Leadership

District Level Leadership

Many of the school buildings within a district look the same, but the needs of teachers and students within those buildings are diverse. District level administrators must look at schools on an individual basis and distribute resources based on students' and teachers' level of need. To describe the district system for monitoring reading instruction that differentiates school level services, please address the following:

1. **What are your measurable district goals for student achievement in reading for the 2011-12 school year as described as a percentage increase from last year's scores?**

   The primary goal for Clay District Schools for the 2011-2012 school year for K-2 students is to increase the percentage of students meeting JRF end-of-year recommended reading goals by 10 percent. Specific K-2 goals are as follows:

   K: Increase by 10% the number of students scoring in the Green Success Zone (85% or higher on the BS/PMT) at AP3.

   1st: Increase by 10% the number of students who read the target passage for AP3 with fluency (60 wcpm) and accuracy (95% or above) and responded to at least 4 out of 5 questions correctly.

   2nd: Increase by 10% the number of students who read the target passage for AP3 with fluency (90 wcpm) and accuracy (95% or above) and responded to at least 4 out of 5 questions correctly.

   Our goal for students in grades 3-12 is to decrease the number of non-proficient readers on FCAT 2.0 by 10 percent at each grade level and subgroup currently not meeting proficiency targets while increasing the percentage of students scoring at or above proficient on FCAT 2.0 to or beyond the performance levels of the highest-performing districts.

2. **What is the total number of reading coaches (funded through any source) that served the district for the 2010-11 school year?**

   Elementary: 7
   Junior High: 0

High Schools: 1
Alternative: 1
Multi-level: 13

3. What is the total estimated number of reading coaches (funded through any source) that will be serving the district for the 2011-12 school year?

All schools will be supported by district staff including the Reading Supervisor, the Reading Development Facilitator and seven curriculum specialists. All seven eligible Title 1 elementary schools will receive additional support from full-time coaches. All elementary schools, in addition to all of our secondary schools, will receive support from thirteen coaches with each coach assigned to three schools. If funding permits, we plan to expand our coaching cadre for the 2011-2012 school year. The following provides a breakdown of coach assignments:

Elementary: 7
Junior High: 0
High School: 4
Alternative: 1
Multi-level: 13
Total coaches: 25

4. How will the district determine allocation of reading coaches based on the needs of schools?

Seven (7) full-time coaches at the elementary level have been assigned to our Title 1 schools. We are providing continued support to the one high school that earned a D school grade for 2009-2010. While they have made substantial gains and earned a B this past school year, we believe it is important to continue to provide support for an additional year. We are once again assigning a coach to our one alternative school which serves students in grades 6-12. For the 2011-2012 school year we will also place 3 coaches at the high school level to provide ongoing support for teachers participating in the NGCAR-PD program. Each of these three coaches will be assigned to two high schools. We have thirteen (13) additional coaches who will be assigned to all elementary and secondary schools, each assigned to three specific schools. Placement of coaches at particular schools will be decided based upon the specific needs of the schools and the specific strengths of the coaches.

5. How will the district strongly encourage all principals and reading/literacy coaches to attend reading professional development opportunities?

The district will ensure that the maximum number of participants will attend the Just Read, Florida regional training for NGCAR-PD which covers content area reading and text complexity. The district will assist in paying for substitute teachers so that classroom teachers are able to attend professional development opportunities throughout the year. The district will increase the number of opportunities for on-line professional development in an effort to make training easily accessible to all teachers. Principals and assistant principals at all schools will be required to attend summer professional development. Additionally, daily schedules at many of our school sites have been revised to allow for common planning time and lesson study. Clay County was recently awarded the lesson study coaching grant from the Florida and the Islands Regional Comprehensive Center (FLICC) at ETS and has begun to develop 4 model school sites for lesson study representing all grade levels and core content areas.

6**. How will the district provide leadership and support in defining the role of the reading coach to school administration, teachers, and reading coaches?**

Please create your District Data Driven Reading Coach Process Chart, detailing the way of work for administrators, teachers, and reading coaches in your district. This chart is new for the 2011-12 school year and will be uploaded through the online system. You will find a sample in the *Appendix.*

(For a reading coach to be effective, the role of the coach must be clear to school administration, teachers, and the coach. The role of the coach is not to serve as an administrator, test coordinator, or to conduct bus/lunch duty [beyond duty service that is required of classroom teachers. Coaches are not resource teachers and should only be working with small groups of students when they are modeling for teachers.)

All principals have received a job description outlining the duties of the coach and are aware of the role they play at their school. This role will be further defined at a principal's meeting prior to pre-planning of the 2011-2012 school year. Reading coaches will meet monthly with district personnel. Their role will be discussed and supported at these meetings. Coaches will work directly with teachers to provide support in interventions, the RtI process, and professional development. Coaches will work with small groups of students for the purpose of modeling effective teaching practices for other teachers.

7**. What portion of the coaches' time will be spent in each of these roles (Please include those roles listed on the online coach's log on the Progress Monitoring and Reporting Network)?**

Please provide the numbers as percentages listed as one or two digit numerical values.

Whole Faculty Professional Development ……. 10%
Small Group Professional Development ………15%
Planning …………………………………………10%
Modeling Lessons ………………………………...10%
Coaching …………………………………………..10%
Coach-Teacher Conferences …………………… 5%
Student Assessment …………………………… 0%
Data Reporting ………………………………….. 2%
Data Analysis ……………………………………15%
Meetings ………………………………………… 5%
Knowledge Building ……………………………… 10%
Managing Reading Materials …………………….. 0%
Other ……………………………………………… 3%

8. **What are the requirements/qualifications to become a reading/literacy coach?**

   (Please note that Rule 6A-6.053, FAC requires the K-12 reading/literacy coach to be endorsed or K-12 certified in the area of reading, or working toward that status by completing a minimum of two (2) reading endorsement competencies of sixty (60) in-service hours each or six (6) semester hours of college coursework in reading per year.)
   All coaches are required to meet the following criteria:
   ✓ Currently possess, or eligible to receive, a valid Florida Educator's Certificate
   ✓ Certified in primary, elementary or secondary education
   ✓ Endorsed or L-12 certified in the area or reading, or working towards that status by completing a minimum of two (2) reading endorsement competencies of sixty (60) in-service hours each, or six (6) semester hours of college coursework in reading per year.

9. **What is the district's plan to support or maintain a reading coach cadre?**

   The District Reading Development Facilitator, a Title 1 specialist, and the Reading Supervisor will meet monthly with all coaches. The focus of these meetings will be to assist them in using data to inform instruction at the school level and planning interventions for struggling students. Coaches will also share successes and strategies with other coaches, as well as data from monthly coaches' logs. School-level and district-wide assessment data will also be analyzed with coaches at these monthly meetings.

10. **How will the district monitor the implementation and effectiveness of the coaching model and assure communication between the district, school administration, and the reading coach to impact student learning**

throughout the year? Please include how information obtained through the coach's log on the PMRN will be used for this purpose.

Coaches will be required to bring their coaches' logs to all monthly meetings. The group will discuss comparisons between the actual time coaches spend engaged in each task to the time-on-task guidelines outlined in question #7. District leadership team members will review student progress monitoring data to determine the impact that coaches have on student achievement. Professional development offerings will reflect training needs as indicated by student data.

