

# Elementary Student Achievement and Instruction

## Question 1:

Refer to Chart C ( Instructional Materials – Elementary) located in the Appendix.

***Question 2.1: Describe all research-based instructional materials used to provide reading instruction. Include a description of how they will be integrated into the overall instructional design***

***Comprehensive Core Reading Programs (CCRP): The CCRP correlates to all Reading and Language Arts Sunshine State Standards and addresses the five areas of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension. The CCRP is the tool used to provide initial and differentiated instruction and is used to expose and instruct students on grade level.***

The Comprehensive Core Reading Program (CCRP) used at the elementary level is *Harcourt* for grades K-2 and *Scott Foresman* for grades 3-5. In grade 6, the *Prentice Hall Literary Anthology* is used with students reading on grade level. Some schools have elected to use *SRA Reading Mastery Plus* as their CCRP at the primary levels, requiring students to master *Reading Mastery Plus* level 2 in order to proceed in the above mentioned basal programs. This is a school decision that is based upon the needs of the students at that school. All are recognized as comprehensive core programs that cover all five areas of reading.

***Question 2.2: Supplemental Intervention Reading Programs (SIRP): Supplemental Intervention Reading Programs are intended for flexible use as part of differentiated instruction or in more intensive interventions to meet student learning needs in specific areas (phonological awareness, phonics, fluency, vocabulary, and comprehension).***

Elementary schools use a variety of supplemental materials to enhance the core reading program. (Chart C illustrates a break-down by school and by area of reading.) Supplemental materials include, but

are not limited to, Quick Reads, Read Naturally, Great Leaps, leveled reading books, and classroom libraries. Teachers will determine the area(s) of need for each student and will match the student to an appropriate form of supplemental materials. These materials will be used in both small group and individual settings, as well as learning center activities. The use of specific supplemental materials will be based upon formal and informal student assessments and can be utilized in intervention efforts.

**Question 2.3: *Comprehensive Intervention Reading Programs (CIRP): CIRPs are intended for students who are reading one or more years below grade level, and who are struggling with a broad range of reading skills. The instruction provided through these programs should accelerate growth in reading with the goal of returning students to grade level proficiency. CIRPs include instructional content based on the five essential components of reading instruction (phonological awareness, phonics, fluency, vocabulary, and comprehension). CIRPs also provide more frequent assessments of student progress and more systematic review in order to ensure proper pacing of instruction and mastery of all instructional components.***

The Comprehensive Intervention Reading program (CIRP) used in elementary schools with students scoring at or below the 39<sup>th</sup> percentile on standardized assessments is the *SRA Reading Mastery Plus* comprehensive reading core. This program is research-based, and covers all five areas of reading. Students are required to reach mastery of content before moving on to another level of instruction. Student progress is measured via frequent mastery tests and rate and accuracy checks. In addition to the in-program assessments, teachers will also use fluency assessments (sample DIBELS passages and other grade level passages) to monitor student progress in fluency. Teachers using the *Reading Mastery Plus* program will maintain the fidelity of the program by following suggested pacing guidelines and by utilizing all components of the program. Sixth grade students who score level one or two on the FCAT – and for whom data indicates that phonics and/or phonemic awareness is a problem – will be placed in an intensive reading class that uses the *Reading Mastery Plus* or *Corrective Reading* program. Students scoring level one or two on the FCAT but who need instruction only in vocabulary, fluency and comprehension – will be placed in an intensive reading class that uses the *Bridges to Literature* series.

**Question 2.4: *Educational technology: Educational technology is intended for additional support in reading. Educational technology without a teacher-led instructional component should be listed and described here. Educational technology must supplement and not supplant instruction by a highly qualified***

***instructor. Educational technology that has an instructional component should be listed and described under either Supplemental Intervention Reading Programs or Comprehensive Intervention Reading Programs, as applicable.***

Computer based resources used for support in reading include Orchard, Waterford , New Century, Success Maker, Academy of Reading and Accelerated Reader. These programs are in addition to teacher-led instruction and support what the teacher has presented in the lesson.

**Question 3:**

Refer to Chart D1 (Assessment/Curriculum Decision Tree K-3) located in the Appendix.

**Question 4:**

Refer to Chart D2 (Assessment/Curriculum Decision Tree 4-6) located in the Appendix.

