

**K – 12 Comprehensive
Research-Based
District Reading Plan**

2014-2015



Clay County School District

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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:

District Level Questions:

1. *What are your measurable district goals for student achievement in reading for the 2014-15 school year?*

The primary goal for Clay District Schools for the 2014-2015 school year for K-2 students is to increase the percentage of students meeting JRF end-of-year recommended reading goals by 5 percent. Specific goals are as follows:

K: Increase by 5% the number of students scoring in the Green Success Zone (85% or higher on the BS/PMT) at AP3.

1: Increase by 5% 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.

2: Increase by 5% 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.

3-5: The number of students meeting proficiency (when compared to the number of students meeting FCAT 2.0 proficiency levels) will increase by 5%.

6-8: The number of students meeting proficiency (when compared to previous FCAT proficiency levels) will increase by 5%.

9-12: The number of students meeting proficiency (when compared to previous FCAT proficiency levels) will increase by 5%.

2. *How will the district assure (a) systematic and explicit instruction, based on data and (b) use of text-based vocabulary and comprehension instruction, with an emphasis on complex text?*

District administration will meet individually with the administration of each school to discuss school-based data and will discuss ways the district can support the teachers in areas of concern

noted by school data. Progress monitoring data will be utilized to determine the focus of district curriculum specialists who will provide support, monitor, observe, assist and address issues as needed. The district will provide on-going professional development tracks for teachers to address specific areas of need and interest. School administrators, teachers, coaches and district specialists will receive professional development targeting systematic, explicit instruction and the use of text-based vocabulary and comprehension instruction. All coaches will be responsible for modeling and coaching data-based systematic and explicit instruction using complex texts. This will be monitored purposefully and consistently at both the school and district level.

All administrators will conduct school-based data meetings at which student achievement and instructional practices will be analyzed. Administrators will follow up on these meetings with classroom walkthroughs to determine the strength of teacher instruction and student engagement. Administrators should expect and observe instructional practices that are driven by data. An additional focus of classroom walkthroughs will be to determine how often and how well teachers use complex text as a basis of rich discussion and collaboration among students.

- 3. In addition to using texts from core, supplemental, and intervention programs, how will the district assure that schools increase the amount and variety of increasingly complex texts, use multiple texts which includes but is not limited to various accounts of a subject told in different mediums, as part of instruction that focuses on complex vocabulary and comprehension tasks?***

The Reading Department will continue to publish the monthly *Links to Literacy* newsletter which includes a multitude of on-line texts, videos and other resources for teachers to use with students. Wikis will be used to share resources among coaches and teachers. Resources utilizing a variety of mediums will be shared at monthly coaches' meetings. Examples include *Story of the Week (Library of America)*, *Student News Daily* and *Newsela.com*. In the 2014-2015 school year, media specialists will become a part of the Reading Department to heighten an awareness of literary/media needs for instructional purposes and to assist teachers in providing on-site support for teachers searching for complex texts with rich vocabulary. DBQ (Document Based Question) resources will be used throughout the grade levels as a source of complex, non-fiction text. At the junior high level, modules created by content area teachers through the LDC (Literacy Design Collaborative) will be used to increase the use of higher level text within Language Arts, Science and Social Studies courses. At the school level, professional learning communities (PLCs) and lesson study groups are encouraged to promote the use of multiple complex texts, along with instruction that focuses on complex vocabulary and comprehension tasks.

- 4. How will students analyze media literacy including the various mediums: print media, still photography, radio/audio, television/film, and the internet in reading and content area subject areas?***

All schools are equipped with enhanced classrooms. Title 1 schools are piloting an iPad program that allows students access to a plethora of different types of media for learning purposes. As tablets are introduced into classrooms, teachers will be provided with online resources that have multiple mediums on a given topic such as *Dogo News* and *Student News Daily*. The Professional Development department will provide a technology track for training so that teachers can learn to incorporate multiple forms of media into their daily instruction. Media specialists will assist teachers in selecting alternative mediums of information to enhance student learning. Project-based learning will be a focus of our district in the 2014-2015 school year and will be supported through professional development and coaching. Our high school focus on increasing the number of academies within our high schools emphasizes project based learning that will lead to students becoming college and career ready.