11 **How will the district monitor the level of implementation of the K-12 Comprehensive Research-Based Reading Plan at the school and classroom level? Please include an explanation of the data that will be collected, how it will be collected, and the frequency of review. Include how concerns will be communicated if it is determined that the K-12 Comprehensive Research-Based Reading Plan is not being implemented based upon the instructional needs of students.**

As part of the district's Local Instructional Improvement System (LIIS) as required by Race to the Top, the district has purchased a classroom monitoring and reporting system, Observation 360. This handheld tool contains district-created and other research-based models/templates for classroom walk-throughs and observations allowing school administrators to collect data as to the degree to which reading strategies and practices identified in the K-12 Reading Plan are evident and effectively implemented within the classroom. The teacher is provided immediate feedback regarding the data collected along with a report with specific video learning segments assigned to them based on the results of the walk-through or observation. Reports and tracking information is available for review via the district's data management system to collect data by teacher, grade level/department, and by school. Data will be collected quarterly by the District Instructional Leadership Team and concerns discussed with school administrators and trend data shared with coaches and other instructional leaders. In addition, the district's assessment system, Performance Matters, will allow for ongoing benchmark assessments and progress monitoring for students in grades 3-10. FAIR progress monitoring data will be used for students in K-2... Student data from these assessments, along with teacher data collected via Observation 360, will be used to monitor the effective implementation of the K-12 Reading Plan. Data will be shared with all instructional leaders and coaches and will be analyzed by each school as part of their quarterly grade level/department data meetings. Based upon identified needs, schools will modify school improvement strategies accordingly.

12. **How will the district ensure the provision of systematic and explicit instruction, based on data, using reading programs and strategies?**

With the implementation of the district's new data management system, diagnostic and progress monitoring tools and related data will be readily available to teachers. Grade level/department data meetings followed by Professional Learning Communities and/or Lesson Study will ensure that teachers understand how to use student data to drive instruction. Teachers will also come to understand how to deliver systematic and explicit instruction by observing model lessons by peers, coaches and related video segments through PD360. Systematic and explicit instruction is one indicator that evaluators will look for during classroom walk-throughs and observations. Data collected for this indicator will be reviewed to ensure that teachers needing professional growth are identified.

13. **How will the district ensure that all elementary schools have an uninterrupted 90 minute reading block for core reading instruction and additional time for immediate intensive intervention (iii)?**

Each elementary school will submit a daily schedule for all grade levels to the Reading Supervisor. This schedule must reflect a 90-minute uninterrupted reading block for core reading instruction, as well as additional time for immediate intensive reading instruction (iii). Instruction during the 90-minute block will address the needs of students receiving Tier 1, 2 and 3 interventions as outlined in our District RtI plan.

14. **How will the district ensure extended intervention time is provided for students in need of decoding and text reading efficiency at the middle and high school level?**

All administrators will be given a copy of the 2011-2012 reading plan and the revised placement criteria for providing reading intervention for secondary students.   A student placement template will be created by our Information Services Department. This template will calculate the appropriate placement for students based upon the 2011-2012 decision tree included in this plan.

15. **How will the district facilitate improvement in and intensify interventions for schools that are not making academic improvements as determined by walk through and student performance data?**

As part of the district's new instructional improvement system, teachers, coaches and all instructional leaders will have access to over 1,400 indexed and searchable video segments with model lessons and specific skill and strategy instruction from experts such as Marzano, Danielson, DuFour, Fullan and Reeves, all respected education experts. In addition, PD360 can be used to create a structured learning experience for an individual teacher with an identified need or a group of teachers who are participating in a PLC or Lesson Study. The video segments, along with related discussion boards, provide ongoing support for instructional improvement with job-embedded follow-up, tracking by administrators and district personnel and opportunities for teacher reflection. The system also provides teachers access to a

comprehensive web-based library of professional development resources to support goals established based upon data and identified in their Individual Professional Development Plan (IPDP). The District Leadership Team will review student and teacher data to identify data trends and areas in which additional resources are needed to facilitate improvement.

16**. How will the district train principals on reading walk through strategies, including both reading intervention and content area, as well as how to give feedback to teachers?**

In April 2011, school administrators and instructional coaches will begin training on the district's new reading walk-through tool, Observation 360. Additionally in June 2011, all school administrators will attend a two-day workshop on the new Florida Educator Accomplished Practices and receive a more in-depth training on the use of the walk-through/observation tool. School leaders will learn how to collect and utilize data from Observation 360 and how to use the system to provide teachers with best-practice classroom examples specific to identified areas of weakness and/or professional growth. The tool itself serves as a professional development guide for principals because each template identifies the specific things they should see in an effective reading classroom and content area classroom where reading strategies must be infused. By becoming familiar with these effective rituals, routines and instructional practices, the principal will gain new knowledge and have a tool for providing immediate feedback to teachers including professional development specific to areas of deficiency or where a particular indicator of effectiveness is not evident.

17. **How will the district and schools recruit and retain highly qualified reading teachers?**

All new teachers will receive support at the school level and district level in order to familiarize them with curriculum, district policies and classroom management. We are encouraging all current teachers to pursue the reading endorsement and are also encouraging all secondary teachers to take CAR-PD and CATER training. Our focus is to have all teachers – regardless of their content area – to become teachers of reading. Teachers who earn the Reading Endorsement will receive a $400 bonus for completing the program. The District also uses Federal funds to assist teachers in adding the Reading Endorsement to their Florida Educator's Certificate. To retain highly qualified teachers who are currently employed by Clay District Schools, a wide variety of professional development opportunities will be offered to these teachers. Supplemental instructional materials will be provided as funding permits. The District recognizes that for teachers to be effective, they must have the proper training and appropriate instructional materials to enable them to carry out their duties effectively. Clay District Schools will host a job fair in spring of 2011 in an effort to attract highly qualified teachers. Last year we initiated this event for the first time and it was well-received. Hundreds of teachers from around

the state came to Clay County to interview for teaching positions. Clay District Schools will host a job fair in spring of 2011 in an effort to attract highly qualified teachers. Last year we initiated this event for the first time and it was well-received. Hundreds of teachers from around the country came to Clay County to interview for teaching positions.

18**. How and when will the district provide principals with the information contained in the K-12 Comprehensive Research-Based Reading Plan?**

All principals will attend a workshop prior to the beginning of the 2011-2012 school year in which they will become familiar with the new plan. The new plan will also be accessible on our district website.

School Level Leadership

A key factor to an individual school's success is the building leadership. The principal sets the tone as the school's instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. In essence, the school principal has the potential to have a great impact on student learning through his or her support of teachers and coaches. In order for principals to become instructional leaders, it is imperative that they understand the literacy challenges of the populations of students whom they serve. The reading/literacy coach is vital in the process of providing job embedded professional development at the school level. To describe the process for monitoring and improving reading instruction at the school level, including the role of the principal and the reading coach, please address the following:

1. **The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees should serve on this team which should meet at least once a month. What process will the principal use to form and maintain a Reading Leadership Team? Include the role of the principal and coach on the Reading Leadership Team and how the principal will promote the Reading Leadership Team as an integral part of the school literacy process to build a culture of reading throughout the school.**

   Principals will select teachers from various grade levels and other educational professionals (i.e. mentor reading teachers, coaches, media specialists, guidance counselors, etc.) who demonstrate expertise in their area of concentration and who are willing to support the school's student

achievement goals. Those selected should be able to contribute expertise and interest in the area of interventions. The team will meet at least once per month to discuss progress monitoring data and the progress of the school in relation to the District's goals for student achievement for the 2011-2012 school year. The principal will publish a consistent schedule for Reading Leadership Team meetings and will attend all meetings. The coach will serve on the committee as well as provide his/her expertise in data analysis, reading instruction and intervention strategies. The coach will also plan school-wide and small group professional development based upon student data and the goals of the Reading Leadership Team. The principal will promote the Reading Leadership Team as an integral part of the school literacy reform process by sharing the goals and findings of the team with all educational stakeholders on a regular basis. The principal will earmark funds (when available) to promote instructional goals of the team. A special focus will be placed upon reading across all content areas. The team will assist in planning reading professional development for all teachers, thereby promoting a culture of reading throughout the school.