**Question 5.1: *How will all students receive high-quality, explicit, and systematic reading instruction according to their needs during the 90 minute uninterrupted reading block? (Refer to the following website: <http://www.justreadflorida.com/educators.asp>). If districts are choosing to implement the flexibility options regarding the 90 minute reading block provided in the introduction to this section, please include a description of implementation of these options here.***

Teachers will follow the Just Read! Florida model for providing high-quality, explicit, and systematic reading instruction within the 90-minute reading block. During this time, teachers will implement the following five strategies for success: modeling, explaining, guided practice, supported application, and independent practice. Teachers will plan lessons that contain these five steps. After initial instruction, teachers will provide additional differentiated instruction based upon student needs. All elementary schools will use an approved CCRP as shown in Chart C. Initial instruction constitutes 45-50 minutes of the 90-minute reading block. Small groups of 4-7 students will be formed based upon student achievement levels. Some groups will meet with teachers on a more frequent basis. High performing students will receive challenging assignments with slightly less teacher direction and more independent practice. Some small groups of students with a higher level of need will receive iii during the 90-minute reading block if time remains after providing appropriate small group instruction to all students in the class.

**Question 5.2: How will students be targeted for immediate intensive intervention and how will they receive services?**

Students will be identified for intervention using data analysis of progress monitoring tools, as well as classroom performance and mastery of concepts taught. Students will be grouped for instruction based upon need for like strategies. Groups will be flexible, consisting of no more than 7 students. Students will move in and out of intervention groups based on mastery of specific target strategies. No more than 20 minutes of the regular 90 minute reading block will be devoted to iii. Students who need more intensive instruction will receive 15 – 45 minutes of targeted intervention instruction outside of the 90-minute reading block. Schools with a high percentage of potentially at-risk students have set aside 30-60 minutes of intervention time for all targeted students.

**Question 5.3: How will reading instruction be designed to intrinsically motivate students to become successful readers?**

Teachers will incorporate a variety of genres of reading materials into the lesson. Students will be given a variety of ways in which they can respond to literature, based upon interests, abilities, and learning styles. Students will be given opportunities to work in centers that are academically engaging, require accountability, and that allows them to work in groups, with a partner, or individually. Teachers will implement strategies for motivating students to read (i.e. reader's theatre, book passes, etc.)

**Question 6.1: How will teachers provide student access to leveled classroom libraries of both fiction and nonfiction text focused on content area concepts implemented during the 90 minute reading block as an extension of skills taught through the core reading program?**

Substantial funding was provided to elementary schools at the end of the 2006-2007 school year for the purpose of building classroom libraries. Book purchases reflect both fiction and non-fiction selections and represent multiple genres and reading levels. Books also correlate to content area topics taught at the various grade levels. During the 90-minute reading block, classroom library books constitute the bulk of independent reading practice and may be the basis for some targeted small group instruction depending upon topic and skills taught. Outside of the 90-minute reading block, a variety of leveled texts are available to students for independent reading, content area support reading and informal literature circles.

**Question 6.2: How will these classroom libraries be utilized?**

Books are divided into book bins and are available for check out. The content of each bin includes a variety of topics and reading levels. These bins are shared among teachers as we continue to build capacity for classroom library materials. Please refer to question 6.1 for a description of how these classroom libraries will be used.

**Question 6.3: How will books be leveled?**

Classroom library materials will be leveled utilizing the Lexile leveling system.

**Question 6.4: How will teachers match students with the appropriate level of text?**

Lexile levels for all classroom library books are available either on the book itself or through referencing the book on [www.lexile.com](http://www.lexile.com). Teachers have conversion charts showing Lexile levels and corresponding grade levels. Because the district has not been able to afford the Scholastic Reading Inventory materials for only a few schools and students, teachers will match students to leveled text using the following methods:

- Grade level as determined by DAR (if administered)
- Fluency and accuracy checks (5 errors per 100 words attempted suggests backing up to a lower level)
- Accelerated reader (STAR) reading tests

**Question 7: How will all content area teachers incorporate reading and literacy instruction into subject areas to extend and build discussions of text in order to deepen understanding? Include a description of the utilization of leveled classroom libraries and independent reading practice.**

Content area teachers will be expected to incorporate reading and literacy instruction into their specific subject area. They will do this by incorporating literature and other reading materials (magazines, newspapers, reference books, historical fiction, etc.) into their lessons. Content area teachers will use graphic organizers to assist students in comprehending materials and sorting information. Content area

teachers will also model effective pre-reading, during-reading, and post-reading strategies. Content area teachers will have access to leveled classroom libraries and will provide time for students to read independently.

**Question 8: How will writing be incorporated into the 90 minute reading block as an aid to comprehension? \*Instruction in the writing process should not be during the 90 minute reading block.**

During the 90-minute reading block students will be given the opportunity to expand their comprehension through writing. Writing activities assigned during the 90-minute reading block should extend what has been covered in class; this is not a time for writing instruction. Examples of appropriate writing activities include: writing journal responses to literature, writing alternative story endings, writing diary entries that stem from the story, creating a play based on a story read in class, and writing letters to story characters, etc. The possibilities are endless for students to expand their comprehension through writing.