5. *How will the district facilitate improvement in the intensity of interventions for schools that are not making academic improvements as determined by student performance data and confirmed by administrative observations?*

Elementary and Secondary: A new intervention specialist position has been created at the district level. The role of this specialist is to specifically address the intervention needs of students not making academic progress. The District Leadership Team will analyze progress monitoring data to determine the allocation of district support for schools not making academic improvement. School-based administrators will attend monthly data review meetings with teachers to monitor the progress of students receiving interventions. Coaches and district specialists will work directly with teachers to assist in modeling effective instruction and to help teachers tailor intervention plans that align with individual student or classroom needs. A professional development track pertaining to intervention development and implementation will be offered to teachers.

Also, as part of the district's 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 Learning Target Plan (LTP). 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.

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

The 2014-2015 K-12 Comprehensive Research-based Reading Plan will be presented to all administrators during a workshop and/or recorded webinar in July, 2014. The plan will also be available on-line.

7. *If the district has an elementary school identified on the list of 100 lowest performing schools, how will the district ensure the provision of an additional hour of intensive reading instruction beyond the normal school day to meet the needs of their school's population?*

It is not anticipated that Clay District Schools will have a school that is designated one of the lowest 100 elementary schools. However, additional time has been allocated in an effort to provide remediation for students outside of the school day. All schools will offer before or after school tutoring. The focus of the tutoring sessions will be based upon the specific academic needs of students as determined by on-going progress monitoring assessments. Many schools open their computer labs before and/or after school to allow students to strengthen their reading skills through programs such as Successmaker, Compass Odyssey, and other sources of on-line student support. During this lab time, teacher support is also available.

8. *How will the district provide leadership and support in defining the role of the reading coach for school administrators, teachers, and reading coaches?*

Two new district specialist positions have been created – one for elementary and one for secondary. These specialists will provide support to all of the reading coaches to ensure that both their academic knowledge in text complexity and the Florida State Standards implementation expands to allow them to coach teachers. The majority of the specialists' time will be spent out in the schools working with coaches and teachers. Monthly PLCs for administrators and coaches will focus on the implementation of the Florida Standards and the necessary shifts in instructional practice with a focus on the Comprehension Instructional Sequence. We will establish five model schools for implementing the Workshop Model and the 150-minute literacy block. The model school proposal outlines responsibilities at the district, school, model classroom teacher and coach levels. Weekly meetings will be held with model school coaches. Meetings held with junior high coaches will be held on a regular basis due to our involvement with the LDC (Literacy Design Collaborative) grant that will be implemented in every junior high school. The LDC grant helps define the role of the junior high coach as it relates to assisting teachers in creating literacy modules. Meetings will be held at least monthly with high school coaches. With all levels of coaches, a strong focus will be upon the district's initiative of writing in all content areas, student engagement, and strengthening PLCs at their school sites.

See Appendix for the District Data Driven Reading Coach Process Chart

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 specified in section 1011.62 (9) (c) 3 (F.S.), noting that highly qualified reading coaches specifically support teachers in making appropriate instructional decisions based on student data, and in improving teacher delivery of effective reading instruction, intervention, and reading in the content areas based on student need.

9. *What is the total number of reading coaches (funded through any source) that served the district for the 2013-14 school year?*

In 2013-2014 we employed 34 coaches:

23 – FEFP funding

4 - General District Funds

7 - Title 1 Funds

10. *What is the total estimated number of reading coaches (funded through any source) that will be serving the district for the 2014-15 school year?*

In 2014-2015 we will employ 25 coaches:

18 – FEFP funding

7 – Title 1 Funds

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

The Clay County School District maintains a close relationship with the local university – The University of North Florida. Clay County provides numerous internship opportunities for those graduating in the field of education. In many cases, upon graduation UNF graduates are utilized as long-term substitutes. This provides opportunities for the principals to see the teacher in action and to ensure that if hired the teacher would be highly qualified. When hiring both reading teachers and coaches, it is our district policy to consider all applicants – even those from out of state. This allows us to cast a wide net, ensuring that we are able to select the most qualified and effective teachers. When hiring coaches, our district has always required the coach to be certified or endorsed in reading (or working towards their endorsement), along with evidence of successful teaching for a minimum of three years.