2. **How will the principal ensure that the reading coach is not used as a reading resource teacher, a substitute, administrator, or in any other capacity that takes them away from being a full time professional development resource for teachers?**

The principal will ensure that the coach is not used as a reading resource teacher, a substitute, an administrator, or in any other capacity that takes them away from being a full-time professional development resource in reading and intervention. Coaches will accurately reflect their time on the PMRN Coaches' Log. When coaches work with small groups of students, this will be for the purpose of modeling effective teaching strategies for other teachers.

3. **How will the principal collaborate with the reading coach to plan for professional development? Include how the principal will provide professional development materials to support the reading coach.**

The principal will meet with the coach during pre-planning to discuss the professional development focus for the 2011-2012 school year. School-wide and grade level data will be used to determine this focus. In addition to this initial meeting, the principal and coach will meet at the end of each progress monitoring period to review student data and make changes to the school's professional development plan if needed. The principal will provide materials for the coach to use for the purposes of professional development.

4. **How will the principal use the information obtained from the PMRN online reading coach's log to impact student learning?**

The principal will look at the coaches' log and will cross reference this with progress monitoring data. Coach duties and professional development offerings will be aligned with the needs of students.

5. **How will the principal/designee monitor collection and utilization of assessment data, including progress monitoring data, to determine intervention and support needs of students?**

   The district's new assessment and data management system, *Performance Matters* (grades 3-10) will allow for the collection of baseline, mid-year and end-of-year assessments aligned to FCAT 2.0. (Note: FAIR will be used in grades K-2.) In addition, the system will require teachers to give regular progress monitoring assessments in alignment with the NGSSS. For example, if teachers have been teaching author's perspective, the teacher will give a short progress monitoring assessment to determine the effectiveness of instruction as identified by the student performance data. Data will be collected by the principal/designee and compiled for distribution during their regular data meetings. Data will also be used for determine relevant and individualized professional development needs and used by the RTI Leadership Team to determine appropriate interventions and student placement.

6. **How will assessment data be communicated to and between teachers? Include how often this will occur. (Examples may include: data study teams, weekly grade level meetings, and vertical team meetings).**

   Teacher data collected from walk-throughs and observations is communicated via an electronic communication system that gives the administrator's feedback and suggestions to the teacher immediately following a classroom visit. Because schools are required to have quarterly data meetings by grade level and/or department, student data collected from FAIR (K-2) and Performance Matters(3-10) along with student work is used to drive the discussion during these meetings and data is used to determine needed lesson study and/or PLC topics. During these collaborative meetings, data is shared and analyzed; data may also be communicated during weekly grade level/department meetings.

7. **How will the principal, in collaboration with the instructional employee, target specific areas of professional development need based on assessment data and reflect those goals in the Individual Professional Development Plan (IPDP)? Include how the principal will use progress monitoring data to differentiate and intensify professional development for teachers.**

   Data collected from student assessments will be used to determine the specific goals of instructional employees' annual IPDP. A school administrator is required to meet at the beginning of the year with each employee to review his/her data and assist in the development of the IPDP

including the goal, strategies for improvement and related professional development. Utilizing an on-line IPDP system, the employee and administrator monitor the plan and amend the IPDP based on student progress during the year. Administrators conduct a formal IPDP meeting with each employee no less than twice annually. Specific areas of professional development are determined based upon the needs of the teacher's students as identified by the data sources. Ongoing student data and data collected from walk-throughs and observations are reported in the district's data management system and through PD360. Specific needs are matched to related professional development.

8. **How will the principal identify mentor teachers and establish model classrooms within the school?**

   The principal will identify mentor teachers at various grade levels and content areas based upon classroom walkthrough observations and student progress monitoring data. Mentors can be viewed as a model for instruction in one or more of the six areas of reading. It should be noted that mentor teachers need not be a model in all six areas. Principals will arrange schedules to provide opportunities for teachers to observe best teaching practices in model teachers' classrooms.

9. **How will the principal ensure that time is provided for teachers to meet weekly for professional development opportunities that may include, but are not limited to, lesson study, grade group meetings, additional training, visiting model classrooms and one on one coaching sessions?**

   The principal will devise a schedule that allows time for teachers to meet on a regular basis for the purposes of professional development. Examples of meetings will include, but are not limited to, grade level or content area meetings, whole faculty training, visiting model classrooms, one-on-one coaching, and lesson study teams. Our district will have a strong focus on lesson study during the 2011- 2012 school year.

10. **How and when will the principal and reading/literacy coach (if applicable) provide teachers with the information contained in the K-12 Comprehensive Research-Based Reading Plan?**

    The principal and coach (if applicable) will meet with teachers at the beginning of the 2011-2012 school year to discuss the contents of the new reading plan. This meeting will take place by mid-September 2011 and can be conducted as a faculty meeting or in grade level/content area groupings.

11. **How will the principal increase the amount of student reading inside and outside of school? Include how the principal will increase media center circulation.**

The principal will increase the amount of student reading inside and outside of school by implementing a school-wide reading incentive program. Administrators are also encouraged to designate specific times of the school day for independent reading. To motivate students to read outside of class, elementary and junior high schools are encouraged to participate in the district-supported "Brock's Battle of the Books" competition. This competition targets fourth grade and junior high students. It provides incentives to read in the form of a formal competition similar to a spelling bee and prizes are available. This competition has been popular with students over the past several years and serves to motivate students to read outside of class. The media specialists at each school have supported and promoted this reading incentive program. Many schools require students to read over the summer and provide specific reading lists for students.

12. How will principals establish themselves as literacy leaders in their schools? (One way to ensure this is to include a reading goal in your School Improvement Plan although it may not be required.)

Principals will establish themselves as literacy leaders in several ways. They will serve as active leaders of their Reading Leadership Team and School-Based Leadership Team. They will incorporate reading goals into the School Improvement Plan and will facilitate on-site professional development that correlates to student needs as indicated by progress monitoring assessments. They will utilize information gained through classroom walkthroughs in order to determine other areas of focus for professional development. Finally, our district requires all school-based administrators to complete the FOR-PD in order to build their own background knowledge of effective reading instruction.

Professional Development

Professional development for all teachers, coaches and administrators must be provided to ensure that all district educators are grounded in the essential components of reading instruction. Providers of professional development (internal and external) must base training in reading instruction on scientifically-based reading research. Professional development options must be provided to address the following:

- Implementation of all instructional materials, all reading programs, and strategies based on scientifically-based reading research, including early intervention, classroom reading materials, and accelerated programs. Immediate intensive intervention (iii) should also be addressed.

- Instruction in the use of screening, diagnostic, and classroom-based progress monitoring assessments, as well as other procedures that effectively identify students who may be at risk of reading failure or who are experiencing reading difficulties.

Further, for professional development to be considered comprehensive, it must address the body of knowledge grounded in scientifically-based reading research and must be in alignment with the National Staff Development Council Standards (NSCD) and Florida's Professional Development System Evaluation Protocol. Professional development must be individualized based on student performance data – not on a "one size fits all" model.

In order to ensure that each individual teacher has the level of intensity needed for professional growth based on student achievement data, **professional development must be individualized.** All teachers, paraprofessionals and substitutes, and even mentors can benefit from differentiated professional development – providing more information for less experienced teachers and advanced activities for those who are at a mentor level.