**Question 9.1: What before, after, and summer school reading activities, excluding the required Third Grade Summer Reading Camp, will be utilized (include mentoring and tutoring activities)?**

All elementary schools will provide opportunities for before and/or after school tutoring. Our Title One schools designated as "in school improvement" offer free tutoring through Supplemental Educational Services (SES) in partnership with the Clay District School Board. Schools are to devise a summer reading incentive program that will motivate students to read over the summer. Schools will communicate with parents concerning the importance of reading over the summer.

**Question 9.2: How will before, after, and summer school activities be linked to the reading instruction taking place during the school day?**

Since many of the tutors teach at the school in which they are tutoring, it is expected that the tutor will maintain communication with the classroom teacher. The tutor is to extend upon what is being taught in class and should be aware of the reading level of each child. The teacher is to inform the tutor of the concepts being taught during the school day. In turn, the tutor should communicate with the teacher concerning the progress that each student is making during the tutoring sessions.

# **Middle School Student** **Achievement and Instruction**

## **Question 1:**

Refer to Chart F (Instructional Materials – Middle School) located in the Appendix.

**Question 2.1: Describe all research-based instructional materials used to provide reading instruction. Include a description of how they will be integrated into the overall instructional plan.**

*Developmental Reading Programs: The goal of a developmental reading program is to provide a variety of methods and materials to develop strategies and critical thinking skills in reading which may be transferred to content courses across the curriculum. The skills and strategies taught should align with Sunshine State Standards for Reading at the appropriate grade level, specifically those benchmarks which are assessed by the Florida Comprehensive Assessment Test (FCAT).*

Clay District Schools does not currently offer developmental reading programs at the secondary level.

**Question 2.2 Comprehensive Intervention Reading Programs (CIRP): A Comprehensive Intervention Reading Program is defined as a stand-alone program providing instruction in multiple areas of reading. The instruction provided through these programs should accelerate growth in reading with the goal of returning students to grade level proficiency. The skills and strategies taught should align with Sunshine State Standards for Reading at the appropriate grade level, specifically those benchmarks which are assessed by the Florida Comprehensive Assessment Test (FCAT). Middle school students are required to read extensively and comprehend rigorous text in specific subject areas such as government, science, and literature. Higher level thinking skills**

***that require comprehension of challenging concepts and processes are required in specific subject areas such as geometry, history, and physical science. For many students in grades 6-8, success in subject area courses is contingent upon intensive reading intervention of content area vocabulary and concepts.***

Level one and two 7<sup>th</sup> and 8<sup>th</sup> grade students who are disfluent (ORF score 121 or lower) will be placed in a double block of reading. During this block, these students will receive one period of instruction utilizing the *SRA Corrective/Decoding* program or the *SRA Reading Mastery Plus* program and a second period of reading instruction utilizing the *Bridges to Literature* program. In this way, the students who need instruction in phonics and phonemic awareness will benefit from the *Corrective Reading* program while also being exposed to opportunities for vocabulary, fluency and comprehension development. Level one and two students who are fluent receive one period of reading instruction using the *Bridges to Literature* program which focuses on fluency, vocabulary and comprehension.

**Question 2.3: *Supplemental Intervention Reading Programs (SIRP): Supplemental Intervention Reading Programs provide instruction in one or more areas of reading skill. They are intended for flexible use as part of differentiated instruction or more intensive interventions to meet student learning needs in specific areas (phonological awareness, phonics, fluency, vocabulary, and comprehension). They may be used with almost all students in the class because the Comprehensive Intervention Reading Program (CIRP) does not provide enough instruction and practice in a given area for the majority of the students in the class or to provide targeted, intensive interventions for smaller groups of struggling readers. These programs provide targeted instruction designed to fill in gaps in student knowledge or skill. These programs can be used to provide additional instruction, additional practice, or both.***

Students will utilize additional materials that focus on fluency, vocabulary and comprehension. Some of the supplemental materials used at the junior high level include: classroom novel sets, *Reader's Handbook*, *Newspapers in Education*, *Jamestown Fluency* series, *Jamestown Content Area Reading* series, Janet Allen's *Plugged Into Reading (Books on Tape)*, and *Real World Literacy*.

**Question 2.4: *Educational technology: Educational technology is intended for additional support in reading. Educational technology without a teacher-led instructional component should be listed and described here. Educational***



***technology must supplement and not supplant instruction by a highly qualified instructor. Educational technology that has an instructional component should be listed and described under either Supplemental Intervention Reading Programs or Comprehensive Intervention Reading Programs as applicable.***

Technology based support opportunities for students includes *FCAT Explorer, PLATO, Academy of Reading, New Century and Compass* . These programs are designed for additional student support and are not to be used as a substitute for teacher-led instruction.