The Clay County School District retains highly qualified reading teachers and coaches by providing a multitude of resources and incentives. All new teachers receive support at the school level and district level in order to familiarize them with curriculum, district policies and classroom management. Our goal is to have all teachers – regardless of their content areas – to become adept at teaching vocabulary and complex comprehension tasks to ensure student success within their content area. As such, we encourage all teachers to pursue the Reading Endorsement.

Teachers who earn the reading endorsement receive a \$400 bonus for completing the 300-hour program. The district also uses federal funds to assist teachers in adding the Reading Endorsement to their Florida Educator's Certificate when allowed. For secondary teachers targeted for NG CAR-PD training in the 2014-2015 school year, we will continue to fund substitutes (as funds are available) for face-to-face training days so the teachers can attend the training during the normal workday. We also provide funding for classroom texts that support the NG CAR-PD instructional demands. Teachers who complete all 90 hours of the program will be provided funds to select materials that align with their content area. The district recognizes that for teachers to be most effective they must have the proper training and appropriate instructional materials to enable them to best meet the academic needs of their students. To also retain highly qualified teachers who are currently employed by the Clay District Schools, a wide variety of professional development opportunities will be offered, and supplemental instructional materials will be provided as funding permits. District level curriculum specialists use their considerable content knowledge to meet the specific needs of teachers across the district by modeling and providing professional development. In addition, teachers will also receive ongoing support and assistance from on-site coaches or from district specialists. The Professional Development Department will facilitate monthly professional development sessions for all coaches and district specialists. These sessions provide an opportunity to share and discuss current research findings and to receive training in effective best teaching practices.

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

Five elementary pilot schools will be established for the 2014-2015 school year with the purpose of serving as a model for the 150-minute literacy block utilizing the workshop model. One reading coach will be assigned to each of the five model schools. These coaches will work side-by-side with one teacher from each of the K-5 grade levels at their assigned school. The goal is to build model classrooms where effective reading instruction and student achievement occurs every day. We will then encourage other teachers from those schools – as well as teachers from other schools – to come and observe. Our model can be compared to a laboratory-type school setting where teachers learn from other teachers. Model pilot schools will be selected based upon 75%+ of faculty buy-in and also upon the commitment of the principal to support the model and the coach. Each of the seven Title 1 schools will have a reading coach dedicated to their school.

At the junior high level, there will be one reading coach assigned to each of the six junior high schools. They will have several critical areas of focus. The Clay County School District was selected by the Literacy Design Collaborative as a partner for cohort 2 of the Bill and Melinda Gates Foundation grant. Junior high coaches will be working with writing teams of four teachers (2 ELA teachers, one science and one social studies teacher) in order to create interdisciplinary modules that support the implementation of the Florida State Standards, the use of the CIS model, and the infusion of high complexity text. Junior high coaches will also work to build capacity in the number of NG CAR-PD teachers that are available to support struggling readers at their school

which, in turn, supports the State's emphasis on content area reading for students who have the ability to decode words but who need further support in the areas of comprehension, and vocabulary.

At the high school level, there will be one reading coach assigned to each of the seven high schools. For the 2014-2015 school year, our high schools will be expanding their offerings of academies available at each school. All students entering 9th grade will be required to select an academy that meets with their interests in an effort to develop students into citizens who will be college and career ready upon graduating from high school. Students and teachers will be placed in teams so that teachers can get to know their students better and to try and curb the number of students who drop out of high school. This is an ambitious initiative and a significant change in the way high schools typically function. The reading coach will play a critical role at the high school level by working closely with teachers and students, assisting teachers in planning project-based lessons that promote student engagement. High school reading coaches will also facilitate the NG-CAR-PD training for ELA, science and social studies teachers, as well as academy teachers.

School Level Leadership

The School Level Leadership Section is designed to drive changes in instruction at the school level. These changes should occur in conjunction with the School Improvement Plan at each school, which may be found at: <https://www.flsiponline.com/>.