1. **Provide the district professional development schedule for ALL reading professional development, not just the professional development funded through the FEFP reading allocation, for the 2011-2012 school year through Chart A. This chart will be completed through the web based system. Repeat this process within the application as many times as necessary for each professional development offering in reading offered by your district. ALL Reading Endorsement professional development offerings should be described in Chart A. Please address the Reading Endorsement professional development first in your charts. To create and edit all professional development charts for Chart A, use the link provided within this section online. Please be sure to indicate whether you are accepting a previously approved chart or creating/revising a new chart by clicking the appropriate radio button on Chart A.**

2. **Does your district offer Content Area Reading Professional Development (CAR-PD) in at least one school?**

   CAR-PD is available at all junior high and high schools. Numerous coaches around the district, as well as the District Reading Development Facilitator, have been trained to facilitate the CAR-PD program. During the 2011-2012 school year, interested and qualified teachers will have the opportunity to extend their knowledge and gain the reading endorsement by completing the NG CAR-PD training. Clay District Schools will be sending twelve district instructional staff members to the regional NG CAR-PD training in Duval County in late July. As a district we plan to provide incentives for content area teachers to receive this training in an effort to build capacity for NG CAR-PD.

3. **Does your district offer Reading Endorsement for ESOL (REESOL)?**

   The District does not offer REESOL. Two teachers attended the REESOL facilitator training, but the courses have not been offered in our district because of the lack of enrollment.

4. **Does your district conduct transcript reviews of college coursework for application towards the District Add-On Reading Endorsement?**

   Our district does not provide transcript reviews of college coursework.

Elementary Assessment, Curriculum, and Instruction

It is the philosophy of the Just Read, Florida! Office to use scientifically-based reading research (SBRR), including that found in the *National Reading Panel Report* (2001) and *Preventing Reading Difficulties in Young Children* (1998). Research shows that children benefit from reading instruction that includes explicit and systematic instruction in skills and strategies and opportunities to apply those skills and strategies in text.

Schools must offer daily classroom instruction in reading in a dedicated, uninterrupted block of time of at least 90 minutes duration. An initial lesson from the Comprehensive Core Reading Program (CCRP) is provided based on program guidelines and student needs. For the remainder of the block, the teacher differentiates instruction focusing on the specific instructional needs of each student. In addition to, or as an extension of, the 90 minute reading block, the classroom teacher, special education teacher, or reading resource teacher will provide daily immediate intensive intervention (iii) to children as determined by progress monitoring and other forms of assessment.

All information provided in this section should detail how you will meet the reading needs of all student subgroups identified under No Child Left Behind.

1. Each district will be given one school user log-in password so that each school may enter their own information into Chart C by using the web-based template. It is recommended that districts create a timeline for school users to enter this information for their school. Districts will be able to review and revise the school based information before submitting Chart C on April 20, 2011. School level users should select all applicable adopted reading instructional materials from the lists provided and add any other materials in the text boxes. Information regarding materials specifically for ESE and ELL students should be listed in the text box labeled 'Other.' To review and edit all school information for Chart C before submitting, use the link provided within this section online.

2.1 Describe all research-based instructional materials used to provide the overall instructional design. Describe your Comprehensive Core Reading Programs (CCRP) - Comprehensive Core Reading Programs are the instructional tools used to provide high quality instruction in K-5 classrooms. The CCRP correlates to all Reading and Language Arts Sunshine State Standards and includes instructional content based on the six essential components of reading instruction: phonological awareness, phonics, fluency, vocabulary, comprehension, and oral language. The CCRP contains instructional design components including explicit instructional strategies, coordinated instructional

sequences, ample practice opportunities, aligned student materials, and assessment to guide instruction.

The elementary Comprehensive Core Reading Program (CCRP) is *Macmillan/McGraw Hill Treasures* for grades K-6. All teachers will implement the core reading program with fidelity utilizing its instructional tools to provide high quality instruction to students during the 90-minute reading block, which includes designated time for whole group and small group instruction. Teachers will provide systematic, explicit instruction through the CCRP that is targeted for student needs as determined by in-program assessments as well as student work, teacher observation, FAIR (K-2) data, *Performance Matters* (3-6) data, and other available data sources. The *Macmillan/McGraw Hill Treasures* program will serve as the basis of instruction for students receiving tier 1, 2 and 3 interventions. Teachers will follow the RtI problem solving approach to meet the needs of individual students.

2.2. Describe your Supplemental Intervention Reading Programs (SIRP)- Supplemental Intervention Reading Programs are intended for flexible use as part of differentiated instruction or 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 provides a break-down by school.) 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 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 iii intervention efforts.

2.3. Describe your Comprehensive Intervention Reading Programs (CIRP) - Comprehensive Intervention Reading Programs 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 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.

All K-5 students will use the *Macmillan/McGraw Hill Treasures* core reading program. Students receiving tier 2 interventions will be provided instruction using strategies within this core program, as well as other supplemental materials as deemed appropriate. For students in need of tier 3 interventions,

teachers may also utilize the *Triumphs* intervention materials in conjunction with the *Treasures* program. These students are identified as those who continue to struggle and for whom progress monitoring data indicates a need for increased intensity of instruction. They will receive intensified interventions as an extension of the 90-minute reading block.   Sixth graders scoring a level 3, 4 or 5 on the 2011 FCAT will use the *Macmillan/McGraw Hill Treasures* as their core reading program. Those scoring a level 1 or 2 on the 2011 FCAT will be placed in an intervention core program – *Bridges to Literature.* All students, regardless of their core program or FCAT level, will be challenged with reading, discussing and comprehending texts of higher complexity.

2.4. **Describe your 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, where applicable.**

Computer-based resources used for support in reading include Orchard, Waterford, New Century, SuccessMaker, Academy of Reading, Accelerated Reader, FCAT Focus, FCAT Explorer and *Macmillan/McGraw-Hill Treasures* technology support.   These programs are used to support teacher-led instruction presented during the 90-minute reading block. One school with intensive ESE reading classes also uses *Soliloquy*, a computer-based fluency program.

3. Schools must diagnose specific reading difficulties of students who do not meet   specific levels of performance as determined by the district school board in reading to determine the nature of the student's difficulty and strategies for appropriate intervention and instruction.

Create an Assessment/Curriculum Decision Tree (Chart D1) to demonstrate how assessment data from progress monitoring and other forms of assessment will be used to determine specific reading instructional needs and interventions for students in grades K-2.

The chart must include:
- **Name of assessment(s)**
- **Targeted audience**
- **Performance benchmark used for decision-making**
- **Assessment/curriculum connection**
- **An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided.**

District contacts will create and upload Chart D1 using the link provided within this section online. There are two samples for Chart D1

(Assessment/Curriculum Decision Tree) located in the **Appendix**. Last year's chart is available at your district's **public view page**. If your district wishes to use this chart it must be uploaded into this year's plan. Please upload the desired file.

4. **Schools must diagnose specific reading difficulties of students scoring at Level 1 and Level 2 on FCAT Reading to determine the nature of the student's difficulty and strategies for appropriate intervention and instruction.**

   Create an Assessment/Curriculum Decision Tree (Chart D2) to demonstrate how assessment data from progress monitoring and other forms of assessment will be used to determine specific reading instructional needs and interventions for students in grades 3-5(6).