***Question 3: Section 1011.62, Florida Statutes, requires middle school students who score at Level 1 on FCAT Reading to complete an intensive reading course. Those students who score at Level 2 must be placed in an intensive reading course or a content area reading intervention course.***

***Middle school students who score at Level 1 or Level 2 on FCAT Reading and have intervention needs in the areas of decoding and/or fluency must have an extended block of reading intervention. This may occur through a double block of intensive reading or by blocking together a class of "Intensive Reading" with another subject area class. This block of time must be taught by the same teacher. This teacher should be highly qualified to teach reading or working toward that status (pursuing the reading endorsement or reading certification) and classroom infrastructure (class size, materials, etc.) should be adequate to implement the intervention course.***

***This intervention course should include on a daily basis:***

- ***whole group explicit instruction***
- ***small group differentiated instruction***
- ***independent reading practice monitored by the teacher***
- ***infusion of SSS benchmarks specific to the subject area blocked with the intensive reading course (biology, world history, etc.)***
- ***a focus on informational text at a ratio matching FCAT***

***Districts may serve fluent Level 2 students in content area classes through a content area reading intervention. Teachers of these classes must complete the 150 hour Content Area Reading Professional Development (CAR-PD) bundle or the Reading Endorsement and classroom infrastructure (class size, materials,***

*etc.) should be adequate to implement the content area reading intervention course.*

*This intervention course should include on a daily basis:*

- *whole group explicit instruction*
- *small group differentiated instruction*
- *independent reading practice monitored by the teacher*
- *infusion of SSS benchmarks specific to the subject area (biology, world history, etc.)*
- *a focus on informational text at a ratio matching FCAT*

**No exit criteria is allowable for Level 2 students in K-12 Comprehensive District Reading Plans for 2007-08.**

*One of the following courses must be used to provide reading intervention to all Level 1 students and those Level 2 students not being served through a content area reading intervention course:*

- *1000000 M/J INTENSIVE LANGUAGE ARTS*
- *1000010 M/J INTENSIVE READING*
- *1002180 M/J DEVELOPMENTAL LANGUAGE ARTS THROUGH ESOL (MC)*
- *7810020 READING: 6-8*

***\*\*\*All courses require reading endorsement or certification***

*Schools must progress monitor Level 1 and 2 students a minimum of three times per year. This should include a Baseline, Midyear, and End of the Year Assessment.*

*As a reminder, each struggling reader must be given the instruction that best fits his or her needs. Districts must establish criteria beyond FCAT for placing students into different levels of intensity for reading intervention classes.*

**Examples include data from screenings, progress monitoring and diagnostic assessments already in use in the district, as well as teacher recommendation.**

**Additional guidelines for student placement in reading intervention can be found through using the Just Read, Florida! Student Reading Placement Chart at:**

**<http://info.fl DOE.org/justread/educators/Secondary Reading Placement Chart .pdf>**

**End-of-year assessments should be used to determine specific areas of student reading difficulty and reading intervention placement.**

**Schools must diagnose specific reading deficiencies of students scoring at Level 1 and Level 2 on FCAT Reading. Although formal diagnostic assessments provide specific information about a student's reading deficiencies, many progress monitoring tools and informal teacher assessments can provide very similar information in a more efficient manner. The only reason to administer a formal diagnostic assessment to any student is to determine the specific deficit at hand so teachers can better inform instruction to meet student needs. The decision to deliver a formal diagnostic assessment should be the result of an in-depth conversation about student instructional and assessment needs by the teacher, reading coach, and reading specialist.**

All junior high students who score a Level 1 or Level 2 on FCAT Reading will receive reading intervention. Student placement will be determined by the Just Read! Florida Student Reading Placement Chart for 2007-2008. Level 1 students MUST be placed in an intensive reading course. (CAR-PD is not an option for Level 1 students.) Level 2 students who are considered fluent may be placed in a CAR-PD course if this is offered at the school. Otherwise, they are to be placed in one block of an intensive reading course. Level 2 students who are considered disfluent must be placed in an intensive reading class. Level 1 and 2 disfluent readers are required to have a double block of reading instruction. Student designation of fluent vs. disfluent will be based upon their oral reading fluency score from the last assessment period in Spring of 2007. An ORF score of 122 or higher indicates fluency; a score of 121 or lower indicates that a student is disfluent.

Students without an ORF score will be tested within the first week of school and placed accordingly. It is important to note that ALL Level 1 and Level 2 students must receive reading intervention in accordance with the guidelines listed above. Parent waivers are not allowed. There is NO exit criteria for Level 2 readers for the 2007-2008 school year. This is State law.

See Chart G for Junior High (Middle School) Assessment/Curriculum Decision Tree

**Question 4: Describe in detail the reading classroom (include all levels of intervention). Determinations for intensity of the remediation effort should be based on the most recent reliable and valid assessment data.**

The Junior High reading classroom will be one that provides students with the appropriate level of support that is needed for each individual student to succeed. Once students have been placed in a classroom, the teacher will perform assessments on a regular basis. Students will take the Oral Reading Fluency assessment and the MAZE assessment provided by the State. This formal testing will occur three times during the school year to serve as a Baseline, Midyear and End-of-year Assessment. All scores will be recorded on the PMRN.

