

Jackson County School Board



2021-22 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, email address, position title, and job duties/responsibilities for each member of the district reading team.

Contact	Name, Title, Email, Phone
Main District Reading Contact	Addison, Cathi District Secondary ELA Content Specialist cathi.addison@jcsb.org 850-482-1310 Ext. 350
Professional Development	Pilcher, Carolyn Director of Professional Development carolyn.pilcher@jcsb.org 850-482-1200
Data Element	See, Jennifer Director of MIS jennifer.see@jcsb.org 850-482-1200
Summer Reading Camp	Pilcher, Carolyn Director of Elementary Education carolyn.pilcher@jcsb.org 850-482-1200
Third Grade Promotion	Pilcher, Carolyn Director of Elementary Education carolyn.pilcher@jcsb.org 850-482-1200
Secondary ELA	Addison, Cathi District ELA Content Specialist, Secondary cathi.addison@jcsb.org 850-482-1310
Elementary English Language Arts (ELA)	King, Stephanie District ELA Content Specialist, Elementary stephanie.king@jcsb.org 850-482-1310
Reading Endorsement	Pilcher, Carolyn Director of Professional Development carolyn.pilcher@jcsb.org 850-482-1200
Assessment	Kent, Laura Director of Student Services laura.kent@jcsb.org 850-482-1200

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.

District ELA content specialists and/or members of the District Instructional Leadership Team will facilitate meetings with stakeholders to provide an overview of Jackson District's key components. Overviews will occur as follows:
Administrators—July principals' meeting

Teachers---August PD

Other District Personnel (RtI Specialist, ESE Specialists, etc.) ---August PD

Parents and Community: Post plan on district website for all stakeholders, including parents to access. In addition, share plan with school's SAC committee.

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 46%

Goal for Plan Year

Kindergarten - % of Students "Ready" on FLKRS 50%

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

Pre-K personnel are part of our BEST ELA Standards Implementation Team, and Pre-K teachers will receive PD on kindergarten readiness skills as well as training on the crosswalk between the Florida Early Learning and Developmental Standards PreK to the ELA BEST Standards for Kindergarten.

Statewide English Language Arts Standardized Assessment:

Grade	Previous School Year % of Students Scoring					Goal for Plan Year % of Students Scoring				
	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5
3	17	22	36	21	4	12	17	41	26	9
4	17	24	27	25	8	12	19	32	30	13
5	19	30	26	16	8	14	25	31	21	13
6	19	28	27	19	7	14	23	32	24	12
7	21	30	25	17	8	16	25	30	22	13
8	27	24	28	13	8	22	19	33	18	13
9	18	26	29	20	7	13	21	34	25	12
10	27	31	21	16	6	22	26	26	21	11

Include additional literacy goals based on screening, progress monitoring, and/or district summative assessments. At a minimum, include specific goals for K-2 students.

Example: For each grade, K-2, increase the percentage of students currently scoring at or above grade level on (the approved district progress monitoring assessment) by 5% this year, from (60%) to (65%).

For each grade, K-2, increase the percentage of students currently scoring at or above grade level on the STAR Early Literacy (K) and STAR by 5% during the 2021-2022 school year (from PM1 to PM3).

District Budget for Research-Based Reading Instructions Allocation

Budget

1	Research-Based Reading Instruction Allocation	\$0.00
2	Estimated proportional share distributed to district charter	\$0.00
3	Reading coaches assigned to elementary schools	\$0.00
4	Reading coaches assigned to secondary schools	\$0.00
5	Intervention teachers assigned to elementary schools	\$0.00
6	Intervention teachers assigned to secondary schools	\$0.00
7	Supplemental materials or interventions for elementary schools	\$0.00
8	Supplemental materials or interventions for secondary schools	\$0.00
9	Intensive interventions for elementary students reading below grade level	\$0.00
10	Intensive interventions for secondary students reading below grade level	\$0.00
11	Professional development	\$0.00
12	Helping teachers earn the reading endorsement	\$0.00
13	Summer reading camps	\$0.00
14	Additional hour for 300 lowest-performing elementary schools	\$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.

All of the reading allocation funds are being used to fund K-3 intervention teachers as well as summer reading camp.

School Literacy Leadership Teams

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

April Principals Meeting

July Principals Meeting

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

District Instructional Leadership Team POC:

Stephanie King—Elementary

Cathi Addison--Secondary

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

District Instructional Leadership Team POC:

Stephanie King—Elementary

Cathi Addison--Secondary

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.

Since Jackson will be adopting new English Language Arts instructional materials and reading remediation materials, PD will focus on training teachers to effectively use these new resources with fidelity to provide integrated explicit, systematic, sequential, reading instruction, which includes all reading components and includes multi-sensory intervention strategies. Initial PD will be provided by publishers and supported by district specialists.

In addition, BEST ELA Standards K-2 Implementation Professional Development will focus on best practices for integrating phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies into explicit, systematic, and sequential reading instruction.

Additional differentiated PD will be provided quarterly by district specialists based on progress monitoring data.