   The chart must include:
   - **Name of assessment(s)**
   - **Targeted audience**
   - **Performance benchmark used for decision-making**
   - **Assessment/curriculum connection**
   - **An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided. .**

   District contacts will create and upload Chart D2 using the link provided within this section online. There are two samples for Chart D2 (Assessment/Curriculum Decision Tree) located in the Appendix. Last year's chart is available at your district's public view page. If your district wishes to use this chart it must be uploaded into this year's plan. Please upload the desired file.

5. **How will all students receive motivating, 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)**

   Teachers will follow the Just Read, Florida! model and the School District of Clay County 90-Minute Reading Block Schedule for providing high-quality, explicit, and systematic reading instruction within the 90-minute reading block (tier 1 instruction). 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 small group differentiated instruction based upon student needs. All elementary schools will use the district-selected CCRP as indicated in Chart C. Initial instruction constitutes 40-45 minutes of the 90-minute reading block. At the conclusion of the whole group session, students will work in small groups engaged in independent, meaningful activities or participate in teacher-led small group instruction. Teachers will form these fluid groups of 4-7 students using available

assessments and teacher observations. 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 opportunities for learning.

6 . How will students targeted for immediate intensive intervention receive services?

Students will be identified for tier 2 and tier 3 intervention using data analysis of screening and progress monitoring tools, as well as classroom performance and mastery of concepts taught. Schools have the option of using the Clay County Kindergarten Screening Assessment as early as possible in the school year to target specific student needs. Teachers will monitor students' progress in grades K through 5 on a regular basis using running records, in-program assessments, and/or other formal and informal assessments. Students will be grouped for instruction based upon the need for like strategies. Groups will be flexible, consisting of no more than 7 students. Students will move in and out of intervention groups within the CCRP based on mastery of specific target strategies. All students will receive appropriate levels of differentiated instruction/intervention in designated small groups during the 90-minute reading block as determined by available assessment data. Students will also have an opportunity to practice previously taught skills during the small group/center portion of the 90-muinute reading block. In addition to the focused, differentiated instruction all students will receive during the 90-minute reading block, all K-2 students scoring in the red success zone will also receive iii outside the 90-minute reading block on a daily basis. Selected students who scored in the yellow success zone (particularly those scoring 16-44% PRS) may also be targeted for iii outside the 90-minute reading block if multiple data sources indicate a need for more time on task. The focus and intensity of this iii will be determined by FAIR assessment data and other available data sources. K-2 students scoring 16-44% PRS but for whom the additional iii outside the reading block is deemed unnecessary will receive intentional small group instruction that is designed and implemented to meet the specific academic needs of students during the reading block, as well as more frequent progress monitoring to assure student learning is taking place and that the gap between student performance and the expected benchmark is closing at an acceptable rate. Students in grades 3-5 will be assessed during the three assessment periods using *Performance Matters*. Those students scoring at the at-risk level will be targeted for immediate intensive intervention based upon their score on *Performance Matters* and other available data such as teacher observation and in-program assessments.

7. 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 a meaningful extension of the skills taught through the core reading program? Include the following: how these classroom libraries are utilized; how the books will

be leveled; and the process for matching students to the appropriate level of text.

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 allow 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.)

The acquisition of books for classroom libraries has been a priority of school and district level administrators. Book purchases reflect both fiction and nonfiction selections and represent multiple genres and reading levels. The *Macmillan* core program includes leveled readers to enable students to read independently at their own reading level. 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. Media centers at most elementary schools have book bins that are rotated among the classrooms to further enhance book selections for students and teachers. While most teachers make use of the classroom libraries throughout the day by encouraging student independent reading and building background knowledge in content areas, all elementary reading teachers will provide time for students to use the classroom libraries during the 90-minute block. In 2007, substantial funding was provided by the county for elementary schools to purchase books to enhance classroom libraries and support content area knowledge building. These sets of books are divided into bins and are available for checkout from the media center. The contents of each bin include a variety of topics and reading levels. These bins are shared among teachers and grade levels as we continue to build capacity for classroom library materials. Other books that make up classroom libraries are leveled and/or organized by genre for easy student access. All elementary schools support the Sunshine State Young Readers Award. These books are made available to all students.

Lexile levels for all classroom library books are available either on the book itself or through referencing the book on www.lexile.com. Teachers will have access to charts that show how the different leveling systems compare (Lexile, Guided Reading, AR, DRA, Rigby). Teachers may use one or more of the following methods to match students to appropriate levels of text:

• Grade level as determined by the DAR (if administered)

• Fluency and accuracy checks (5 errors per 100 words attempted suggests backing   up to a lower level)

• Running records

• *Destiny* (accessible by all teachers)

8 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 detail regarding how teachers will address the NGSSS in all content classrooms.

Content area teachers will 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. The *Macmillan/McGraw-Hill* core program includes leveled classroom libraries containing many non-fiction texts that cover social studies and science concepts. Recent science and math adoptions include e-libraries that can be used to further connect reading and content. In addition to these reading resources, the National Geographic Florida Science series will be used in grades 2 – 5. This series contains leveled readers to which students will have access. District staff will provide targeted professional development to all content area teachers, focusing on the implementation of the NGSSS. We have already made significant headway in this area in that content area teachers have been taught how to infuse FCAT item specifications and FCAT question stems as a part of their instruction to elicit meaningful dialogue and higher level thinking within the content area curriculum. Texts with higher level of complexity will be used as a vehicle for addressing the NGSSS.

9. How will writing be incorporated into the 90 minute reading block to deepen text comprehension?

During the 90-minute reading block students will be given opportunities to expand comprehension through writing.   Writing activities assigned during the 90-minute reading block will be extensions of the whole group initial instruction; 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. During the science block, students will maintain a science notebook allowing them to write in the content area of science on a regular basis. The possibilities are endless for students to expand their comprehension through writing.

10. What before, after, and summer school reading activities will be utilized, including mentoring and tutoring activities? Include criteria for student eligibility and how these activities will be linked to reading instruction provided during the school day.

All elementary schools will provide opportunities for before and/or after school tutoring. All Title I schools offer free tutoring through Supplemental Educational Services (SES) in partnership with the Clay County School District. The Title I schools use *SuccessMaker* software and have set up *SuccessMaker* labs which are utilized during the day. Many of those schools make use of the *SuccessMaker* labs for before and/or after school tutoring purposes as well.   Some elementary schools offer a "Saturday Scholars" tutoring opportunity on weekends prior to the administration of the FCAT. Student attendance at

tutoring opportunities is prioritized by academic need as indicated by student performance data (FCAT level, progress monitoring data, etc.). Many schools devise a summer reading incentive program to motivate students to read over the summer. All schools will communicate with parents in the spring concerning the importance of reading over the summer

11.1 Which assessments are administered to determine reading instructional needs for the following students:

Non-English speaking ELL students?

Non-English speaking ELL students are administered the following assessments to determine reading instructional needs: *Macmillan/McGraw-Hill* FCAT Unit Assessments which includes ELL Practice and Assessments and any other assessments administered to the general student population as deemed appropriate (FAIR, *Performance Matters, etc.*) When an ELL student enters a school in our district, the guidance counselor administers an IPT test which is designed to test the level of proficiency in English in the areas of reading, writing, listening and speaking.

11.2. Students with severe speech/auditory impairments?

All oral/auditory assessments normally given to elementary students will be administered by certified speech clinicians when at all possible. Other accommodations will be made individually based upon provisions in each student's Individualized Education Plan (IEP) and upon allowable accommodations as outlined in the assessment-specific guidelines. With any fluency assessment, students are not penalized for errors due to problems with speech, dialect or articulation. In grades 3-6, the *Performance Matters a*ssessment and related progress monitoring assessments are completed on the computer and do not require oral responses. By using this assessment, teachers in grades 3-6 will be able to determine a student's reading ability without regard to oral or auditory limitations.