Teachers will use the specified Developmental and/or Intervention program materials (see question 2). In addition to these materials, teachers will incorporate other supplemental materials to ensure an in-depth, explicit coverage of material. Teachers will conduct whole group lessons, as well as provide differentiation in small group settings. Students are to have the opportunity for independent reading practice. This is to be monitored by the teacher and students are to be held accountable for reading during independent reading time. Teachers will infuse SSS benchmarks into their lessons and will also maintain a focus on reading informational text as tested on the FCAT. Informal assessments will take place throughout the year that allow a closer look at student progress. (An example would be using the *Jamestown Fluency Series* to track student progress in the area of fluency.) Teachers will also provide students with strategies for comprehension and will make connections to other content area classes.

Students who are classified as disfluent will have two blocks of reading during which they will receive instruction in all five areas of reading. Students classified as fluent will have one block of reading in which the focus will be fluency, comprehension and vocabulary.

**Question 5.1: How will students be provided with access to authentic fiction and non-fiction texts representing a range of levels, interests, genres, and cultures within the reading program?**

In the 2006-2007 school year, a substantial amount of funds were given to each junior high school to enable them to purchase classroom novel set and libraries. A stipulation of this money was that an emphasis should be placed on ordering non-fiction books and books that correlate with content area courses. We will continue to fund this initiative as funds allow for the new school year. Our goal is to provide classroom teachers and students with a library containing a wide variety of reading levels, genres, interests and cultural appeal.

**Question 5.2: How will daily independent reading practice, monitored by the teacher, be incorporated into all reading classrooms?**

One of our District reading goals is for students to increase the amount of time they read at school. As such, junior high reading teachers are to provide students with time to read in class on a daily basis. This independent reading is to be monitored by the teacher. Students are to be held accountable for remaining on task during the independent reading time. (Examples include: maintaining a reading log or journal; periodically conferencing with the teacher to discuss what is being read; establishing book clubs; participating in book talks or book passes)

**Question 5.3: How will classroom libraries be utilized?**

Classroom libraries will be utilized to promote independent student reading. They will consist of books that were purchased through school, district, or personal teacher funds. The media center will be used as a resource for additional books.

**Question 5.4: How will the books be leveled?**

Classroom library materials will be leveled utilizing the system used at each school. Some of the junior high schools utilize the Lexile leveling system. Others use different methods for determining text readability. The key is that teachers should provide books to students that are on the student's reading level. Whichever system is used for leveling books, students should easily be able to determine which books are on their independent reading level.

**Question 5.5: How will teachers match students with the appropriate level of text?**

Teachers will utilize screening and progress monitoring data to determine appropriate the reading level of texts for each student. Some schools use the SRI program which makes this task quite simple. Other schools will be required to use other methods of determining student readability levels. Schools will be provided with strategies for determining student readability levels.

**Question 6: How will all content area and elective teachers incorporate reading and literacy instruction into subject areas to extend and build discussions of text in order to deepen understanding? Include a description of the utilization of leveled classroom libraries and independent reading practice.**

Content area and elective teachers will be expected to incorporate reading and literacy instruction into their specific subject area. They will do this by incorporating literature and other reading materials (magazines, newspapers, reference books, historical fiction, etc.) into their lessons. Content area

teachers will use graphic organizers to assist students in comprehending materials and sorting information. Content area teachers will also model effective pre-reading, during-reading, and post-reading strategies. Content area teachers will have access to leveled classroom libraries and will provide time for students to read independently. Reading coaches at each junior high school will be responsible for providing professional development in content area reading. All junior high coaches have attended the CAR-PD training designed by FLARE.

**Question 7: How will writing be incorporated across the curriculum as an aid to comprehension?**

During the intensive reading block, students will be given the opportunity to expand their comprehension through writing. Writing activities assigned during the intensive reading block should extend what has been covered in class; this is not a time for writing instruction. Examples of appropriate writing activities include: writing journal responses to literature, writing alternative story endings, writing diary entries that stem from the story, creating a play based on a story read in class, and writing letters to story characters, etc. The possibilities are endless for students to expand their comprehension through writing.

**Question 8.1: What before, after, and summer school reading activities will be utilized (include mentoring and tutoring activities)?**

All junior high schools will provide opportunities for before and/or after school tutoring and mentoring. Reading teachers are to communicate with the tutors to ensure that the tutoring sessions align with what is being taught in class. Schools are also to promote reading throughout the year, providing incentives and direction for students. Schools are to devise a summer reading incentive program that will motivate students to read over the summer. Schools will communicate with parents concerning the importance of reading over the summer.