1. How are Reading Leadership Teams used to create capacity of reading knowledge within the school and focus on literacy concerns across the school? Please consider focusing on the following items that support instruction to improve literacy:

- ***Ensuring that text complexity along with close reading and rereading of texts is central to lessons.***
- ***Providing scaffolding that does not preempt or replace text reading by students.***
- ***Developing and asking text dependent questions from a range of question types.***
- ***Emphasizing students supporting their answers based upon evidence from the text.***
- ***Provide extensive research and writing opportunities (claims and evidence).***

As members of the Leadership Team, administrators and coaches will support teachers with weekly professional development /PLCs focusing on literacy, writing in response to reading, and engagement. Special emphasis will be placed upon the instructional shift requiring the use of complex text, along with the close reading and re-reading of text. Professional development opportunities provided by the Leadership Team will also focus on creating lesson plans that require extensive research and writing and that also require students to substantiate their ideas with specific support from the text. Through the support of weekly professional development offerings, teachers will provide the appropriate level of support in instruction of complex texts to allow all students to meet grade level standards. It will be important that measures are in place to ensure scaffolding doesn't preempt or replace text reading by students.

2. How does the reading coach provide professional learning opportunities for the following?

Elementary:

- **All instructional staff?** The reading coach at the model elementary schools will model effective teaching utilizing research-based strategies and will work side-by-side the model classroom teachers to create a laboratory environment where all teachers in the school (and other schools) will benefit from learning how the workshop model is an effective framework for implementing the 150-minute literacy block. The coach will also share all content gleaned from monthly coach's meetings pertaining to instructional shifts within the Florida State Standards, text complexity, close reading, scaffolding instruction that does not preempt or replace reading by students, and the use of text dependent questions. The coach will support lead teachers in planning with grade level teams to share information and ideas.
- **Reading intervention teachers?** Two additional positions that were created for the 2014-2015 school year are for a guidance specialist and an intervention specialist. The coach will serve as a liaison between these two specialists in providing additional support and resources as needed for struggling readers.
- **Guidance counselors, including the facilitation of reading intervention services?** The coach will serve as a liaison between the guidance specialist and the intervention specialist. The coach will also serve on the School Based Leadership Team as a reading specialist when looking at school/class/teacher data and determining what type of interventions are needed at the Tier 1 level.

Secondary:

- **All instructional staff?** Secondary coaches will provide learning opportunities for all content area teachers by offering the NG-CAR-PD training at the school site. Training in effective teaching strategies such as close reading, scaffolding instruction, selection of complex text, etc. will be provided to all teachers. The junior high coaches will support the creation of interdisciplinary modules through the Literacy Design Collaborative grant. High school coaches will support the Academy Initiative which focuses on project-based learning and student engagement, as well as continuing to support the NG-CAR-PD training at the high school level.
- **Reading intervention teachers?** Secondary coaches support reading intervention teachers by modeling effective reading instruction, assisting in the selection of appropriate complex texts, and providing additional support to those teachers who are taking reading endorsement classes. The coaching model will be followed which includes pre-conference, observation and then a post-conference.

- **Guidance counselors, including the facilitation of reading intervention services?** The coach will serve as a liaison between the guidance specialist and the intervention specialist. The coach will also serve on the School Based Leadership Team as a reading specialist when looking at school/class/teacher data and determining what type of interventions are needed at the Tier 1 level.

3. *How is this occurring in schools where no reading coach is available?*

The majority of district training will be videotaped so that teachers who are unable to attend can still gain the content knowledge. Teachers from any elementary school can visit the model pilot schools to gain knowledge of how to use the workshop model within the 150-minute reading block. Specialized professional development tracks will provide teachers with ongoing training opportunities after school hours. This training will require teachers to implement what they have learned and bring in student work samples to be analyzed and reflected upon. Literacy block training will be available to all elementary teachers over the summer months. Administrative walk-throughs and lead teachers will provide support through ongoing PLCs. Additional curriculum specialist positions have been established at the district level to provide on-site support when needed.

4. *All students should have regular access to grade level appropriate text. How are texts reviewed and selected for complexity? How are 'stretch texts' provided and appropriately used in all courses/grades, particularly in reading intervention?*

Coaches have been trained in the use of the JRF text complexity band rubric and will work collaboratively with teachers to assist them in the effective use of the complexity rubric. Teachers will be encouraged to use social studies and science related texts during small group instruction. (At the elementary level this is encouraged to take place during the 150-minute reading block. However, actual instruction pertaining to science and social studies content should take place outside of the literacy block.) In addition to content area texts, primary documents are to be incorporated into the curriculum as well. Schools using the DBQ (Document Based Questioning) program will have access to texts that will encourage students to read beyond grade level materials. Classroom libraries will be expanded to include grade level appropriate texts- with an emphasis on non-fiction texts. C-PALMS resources will be used as instructional models.