11.3. Students with severe vision impairments?

Accommodations will be made individually based upon provisions in each student's Individualized Education Plan (IEP) and upon allowable accommodations as outlined in the assessment-specific guidelines.

Middle School Assessment, Curriculum, and Instruction

Successful implementation of your K-12 Comprehensive Research-Based Reading Plan will meet the requirements of the Florida Secondary School Redesign Act, which requires each school to use research-based reading activities that have been shown to be successful in teaching reading to low-performing students.

All information provided in this section should detail how you will meet the reading needs of all student subgroups identified under No Child Left Behind.

1. **Each district will be given one school user log-in password so that each school may enter their own information into Chart F by using the web-based template. It is recommended that districts create a timeline for school users to enter this information for their school. Districts will be able to review and revise the school based information before submitting Chart F on March 31, 2011. School level users should select all adopted reading instructional materials from the lists provided and add any other materials in the text boxes. Information regarding materials specifically for ESE and ELL students should be listed in the text box labeled 'Other.' To review and edit all school information for Chart F before submitting, please use the link provided within this section online.**

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.**

All 6th graders scoring a level 3 or above on FCAT Reading are enrolled in a 50 minute developmental reading course five days per week. The core materials used in the developmental 6th grade reading program are from the *Macmillan Treasures* series.   In 7th and 8th grades teachers use the Jamestown Critical Reading Program with students who score a level 3 or higher on FCAT. Seventh grade students receive additional instruction from the Scholastic Scope Program. These programs provide a variety of methods and materials to develop strategies and critical thinking skills in reading. The skills and strategies taught align with NGSSS for Reading at the appropriate grade levels and may be transferred to content area courses across the curriculum. All students, regardless of their core program or FCAT level, will be challenged with reading, discussing and comprehending texts of higher complexity. Materials used in the middle grades intensive reading classes are described below in question 2.2.

Describe your Middle Grades Programs- The goal of a middle grades reading program is to provide a variety of methods and materials to develop strategies and critical thinking skills in reading for students who are reading on or above grade level and enrolled in reading courses 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). If your district does not offer a middle grades reading program for students who are reading on or above grade level, please provide N/A as a response for this question.

Due to funding we are not able to offer developmental reading classes at the middle grades level. However, our district is committed to the NG CAR-PD and will focus heavily on supporting content area teachers in their desire to improve students' reading skills through the use of content area curriculum.

2.2 Describe your 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 geared at increasing knowledge of content area vocabulary and concepts.

All sixth grade students scoring a level 1 or 2 on the prior year's FCAT reading subtest will be placed in one period of intensive reading using the *Bridges to Literature* intervention core program. Additional intervention will occur within the content area classroom. For students in need of still greater support, *Compass Odyssey* technology is available both at school and at home.

All seventh and eighth grade students scoring a level 1 on the prior year's FCAT reading subtest will be placed in one period of intensive reading.   Intensive reading teachers will administer a phonics screener to determine students' ability to decode words. Fluency and comprehension will also be assessed in an effort to develop instructional plans that meet the specific needs of students. Level 1 intensive reading students will use the *Voyager* program as the CIRP. In addition to the use of the *Voyager* program, students will be required to engage in reading activities outside of the reading period. This activity will be monitored by the intensive reading teacher. Level 1 students will also be encouraged to attend before and after-school tutoring opportunities.

All seventh and eighth grade students scoring a level 2 on the prior year's FCAT reading subtest will be placed in an intensive reading course or a CAR-PD content area class. Screeners will be given at the end of the 2010-2011 school

year to facilitate proper placement for the 2011-2012 school year. (See Middle Grades Curriculum Decision Tree for placement guidelines.) The screeners will assess students' ability to decode and to read text efficiently. Level 2 students who are placed in an intensive reading class will use the *Voyager Passport* program as the CIRP. The district is researching various supplemental programs that will be used for instruction in decoding.

Both level 1 and 2 students will receive additional instruction in reading through content area classes. Clay District Schools will be placing a strong emphasis on the NG CAR-PD and plan to have teachers in all disciplines trained in content area reading. Students will be instructed using methods that promote higher level thinking skills and will be challenged with questions that are reflective of the question stems found in FCAT 2.0. All students – regardless of their placement- will be challenged with reading, discussing and comprehending texts of higher complexity.

2.3. Describe your 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 either additional instruction, additional practice, or both. Test preparation materials and educational technology without a teacher-led instructional component should not be listed in this category.

Students will use 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.* The district will provide supplemental materials for phonics instruction. These materials have not yet been identified but will be in place by the 2011-2012 school year.

2.4. Describe your 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 include FCAT Explorer, Academy of Reading, Compass Odyssey, Accelerated Reader, FCAT Focus and Lit2Go . Students will also use the technological support that is part of the *Voyager Passport* series. Our new assessment program *Performance Matters* allows teachers to create probes for reading practice and progress monitoring in comprehension. All of these programs are designed for additional student support and are not to be used as a substitute for teacher-led instruction.

3. **Section 1003.4156, 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 text reading efficiency must have an extended block of reading intervention.

   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 reading and language arts 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 Level 2 students who are not in need of decoding or text reading efficiency instruction 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) package, the 90 hour Next Generation Content Area Reading-Professional Development (NGCAR-PD) package, 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 reading and language arts benchmarks specific to the subject area (biology, world history, etc.)**
   - **a focus on informational text at a ratio matching FCAT**

   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.fldoe.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.

Complete an Assessment/Curriculum Decision Tree (Chart G) to demonstrate how assessment data from progress monitoring and other forms of assessment will be used to determine specific interventions for students at each grade level. The chart must include:
- Name of assessment(s)
- Targeted audience
- Performance benchmark used for decision-making
- Assessment/curriculum connection
- An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided.

District contacts will create and upload Chart G using the link found within this section online. A sample for Chart G (Assessment/Curriculum Decision Tree) can be found in the Appendix. Last year's chart is available at your district's public view page. If your district wishes to use this chart it must be uploaded into this year's plan. Please upload the desired file.

4. Describe in detail the reading classroom (include all levels of intervention). Be sure to   address student motivation. Determinations for intensity of the

remediation effort should be based on the most recent reliable and valid assessment data.

The junior high intensive reading classroom will provide students with the appropriate level of support (Tier 2 or 3) that is needed for each individual student to succeed. Once students have been placed in a classroom, the teacher will perform progress monitoring on a regular basis. Students will also take the *Performance Matters* assessments during the three AP periods defined by the state. These formal assessments will serve as baseline, mid-year and end-of-year assessments. Teachers will use the specified developmental and/or intervention program materials (see question 2). Students will receive explicit, systematic instruction driven by student assessments utilizing multiple data points. In addition to the core program materials, teachers will incorporate other supplemental materials to ensure an in-depth, explicit coverage of all benchmarks. Teachers will conduct whole group lessons, as well as provide differentiation in small group settings. Students will have the opportunity for independent reading practice. This will be monitored by the teacher and students will be held accountable for reading during independent reading time. Teachers will infuse NGSSS benchmarks into their lessons and will also maintain 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 in need of more intensive intervention will be placed in an intensive reading class during which time they will receive instruction in all six areas of reading. Students meeting the criteria for CAR-PD will be placed in a content area class with a focus on fluency, vocabulary and comprehension. The RtI problem solving approach will guide intervention efforts with all students.