**Question 8.2: How will before school, after school, and summer school reading activities be linked to the reading instruction taking place during the school day?**

Since many of the tutors teach at the school in which they are tutoring, it is expected that the tutor will maintain communication with the classroom teacher. The tutor is to extend upon what is being taught in class and should be aware of the reading level of each child. The teacher is to inform the tutor of the concepts being taught during the school day. In turn, the tutor should communicate with the teacher concerning the progress that each student is making during the tutoring sessions.

# High School Student Achievement and Instruction

## Question 1:

Refer to Chart I ( Instructional Materials – High School) located in the Appendix.

***Question 2.1: Describe all research-based instructional materials used to provide reading instruction. Include a description of how they will be integrated into the overall instructional plan.***

***Comprehensive Intervention Reading Programs (CIRP): A Comprehensive Intervention Reading Program is defined as a stand-alone program providing instruction in multiple areas of reading. The instruction provided through these programs should accelerate growth in reading with the goal of returning students to grade level proficiency. The skills and strategies taught should align with Sunshine State Standards for Reading at the appropriate grade level, specifically those benchmarks which are assessed by the Florida Comprehensive Assessment Test (FCAT). High school students are required to read extensively and comprehend rigorous text in specific subject areas such as government, science, and literature. Higher level thinking skills that require comprehension of challenging concepts and processes are required in specific subject areas such as geometry, history, and physical science. For many students within grades 9-12, success in subject area courses is contingent upon intensive reading intervention of content area vocabulary and concepts.***

Five of the six high schools in Clay District Schools will be utilizing *Read 180* as a Comprehensive Intervention Reading Program for some of the more struggling readers who require a double block of intensive reading. This is an increase over last year by two additional schools. The *Read 180* program is

research-based and covers all five areas of reading. The one school not using *Read 180* (Ridgeview High School) is using classroom libraries, novel sets, content area supplemental material and a wide variety of literature to teach the SSS benchmarks. We hope as a district to adopt an intervention CIRP for the 2008-2009 school year.

**Question 2.2: Supplemental Intervention Reading Programs(SIRP): Supplemental Intervention Reading Programs provide instruction in one or more areas of reading skill. They are intended for flexible use as part of differentiated instruction or more intensive interventions to meet student learning needs in specific areas (phonological awareness, phonics, fluency, vocabulary, and comprehension). They may be used with almost all students in the class because the Comprehensive Intervention Reading Program does not provide enough instruction and practice in a given area for the majority of the students in the class or to provide targeted, intensive interventions for smaller groups of struggling readers. These programs provide targeted instruction designed to fill in gaps in student knowledge or skill. These programs can be used to provide either additional instruction, additional practice, or both.**

Students will utilize additional materials that focus on fluency, vocabulary and comprehension. Some of the supplemental materials used at the high level include: classroom novel sets, *Reader's Handbook*, *Newspapers in Education*, *Jamestown Fluency* series, *Jamestown Content Area Reading* series, Janet Allen's *Plugged Into Reading (Books on Tape)*, and *Real World Literacy*.

**Question 2.3: Educational technology: Educational technology is intended for additional support in reading. Educational technology without a teacher-led instructional component should be listed and described here. Educational technology must supplement and not supplant instruction by a highly qualified instructor. Educational technology that has an instructional component should be listed and described under either Supplemental Intervention Reading Programs or Comprehensive Intervention Reading Programs, as applicable.**

Technology based support opportunities for students includes *FCAT Explorer*, *PLATO*, *Academy of Reading*, *New Century* and *Compass* . These programs are designed for additional student support and are not to be used as a substitute for teacher-led instruction.



***Question 3: Section 1011.62, Florida Statutes, requires high school students who score at Level 1 on FCAT Reading to complete an intensive reading course. Those students who score at Level 2 must be placed in an intensive reading course or a content area reading intervention course.***

***Passing scores on FCAT and concordant scores on other assessments may not be used to exempt students from required intervention. Districts may use flexibility to provide intervention to students in grades 11 and 12 who have met the graduation requirement (1926 on FCAT or concordant score).***

***High school students who score at Level 1 or Level 2 on FCAT Reading and who have intervention needs in the areas of decoding and/or fluency must have an extended block of reading intervention. This may occur through a double block of intensive reading or by blocking together a class of "Intensive Reading" with another subject area class. This block of time must be taught by the same teacher. This teacher should be highly qualified to teach reading or working toward that status (pursuing the reading endorsement or K-12 reading certification) and classroom infrastructure (class size, materials, etc.) should be adequate to implement the intervention course.***

***This reading intervention course should include on a daily basis:***

- ***whole group explicit instruction***
- ***small group differentiated instruction***
- ***independent reading practice monitored by the teacher***
- ***infusion of SSS benchmarks specific to the subject area blocked with the intensive reading course (biology, world history, etc.)***
- ***a focus on informational text at a ratio matching FCAT***