Literacy Leadership Teams will serve as vehicles for identifying mentor teachers and establishing model classrooms at each school.

Principals will develop schedules for weekly PLCs.

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. Include who at the district is responsible for monitoring professional development requirements and ensuring compliance.

How are professional development requirements communicated to principals?

Monthly Principals Meetings (May and July and as needed)
Email notifications

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

Carolyn Pilcher, Director of Professional Development

Charter Schools

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

No

Literacy Coaches

Literacy Coaches - Part A

If the funding of literacy coaches is part of the reading allocation budget, literacy coaches must be assigned to schools determined to have the greatest need based on student performance data in reading. Districts must use the Just Read, Florida! 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.

Not applicable

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?

No

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?

N/A

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?

N/A

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

N/A

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

N/A

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

N/A

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. 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. 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?
FSA	3-12	Screener, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Annually
STAR Early Literacy	K-1	Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Vocabulary, Comprehension	3 x A Year
STAR Reading	2-12	Progress Monitoring, Diagnostic	Phonics, Fluency, Vocabulary, Comprehension	Monthly, 3 x A Year
i-Ready	2-5	Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Vocabulary, Comprehension	3 x A Year
District Developed Assessment	6-12	Diagnostic, Summative	Vocabulary, Comprehension	3 x A Year
	As needed	Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	

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?

District Instructional Leadership Team

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

Instructional walkthroughs will be conducted by district and school personnel to ensure all instruction in foundational skills is systematic, explicit and evidence-based.

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

School personnel will refer to the Jackson's CERP Decision Trees and MTSS Handbook to determine appropriate tier placement within the MTSS/Rtl process.

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

Literacy Leadership Team membership will represent all content areas. Literacy instruction in the content areas will be an area of concern addressed by these PLCs.

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

Concerns will be communicated during monthly principals' meetings and data meetings (chats).

District-Level Monitoring - Part C

Districts must annually evaluate the implementation of their K-12 Reading plan. The evaluation must:

- Analyze elements of the district's plan, including leadership, assessment, curriculum, instruction, intervention, professional development and family engagement;
- Include input from teachers, literacy coaches and administrators at the school level; and
- Identify elements in need of improvement and strategies to increase literacy outcomes for students.

Describe the district's plan to meet each requirement above. Include a description of how the district will use the evaluation to improve implementation of the district's plan for the following school year to increase student achievement.

The CERP Reflection Tool will be used to analyze integral elements of Jackson's K-12 reading plan: Leadership, assessment, curriculum, instruction, intervention, professional development and family engagement as well as to determine elements in need of improvement and strategies to increase literacy outcomes for students. Input from teachers and administrators at the school level will be collected through an online survey (Google Forms or Survey Monkey) and included in the analysis.

Self Reflection Tool

Districts must upload their evaluation of the District K-12 Comprehensive evidence-Based Reading Plan.

The district must use the evaluation to improve implementation of the district's plan for the following school year to increase student achievement.

The following documents were submitted as evidence for this section:

No files were uploaded

School-Level Monitoring of Plan Implementation

School-level 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?

District will provide a School CERP Implementation Reflection Tool for quarterly deliberation to ensure school level compliance. This will be submitted to District Instructional Leadership Team--POC Stephanie King, elementary; Cathi Addison, secondary.

Who at the district level supports effective implementation?

District Instructional Leadership Team

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

District Instructional Leadership Team will compile quarterly checklist results to determine next steps (i.e., professional development needs, topics for discussion at monthly principals meetings).

Weekly reading walkthroughs - Part B

What process is in place to ensure effective implementation?

The district will provide a walkthrough form. Results will be reported as part of the School CERP Implementation Reflection Tool.

Who at the district level supports effective implementation?

District Instructional Leadership Team

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

District Instructional Leadership Team will compile quarterly checklist results to determine next steps (i.e., professional development needs, topics for discussion at monthly principals meetings).

Use of data to determine interventions - Part C

What process is in place to ensure effective implementation?

District will provide a School CERP Implementation Reflection Tool for quarterly deliberation to ensure school level compliance. This will be submitted to District Instructional Leadership Team--POC Stephanie King, elementary; Cathi Addison, secondary.

Who at the district level supports effective implementation?

District Instructional Leadership Team

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

District Instructional Leadership Team will compile quarterly checklist results to determine next steps (i.e., professional development needs, topics for discussion at monthly principals meetings).

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.

Students identified as having a substantial reading deficiency will receive intensive, explicit instruction in all areas of reading. Differentiated instruction will be based upon results from the iReady Diagnostic Assessment, STAR Assessment, and the Wonders Diagnostic Assessment.

Materials used include:

Lexia Core 5

<https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/274>

Wonders, McGraw Hill Intervention Guide

<https://www.edreports.org/reports/overview/reading-wonders-2017>

Open Court Intervention Lessons: https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_opencourt_081412.pdf

I-Ready Tools for Instruction- Teacher Directed Lessons

iReady Teacher Toolbox (Ready Materials)

www.CurriculumAssociates.com/i-Ready-Research

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

Will the district implement this option?