5. **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? Include the following: a) how daily independent reading, monitored by the teacher, will be incorporated into all reading classrooms; b) how classroom libraries will be utilized; c) process for leveling books; and d) process for matching students with the appropriate level of text**.

One of the district reading goals is that students increase the amount of time they read at school. Junior high reading teachers will provide students with time to read in class on a daily basis. This independent reading will be monitored by the teacher. Students will 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). Classroom libraries will be used 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. Classroom library materials will be leveled based upon the Lexile Leveling System. Teachers will utilize screening and progress monitoring data to determine appropriate independent and instructional reading levels for each student. Lexile levels will be used to match students to appropriately leveled text. Lexile levels can be acquired through the software that supports the CIRP – *Voyager Solo*. The FAIR scaffolded templates can be used to provide instructional support in reading lexile-appropriate passages.

6. **How will all content area and elective teachers teach students to think as they read in subject area classrooms and extend and build discussions of text in order to deepen understanding? Include detail regarding how teachers will address the NGSSS in Reading and Language Arts in all content classrooms.**

Clay County will strongly support the NG CAR-PD program and will offer incentives for teachers to take this 90-hour training. The goal is to have several teachers at each school in each content area become NG CAR-PD trained. Content area and elective teachers will blend reading and literacy instruction into their specific subject area. Aligned curriculum materials will include rigorous text dependent questions that require students to demonstrate that they follow the details of what is explicitly stated but are also able to make valid claims that are consistent with all of the evidence in the text. Teachers will supply explicit models of high quality evidence-based answers to questions and samples of proficient student responses. Recommended reading strategies as well as broader questions and themes will be embedded in the actual reading of the text and a significant portion of the time spent with each text will include opportunities for student independent work within and outside of class analyzing the text. District staff will attend the Just Read, Florida! Summer Professional Development workshop focusing on NG CAR-PD and text complexity. District trainers will provide targeted professional development to all content area teachers, focusing on the implementation of the NGSSS. We have already made significant headway in this area in that content area teachers have been engaged in training that focused on high quality text dependent questions and tasks. As an outcome of this training, teachers will ensure that students can read <u>closely</u> and gain knowledge from texts.

7. **How will writing be incorporated across the curriculum to deepen text 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 will be an extension of the whole group initial instruction; 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.

8. **What before, after, and summer school reading activities will be utilized, including mentoring and tutoring activities? Include criteria for student eligibility and how these activities will be linked to reading instruction provided during the school day.**

All junior high schools will provide opportunities for before and/or after school tutoring and mentoring. Reading teachers will communicate with the tutors to ensure that the tutoring sessions align with what is being taught in class. Schools will promote reading throughout the year, providing incentives and direction for students. Incentive programs that motivate students to read over the summer will be available for all students. Parents will receive information in the spring highlighting the importance of reading over the summer. 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. Tutors will extend upon what is being taught in class and will be aware of the reading level of each child. Teachers will inform the tutor of the concepts being taught during the school day. In turn, tutors will communicate with the teacher concerning the progress that each student is making during the tutoring sessions. Students with the greatest academic needs will be eligible for before, after, and summer school reading activities as determined by assessment data (*Performance Matters*, FCAT, in-program assessments, etc.) and teacher recommendation. Summer reading incentive programs will be available to all students, grades 6, 7 and 8.

9.1. **Which assessments are administered to determine reading intervention placement for students with the following needs:**

Non-English speaking ELL students? When an ELL student enters a school in our district, the guidance counselor will administer an IPT test which is designed to test the level of proficiency in English in the areas of reading, writing, listening and speaking.

9.2. **Students with severe speech/auditory impairments?**

All oral/auditory assessments normally given to middle school students will be administered by certified speech clinicians when at all possible. Other accommodations will be made individually based upon provisions in each student's Individualized Education Plan (IEP) and upon allowable accommodations as outlined in the assessment-specific guidelines. With any fluency assessment, students are not penalized for errors due to problems with speech, dialect or articulation. The *Performance Matters* assessments are completed on the computer and do not require oral responses. By using this assessment, teachers will be able to determine a student's reading ability without regard to oral or auditory limitations.

9.3. Students with severe vision impairments?

Accommodations will be made individually based upon provisions in each student's Individualized Education Plan (IEP) and upon allowable accommodations as outlined in the assessment-specific guidelines.

9.4. Students in grades 6 and above with no FCAT scores?

Students entering Clay District schools without FCAT scores are screened prior to being placed in an intensive reading class. This screening is based upon previous testing results, report card grades, and evidence of having been placed in an intensive reading class prior to entering the district. If there is any question of whether a child should be placed in an intensive reading class, students can be given the DAR, or another school-selected assessment to determine the level of reading ability. Students can also take the *Performance Matters* assessment, even if it is not within the normal AP testing windows.

High School Assessment, Curriculum, and Instruction

Students entering the upper grades who are not reading on grade level have a variety of reading intervention needs. No single program or strategy can be successful in the remediation of all students. Therefore, it is necessary to implement a combination of research-based programs and strategies that have been proven successful in the remediation of older struggling readers. Successful implementation of your K-12 Comprehensive Research-Based Reading Plan will meet the requirements of the Florida Secondary School Redesign Act, which requires each school to use research-based reading activities that have been shown to be successful in teaching reading to low-performing students.

All information provided in this section should detail how you will meet the reading needs of all student subgroups identified under No Child Left Behind.

1. **Each district will be given one school user log-in password so that each school may enter their own information into Chart I by using the web-based template. It is recommended that districts create a timeline for school users to enter this information for their school. Districts will be able to review and revise the school based information before submitting Chart I on March 31, 2011. School level users should select all adopted reading instructional materials from the lists provided and add any other materials in the text boxes. Information regarding materials specifically for ESE and ELL students should be listed in the text box labeled 'Other.' To review and edit all school information for Chart I before submitting, please click the use the link provided within this section online.**

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.**

Describe your 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 in grades 9-12, success in subject area courses is contingent upon intensive reading

intervention geared at increasing knowledge of content area vocabulary and concepts.

Level 1 students and those level 2 students who meet the criteria for placement in an intensive reading class will be placed in the *Hampton Brown-Edge National Geographic* series. All students will be given a placement test to determine their Lexile level. This Lexile score will indicate which level of book will be used for instruction. *Performance Matters* assessment reports will assist teachers in determining the strengths and weaknesses of students and will serve as a source of progress monitoring. Instruction will be based upon this data, as well as teacher observation and student work samples. Four of the high schools in Clay District Schools will be utilizing *Read 180* as a Comprehensive Intervention Reading Program for some tier 2 and tier 3 ninth grade students. The *Read 180* program is research-based and covers all six areas of reading and enables teachers to differentiate instruction based upon student need and supporting data.

Both level 1 and 2 students will receive additional instruction in reading through content area classes. Clay District Schools will be placing a strong emphasis on the NG CAR-PD and plans to have teachers in all disciplines trained in content area reading. There will be a strong focus on having Career and Technical Education teachers trained in the NG CAR-PD program so that students can take advantage of these academy offerings. In these courses, students will be taught reading skills in the context of their academy studies. Students in need of extended reading instruction will be encouraged to take a virtual school course entitled "9-12 Reading for College Success". This is an instructional reading course that counts as half a credit towards an elective. Students in all content area classes will be instructed using methods that promote higher level thinking skills and will be challenged with questions that are reflective of the question stems found in FCAT 2.0. All students, regardless of their core program or FCAT level, will be challenged with reading, discussing and comprehending texts of higher complexity.

2.2. Describe your 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 either additional instruction, additional practice, or both. Test preparation

materials and educational technology without a teacher-led instructional component should not be listed in this category.