***Districts may serve fluent Level 2 students in content area classes through a content area reading intervention. Teachers of these classes must complete the 150 hour Content Area Reading Professional Development (CAR-PD) bundle or the Reading Endorsement and classroom infrastructure (class size, materials, etc.) should be adequate to implement the content area reading intervention course.***

***This intervention course should include on a daily basis:***

- ***whole group explicit instruction***

- *small group differentiated instruction*
- *independent reading practice monitored by the teacher*
- *infusion of SSS benchmarks specific to the subject area (biology, world history, etc.)*
- *a focus on informational text at a ratio matching FCAT*

## **No exit criteria is allowable for Level 2 students in K-12 Comprehensive District Reading Plans for 2007-08.**

*One of the following courses must be used to provide reading intervention to all Level 1 students and those Level 2 students not being served through a content area reading intervention course:*

- **1000400 INTENSIVE LANGUAGE ARTS**
- **1000410 INTENSIVE READING**
- **7910100 READING: 9-12**
- **1002380 DEVELOPMENTAL LANGUAGE ARTS THROUGH ESOL**
- **7910400 LIFE SKILLS READING: 9-12**

***\*\*\*All courses require reading endorsement or certification***

*Schools must progress monitor Level 1 and 2 students a minimum of three times per year. This should include a Baseline, Midyear, and End of the Year Assessment.*

*As a reminder, each struggling reader must be given the instruction that best fits his or her needs. Districts must establish criteria beyond FCAT for placing students into different levels of intensity for reading intervention classes. Examples include data from screenings, progress monitoring and diagnostic assessments already in use in the district, as well as teacher recommendation.*

*Additional guidelines for student placement in reading intervention can be found through using the Just Read, Florida! Student Reading Placement Chart at:*

**[http://info.fl DOE.org/justread/educators/Secondary Reading Placement Chart .pdf](http://info.fl DOE.org/justread/educators/Secondary_Reading_Placement_Chart.pdf)**

*End-of-year assessments should be used to determine specific areas of student reading difficulty and reading intervention placement.*

***Schools must diagnose specific reading deficiencies of students scoring at Level 1 and Level 2 on FCAT Reading. Although formal diagnostic assessments provide specific information about a student's reading deficiencies, many progress monitoring tools and informal teacher assessments can provide very similar information in a more efficient manner. The only reason to administer a formal diagnostic assessment to any student is to determine the specific deficit at hand so teachers can better inform instruction to meet student needs. The decision to deliver a formal diagnostic assessment should be the result of an in-depth conversation about student instructional and assessment needs by the teacher, reading coach, and reading specialist.***

All high students who score a Level 1 or Level 2 on FCAT Reading will receive reading intervention. Student placement will be determined by the Just Read! Florida Student Reading Placement Chart for 2007-2008. Level one and two students who are considered fluent are to receive one block of reading intervention. (Level one students MUST be placed in an intensive reading course. CAR-PD is not an option for Level one students. Level two students who are considered fluent may be placed in a CAR-PD course if this is offered at the school. Otherwise, they are to be placed in one block of an intensive reading course.) Level one and two students who are considered disfluent must be placed in an intensive reading class and are also required to receive additional instruction. Additional instruction is defined as at least 20 additional minutes of structured reading instruction, over and above the one block of intensive reading. Students may be placed in an additional block of intensive reading if space and staff allow. Student designation of fluent vs. disfluent will be based upon their oral reading fluency score from the last assessment period in Spring of 2007. An ORF score of 122 or higher indicates fluency; a score of 121 or lower indicates that a student is disfluent. Students without an ORF score will be tested within the first week of school and placed accordingly. It is important to note that ALL Level one and Level two students must receive reading intervention in accordance with the guidelines listed above. Parent waivers are not allowed. There is NO exit criteria for Level 2 readers for the 2007-2008 school year. This is State law.

If a student passes the FCAT retake in the fall, the student is not required to remain in intensive reading for the second semester as long as the school offers continuing support for the student. Examples of this type of support include teachers implementing CRISS strategies in content area classrooms or offering before or after school tutoring. Each high school principal is to submit a support plan to the District by the start of school.

Refer to Chart J ( High School Assessment/Curriculum Decision Tree) in the Appendix

**Question 4: Describe in detail the reading classroom (include all levels of intervention) for students in grades 9-12. Determinations for intensity of the remediation effort should be based on the most recent reliable and valid assessment data.**

The high school reading classroom will be one that provides students with the appropriate level of support that is needed for each individual student to succeed. Once students have been placed in a classroom, the teacher will perform assessments on a regular basis. Students will take the Oral Reading Fluency assessment and the MAZE assessment provided by the State. This formal testing will occur three times during the school year to serve as a Baseline, Midyear and End-of-year Assessment. All scores will be recorded on the PMRN.

