional learning communities. This support is documented and monitored through sign in sheets and professional development agendas. This consistent, protected time allows for ongoing reflection, collaboration, and professional growth that directly supports student achievement.

6) Tutoring Programs to Accelerate Literacy Learning (Rule 6A-6.053(9)(b)3.b., F.A.C.)

Describe any tutoring programs available within your district and include targeted grade levels (e.g., Reading Achievement Initiative for Scholastic Excellence (RAISE) High School Tutoring). Add additional rows as needed.

Name of Tutoring Program	Target Audience	Description
Boys and Girls Club	K-10	After school tutoring

7) Family Engagement (Rule 6A-6.053(9)(b)3.p., F.A.C.)

In accordance with the list outlined in s. 1008.25(5)(d), F.S., describe the district's plan for immediately notifying parents of students identified with a substantial deficiency in reading.

Jefferson County Schools notifies the legal guardians in writing when a student exhibits a substantial deficiency in reading. Following state guidelines, an information letter is sent home with students, and a read-at-home plan is provided. Legal guardian contact is documented in the FOCUS student information system, as well as monthly monitoring communication.

Describe the literacy partnerships or programs the district utilizes to increase support for families to engage in literacy activities and reading at home (e.g., New Worlds Reading Initiative).

- Panhandle Area Educational Consortium (PAEC) provides resources to help parents support their children's post-secondary success.
- New Worlds Reading Initiative

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

Describe how the district prioritizes the assignment of highly effective teachers, as identified in s. 1012.34(2)(e), F.S., from kindergarten to grade 2.

School administrators, along with Human Resources, collaborate to use teacher evaluation data, student achievement data, and school needs assessments to make strategic staffing decisions for K-2 classrooms. The district also focuses on recruitment efforts and placement of teachers that prioritize early childhood and primary educators with a strong highly effective rating.

9) Assurances (Rule 6A-6.053(9)(b)2., F.A.C.)

District CERP Assurances: Initial next to each assurance (a.—i.). The [Local Educational Agency Chief Executive Officer, or his/her authorized representative] assures the following:

Initials	Assurance
	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that include phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
	b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of s. 1008.25(4)(c), F.S., to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with Rule 6A-6.053(6)(c), F.A.C.
	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S. All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
	f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.
	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

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