Students will use materials that focus on fluency, vocabulary and comprehension. Some of the supplemental materials available 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.*

2.3. Describe your 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 include *FCAT Explorer, Academy of Reading,* and *Compass Odyssey.* Students will also use technology resources that come with the Hampton Brown/Edge series. Four of the high schools are using the Read 180 program with ninth grade students. These programs are designed for additional student support and are not to be used as a substitute for teacher-led instruction.

3. Section 1003.428, 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 text reading efficiency must have an extended block of reading intervention.
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 reading and language arts 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 Level 2 students who are not in need of decoding or text reading efficiency instruction 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) package, the 90 hour Next Generation Content Area Reading-Professional Development (NGCAR-PD) package, 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 reading and language arts benchmarks specific to the subject area (biology, world history, etc.)
- a focus on informational text at a ratio matching FCAT

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.fldoe.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.

Complete an Assessment/Curriculum Decision Tree (Chart J) to demonstrate how assessment data from progress monitoring and other forms of assessment will be used to determine specific interventions for students at each grade level. The chart must include:
- **Name of assessment(s)**
- **Targeted audience**
- **Performance benchmark used for decision-making**
- **Assessment/curriculum connection**
- **An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided.**

District contacts will create and upload Chart J using the link found within this section online. A sample for Chart J (Assessment/Curriculum Decision Tree) can be found in the Appendix. Last year's chart is available at your district's public view page. If your district wishes to use this chart it must be uploaded into this year's plan. Please upload the desired file.

4. **Describe in detail the reading classroom (include all levels of intervention) for students in grades 9-12. Be sure to address student motivation. Determinations for intensity of the intervention effort should be based on the most recent reliable and valid assessment data. Please be sure to address the reading intervention that your high schools will be providing for 11th and 12th grade students, including both those students who still need to meet the FCAT Reading graduation requirement and those students who have met the graduation requirement through an FCAT Reading score of 1926-2067 (Level 2) or through the use of concordant scores, keeping in mind that districts have great flexibility in how these juniors and seniors who have met the graduation requirement with a Level 2 score on FCAT Reading are served. These students may be served through reading courses, content area courses without a specific professional development requirement, or before or after school.**

The high school reading classroom will provide students with the appropriate level of support needed for each student to succeed. Tier 2 and 3 students will receive intervention following the guidelines of the RtI problem solving approach. Once students have been placed in a classroom, the teacher will monitor the progress of each student using the *Performance Matters* assessment three times during the school year to serve as baseline, mid-year and end-of-year assessment. 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 will have the opportunity for

independent reading practice. This will be monitored by the teacher and students will be held accountable for reading during independent reading time. Teachers will infuse NGSSS benchmarks into their lessons and will focus on reading informational text as tested on the FCAT. Progress monitoring will take place throughout the year to 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 have met the graduation requirements through FCAT or a concordant score will not be placed in an intensive reading class. Eleventh and twelfth grade students who have not yet passed FCAT or who have not yet earned a concordant score on the ACT must be placed in an intensive reading class until they have met the graduation requirement.

5. **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? Include the following: a) how daily independent reading, monitored by the teacher, will be incorporated into all reading classrooms; b) how classroom libraries will be utilized; c) process for leveling books; and d) process for matching students with the appropriate level of text.**

The high school reading classroom will provide students with the appropriate level of support needed for each student to succeed. Tier 2 and 3 students will receive intervention following the guidelines of the RtI problem solving approach. Once students have been placed in a classroom, the teacher will monitor the progress of each student using the *Performance Matters* assessment three times during the school year to serve as baseline, mid-year and end-of-year assessment. 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 will have the opportunity for independent reading practice. This will be monitored by the teacher and students will be held accountable for reading during independent reading time. Teachers will infuse NGSSS benchmarks into their lessons and will focus on reading informational text as tested on the FCAT. Progress monitoring will take place throughout the year to 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 have met the graduation requirements through FCAT or a concordant score will not be placed in an intensive reading class. Eleventh and twelfth grade students who have not yet passed FCAT or who have not yet earned a concordant score on the ACT must be placed in an intensive reading class until they have met the graduation requirement.

6. **How will all content area and elective teachers teach students to think as they read in subject area classrooms and extend and build discussions of text in order to deepen understanding? Include detail regarding how teachers will address the NGSSS in Reading and Language Arts in all content classrooms.**

Clay County will strongly support the NG CAR-PD program and will offer incentives for teachers to take this 90-hour training. The goal is to have several teachers at each school in each content area become NG CAR-PD trained. Content area and elective teachers will blend 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. 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. District staff will attend the Just Read, Florida! Summer Professional Development workshop focusing on NG CAR-PD and text complexity. District trainers will provide targeted professional development to all content area teachers, focusing on the implementation of the NGSSS. We have already made significant headway in this area in that content area teachers have been taught how to infuse FCAT item specifications and FCAT question stems as a part of their instruction to elicit meaningful dialogue and higher level thinking within the content area curriculum.

7. **How will writing be incorporated across the curriculum to deepen text 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 will be an extension of the whole group initial instruction; 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.

8. **What before, after, and summer school reading activities will be utilized, including mentoring and tutoring activities? Include criteria for student eligibility and how these activities will be linked to reading instruction provided during the school day.**

All high schools will provide opportunities for before and/or after school tutoring and mentoring. Reading teachers will communicate with the tutors to ensure that

the tutoring sessions align with what is being taught in class. Schools will promote reading throughout the year, providing incentives and direction for students. Incentive programs that motivate students to read over the summer will be available for all students. Parents will receive information in the spring highlighting the importance of reading over the summer. 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. Tutors will extend upon what is being taught in class and will be aware of the reading level of each child. Teachers will inform the tutor of the concepts being taught during the school day. In turn, tutors will communicate with the teacher concerning the progress that each student is making during the tutoring sessions. Students with the greatest academic needs will be eligible for the before, after, and summer school reading activities as determined by assessment data (*Performance Matters*, FCAT, in-program assessments, etc.) and teacher recommendation. Summer reading programs are required at all high schools.

9.1. **Which assessments are administered to determine reading intervention placement for students with the following needs:**

Non-English speaking ELL students?

When an ELL student enters a school in our district, the guidance counselor will administer an IPT test which is designed to test the level of proficiency in English in the areas of reading, writing, listening and speaking.

9.2. Students with severe speech/auditory impairments?

All oral/auditory assessments normally given to elementary students will be administered by certified speech clinicians when at all possible. Other accommodations will be made individually based upon provisions in each student's Individualized Education Plan (IEP) and upon allowable accommodations as outlined in the assessment-specific guidelines. With any fluency assessment, students are not penalized for errors due to problems with speech, dialect or articulation. In grades 9-12, the *Performance Matters assessment* and related progress monitoring assessments are completed on the computer and do not require oral responses. By using this assessment, teachers in grades 9-12 will be able to determine a student's reading ability without regard to oral or auditory limitations.

9.3. Students with severe vision impairments?

Accommodations will be made individually based upon provisions in each student's Individualized Education Plan (IEP) and upon allowable accommodations as outlined in the assessment-specific guidelines.

9.4. Students in grades 9 and above with no FCAT scores?
Students entering Clay District schools without FCAT scores are screened prior to being placed in an intensive reading class. This screening is based upon

previous testing results, report card grades, and evidence of having been placed in an intensive reading class prior to entering the district. If there is any question of whether a child should be placed in an intensive reading class, students can be given the DAR, or another school-selected assessment to determine the level of reading ability. Students can also take the *Performance Matters* assessment, even if it is not within the normal AP testing windows.