Teachers will use the specified Developmental and/or Intervention program materials (see question 2). In addition to these materials, teachers will incorporate other supplemental materials to ensure an in-depth, explicit coverage of material. Teachers will conduct whole group lessons, as well as provide differentiation in small group settings. Students are to have the opportunity for independent reading practice. This is to be monitored by the teacher and students are to be held accountable for reading during independent reading time. Teachers will infuse SSS benchmarks into their lessons and will also maintain a focus on reading informational text as tested on the FCAT. Informal assessments will take place throughout the year that allow a closer look at student progress. (An example would be using the *Jamestown Fluency Series* to track student progress in the area of fluency.) Teachers will also provide students with strategies for comprehension and will make connections to other content area classes.

**Question 5.1: How will students be provided with access to authentic fiction and non-fiction texts representing a range of levels, interests, genres, and cultures within the reading program?**

In the 2006-2007 school year, a substantial amount of funds were given to each high school to enable them to purchase classroom novel set and libraries. A stipulation of this money was that an emphasis should be placed on ordering non-fiction books and books that correlate with content area courses. We will continue to fund this initiative as funds allow for the new school year. Our goal is to provide classroom teachers and students with a library containing a wide variety of reading levels, genres, interests and cultural appeal.

**Question 5.2: How will daily independent reading practice, monitored by the teacher, be incorporated into all reading classrooms?**

One of our District reading goals is for students to increase the amount of time they read at school. As such, high school reading teachers are to provide students with time to read in class on a daily basis. This independent reading is to be monitored by the teacher. Students are to be held accountable for

remaining on task during the independent reading time. (Examples include: maintaining a reading log or journal; periodically conferencing with the teacher to discuss what is being read; establishing book clubs; participating in book talks or book passes).

**Question 5.3: How will classroom libraries be utilized?**

Classroom libraries will be utilized to promote independent student reading. They will consist of books that were purchased through school, district, or personal teacher funds. The media center will be used as a resource for additional books.

**Question 5.4: How will the books be leveled?**

Classroom library materials will be leveled utilizing the system used at each school. All of the high schools utilize the Lexile leveling system offered through SRI.

**Question 5.5: How will teachers match students with the appropriate level of text?**

Teachers will utilize screening and progress monitoring data to determine appropriate the reading level of texts for each student. All high schools use the SRI program which makes this task quite simple. Other schools will be required to use other methods of determining student readability levels. Schools will be provided with strategies for determining student readability levels.

**Question 6: How will all content area and elective teachers incorporate reading and literacy instruction into subject areas to extend and build discussions of text in order to deepen understanding? Include a description of the utilization of leveled classroom libraries and independent reading practice.**

Content area and elective teachers will be expected to incorporate reading and literacy instruction into their specific subject area. They will do this by incorporating literature and other reading materials (magazines, newspapers, reference books, historical fiction, etc.) into their lessons. Content area teachers will use graphic organizers to assist students in comprehending materials and sorting information. Content area teachers will also model effective pre-reading, during-reading, and post-reading strategies. Content area teachers will have access to leveled classroom libraries and will provide time for students to read independently. Reading coaches at each junior high school will be responsible for providing professional development in content area reading. All high school coaches have attended the CAR-PD training designed by FLARE.

**Question 7: How will writing be incorporated across the curriculum as an aid to comprehension?**

During the intensive reading block, students will be given the opportunity to expand their comprehension through writing. Writing activities assigned during the intensive reading block should extend what has been covered in class; this is not a time for writing instruction. Examples of appropriate writing activities include: writing journal responses to literature, writing alternative story endings, writing diary entries that stem from the story, creating a play based on a story read in class, and writing letters to story characters, etc. The possibilities are endless for students to expand their comprehension through writing.

**Question 8.1: *What before, after, and summer school reading activities will be utilized (include mentoring and tutoring activities)?***

All high schools will provide opportunities for before and/or after school tutoring and mentoring. Reading teachers are to communicate with the tutors to ensure that the tutoring sessions align with what is being taught in class. Schools are also to promote reading throughout the year, providing incentives and direction for students. Schools are to devise a summer reading incentive program that will motivate students to read over the summer. Schools will communicate with parents concerning the importance of reading over the summer.

**Question 8.2: *How will before school, after school, and summer school reading activities be linked to the reading instruction taking place during the school day?***

Since many of the tutors teach at the school in which they are tutoring, it is expected that the tutor will maintain communication with the classroom teacher. The tutor is to extend upon what is being taught in class and should be aware of the reading level of each child. The teacher is to inform the tutor of the concepts being taught during the school day. In turn, the tutor should communicate with the teacher concerning the progress that each student is making during the tutoring sessions.