5. *How will the principal ensure that vocabulary and comprehension instruction builds student capacity to successfully engage in close reading so that the amount of close reading instruction can increase across the school day?*

Administrators will be trained in effective instructional practices such as close reading and will be expected to look for evidence of implementation when conducting classroom walkthroughs. Administrators will also monitor data from each assessment period to determine areas of growth and areas of need and will share this data with the teachers. Elementary principals will be made aware of the availability of model school observations, specialized professional development

tracks for all levels of teachers, as well as new curriculum support staff who can serve as a resource to teachers, thereby ensuring high quality instruction in vocabulary and comprehension.

School level leadership teams will be trained in identifying the characteristics of effective core instruction and intensive reading interventions. Coaches will assist teachers and intervention teams in planning effective interventions and will help create and model focused and effective lessons. As instructional leaders, school administrators should conduct walkthroughs to verify that teachers are differentiating instruction for students based upon student assessment data; that explicit and systematic instruction is taking place in all areas of reading; and that content area text reading and discussion, as well as writing opportunities, are integrated into the instructional routine.

6. For schools identified as one of the 100 lowest-performing elementary schools, how will school level leadership ensure that intensive reading instruction during the additional hour of instruction meets the following characteristics outlined in Section 1011.62(1)(f), F. S.?

We do not anticipate having any schools identified in the 100 lowest performing elementary schools. However, if we did, the following plan would be in place. School level leadership teams will be trained in identifying the characteristics of effective core instruction and intensive reading interventions. Coaches and/or curriculum specialists will assist teachers in writing intervention plans and will help create and model focused and effective lessons. As instructional leaders, school administrators should conduct walk-throughs to verify that teachers are differentiating instruction for students based upon student assessment data; that explicit and systematic instruction is taking place in all areas of reading; and that content area text reading and discussion, as well as writing opportunities, are integrated into the instructional routine.

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.

In order to assure 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.

Provide the district professional development schedule for ALL reading professional development, including those funded through the FEFP and non-FEFP reading allocation, for the 2014-2015 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 and should reflect courses that are aligned with the 2011 Reading Endorsement. Delete charts that reference old courses as they should no longer be offered. 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 indicate whether you are accepting a previously approved chart or creating/revising a new chart by clicking the appropriate radio button on Chart A.

Note: Refer to the K-12 Comprehensive Research-Based District Reading Plan located at www.justreadflorida.com to see a listing of professional development opportunities scheduled for the 2014-2015 school year.

1. How will the professional development provided to district supervisors be delivered at the school level?

Various models of delivery will be used to provide professional development to district supervisors in an effort to ensure that all professional development is consistent and adheres to best practices in professional development. Examples of professional development models to be used include a blended model so that face-to-face and virtual learning opportunities are available; a train-the-trainer model (utilized when appropriate); also, training modules will be developed.

2. How will the district assure that administrators and reading/literacy coaches provide follow up on literacy professional development (e.g., Florida Standards implementation, text complexity, comprehension instructional sequence, close reading, etc.)?

Targeted tracks of professional development will be offered to all administrators, coaches and teachers. The focus of these tracks will be upon implementation of the Florida Standards, text complexity, the comprehension instructional sequence, and close reading. All professional development will require participants to implement the targeted strategies and opportunities for discussion using student work will be a part of this professional development. The biggest shift will be that the hard work being done in the classroom will be by the students. The collaborative classroom approach idea that learning is social and those social skills have to be taught... students will be reading, writing, talking, thinking at high levels throughout the day. This will be an emphasis throughout all professional development offered at the district and school level. Follow up will be required in order to ensure teachers are implementing the skills they have learned. Examples of follow-up activities include but are not limited to the provision of student work samples, videos of lessons **taught, administrator (both school based and district based) walk throughs, PLC discussions, etc.**

3. Does your district offer Next Generation Content Area Reading Professional Development (NGCAR-PD)?

We will continue support all secondary schools with NG CAR-PD training. If funds are available, the district will provide substitutes for the face-to-face training days. Also dependent upon funding, upon completion of the 90-hour training, teachers will receive funds to purchase reading materials that support their content area.