Yes

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

Students identified as having a substantial reading deficiency will receive intensive, explicit instruction in all areas of reading. Differentiated instruction will be based upon results from the iReady Diagnostic Assessment, STAR Assessment, and the Wonders Diagnostic Assessment.

Materials used include:

Lexia Core 5

<https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/274>

Wonders, McGraw Hill Intervention Guide

<https://www.edreports.org/reports/overview/reading-wonders-2017>

Open Court Intervention Lessons: https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_opencourt_081412.pdf

I-Ready Tools for Instruction- Teacher Directed Lessons

iReady Teacher Toolbox (Ready Materials)

www.CurriculumAssociates.com/i-Ready-Research

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.)

13

Students who demonstrate a reading deficiency in grades K-2

47

Students who score Level 1 in grades 4-5

13

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.)

41%

Students who demonstrate a reading deficiency in grades K-2

57%

Students who score Level 1 in grades 4-5

50%

Parent Support through a Read-At-Home Plan

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. In addition, include who at the district is responsible for supporting and monitoring implementation.

Students identified as having a substantial deficiency in reading are provided with a letter explaining strategies, tools, and websites to use at home to increase students' reading ability. In addition, parents are given login information, as well as instructions, to programs such as iReady and Lexia that may be used at home. Carolyn Pilcher, Director of Elementary Education, is responsible for supporting and monitoring implementation.

Who at the district is responsible for monitoring this requirement?

Carolyn Pilcher, Director of Elementary Education

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?

Review requirement with principals;

Professional Development for new principals;

Provide teachers with model of instruction, curriculum maps, and Professional Development

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

District Instructional Leadership Team

Director of Elementary Education

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?

Training provided for newly adopted curriculum materials.

Training provided for ELA B.E.S.T. Standards.

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

District Instructional Leadership Team

Principals

Elementary ELA Content Specialist

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

How does the district support and monitor implementation?

Provide teachers with model of instruction, curriculum maps, and Professional Development

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

District Instructional Leadership Team

Principals

Elementary ELA Content Specialist

Florida's Revised Formula For Success - Part B

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

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
- **Four types of classroom assessments:** screening, progress monitoring/formative assessment, diagnosis, 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, and differentiated instruction; 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);
- **Immediate 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 feedback; and occurs in addition to core instruction; and
- **Immediate intensive intervention (Tier 3):** is provided to students identified as having a substantial deficiency in reading; 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 1008.25(4)(c), F.S., students identified with a substantial reading deficiency must be covered by a federally required student plan, such as an IEP or an individualized progress monitoring plan and receive intensive interventions from teachers who are certified or endorsed in reading.

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

District Assessment/Curriculum Decision Trees have been developed in accordance with Florida's Revised Formula for Success.

How does the district support and monitor implementation?

District provides orientation and professional development; School CERP Implementation Reflection Tool analysis as well as school visits/observations

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

District Instructional Leadership Team

Assessment/Curriculum Decision Trees - Part 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-2. 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, diagnostic, progress monitoring, 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 by a teacher who is certified or endorsed in reading, what intensive reading interventions will be used, and how they are provided. Districts must identify the multisensory intervention provided to students in grades K-3 who have a substantial deficiency in reading. A description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

Upload Decision Tree File in PDF format

The following documents were submitted as evidence for this section:

2021-22_ELA_Decision_Tree_(3).pdf
<i>Jackson 2021-2022 Assessment Curriculum Decision Tree</i>
Document Link

Identification of Students with a Substantial Reading Deficiency

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

Students who meet the following criteria will be identified as having a substantial deficiency in reading:

Retention from previous year due to a deficiency in reading

IReady Scale Score at or below 25th PR

STAR Early Literacy Scale Score at or below 25th PR

STAR Assessment Scale Score at or below 25th PR

Level 1 (ELA FSA)

300 Lowest-Performing Elementary Schools

Does the district have one or more of the 300 lowest-performing elementary schools?

If yes, describe the process the district uses to ensure all of the following requirements are met. If individual schools within the district have a different approach to meet the requirements below, please include their plan.

No

Provide an additional hour per day of intensive reading instruction for students in the school. The additional hour may be provided within the school day.

Note: If the additional hour is provided within the school day, 150 minutes of reading instruction must be provided in accordance with Rule 6A-6.053, F.A.C., and Section 1011.62, F.S.

N/A

The additional hour per day of intensive reading instruction must be provided by teachers and reading specialists who have demonstrated effectiveness in teaching reading.

N/A

The intensive reading instruction delivered in this additional hour includes research-based reading instruction that has been proven to accelerate progress of students exhibiting a reading deficiency, including:

- differentiated instruction based on screening, diagnostic, progress monitoring, or student assessment data to meet students' specific reading needs;
- explicit and systematic reading strategies to develop phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided practice, error correction, and feedback; and
- integration of social studies, science, and mathematics text reading, text discussion, and writing in response to reading.

N/A