4. How is your district building capacity through NGCAR-PD to provide reading intervention in content area classes for secondary students in need of reading intervention per Section 1003.4156, 1003.428, and 1003.4282, F. S.?

The Director of Secondary Education and the Supervisor of Reading/LA recently met with each secondary principal. One of the focal points of this conversation was to stress the need to increase the number of teachers trained in NG CAR-PD. Our district has trained more than 300 teachers district-wide in NG CAR-PD. As a way of building capacity for NG CAR-PD, our district

covers the cost of substitutes for contact days during the NG CAR-PD course and the practicum. The district also covers the cost of two TDE days per teacher to allow them the opportunity to complete the NG CAR-PD requirements. In addition to covering the cost of substitutes, the District also offers \$300 for each teacher who completes the program to allow them to purchase materials to support content area reading within their classroom. Finally, every secondary teacher can receive the NG CAR-PD training at their own schools site , facilitated by their own NG CAR-PD trained coach. They do not have to travel for this training. All of these perks have been a powerful motivator in gaining buy-in to the NG CAR-PD training.

5. *How will the district support implementation of Next Generation Content Area Reading – Professional Development (NGCAR-PD)?*

The district will continue to support ongoing NG CAR-PD in several ways. First, the coach dedicated to each secondary school will again serve as the facilitator of the training. These coaches are very well trained in NG CAR-PD and will serve as an experienced NG CAR-PD facilitator. This means that teachers can receive the training at their own school site and do not need to travel for training. The District will continue to pay for the cost of substitutes for teacher leave time when training is offered. Additionally, the District will pay the cost of substitutes for one day during the initial NG CAR-PD training as well as the NG CAR-PD practicum.

6. *Please list and describe professional development that teachers will receive to support research-based content area literacy practices within English/Language Arts, History/Social Studies, Science, and Technical Subjects.*

The following list outlines the professional development that teachers will receive in regards to research-based content area literacy practices within the ELA, History/Social Studies, Science and Technical Subjects. Descriptions of these professional development opportunities are outlined within the Reading Plan Professional Development Charts comprising part of this K-12 Reading Plan.

- Reading Endorsement classes
- Literacy Block Training (K-5)
- Literacy Design Collaborative (Grades 7-8)
- High School Academy Training
- Leadership conference for K-12 Administration (summer) with monthly leadership training to support professional learning communities
- ESOL training that addresses content area reading instruction
- Professional Learning Communities (administration and teacher focused)
- NG CAR-PD

- Workshop Model & the Collaborative Classroom (K-5)
- *Being a Writer* Training
- Kagan engagement strategies will be used throughout our training offerings
- Weekly elementary coach/district curriculum specialist meetings will focus upon literacy integration
- Monthly secondary coach /district curriculum specialist meetings will focus upon literacy integration

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

Our district does not conduct transcript reviews of college coursework for application towards the District Add-On Reading Endorsement. However, if the transcript clearly states what progress the teacher has made towards earning the Reading Endorsement (i.e. specifically what endorsement class requirements have been met), then our district does honor that work and will help the teacher gain the requisite classes needed to gain the endorsement.

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 while reading text.

Schools must offer daily classroom instruction in reading in a dedicated, uninterrupted block of time of at least 90 minutes. All reading instruction is based on the ELA Florida Standards, individual student needs, and curricular guidelines. 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 immediate intensive intervention (iii) on a daily basis to children as determined by the analyzed results of progress monitoring and other forms of assessment.

While reading instruction during the reading block explicitly and systematically supports reading development, reading instruction also needs to relate to the overall English Language Arts literacy program using both an integrated and interdisciplinary approach:

1. Integrated approach to the language arts strands and skills (reading, writing, listening, speaking): Schools will integrate opportunities for students to apply the composite use of these skills they are learning in order to further strengthen their overall literary development.
2. Interdisciplinary approach: The English Language Arts program needs to attain a balance of literary and informational texts that relate to history, social studies, and science content. This interdisciplinary approach to literacy is based on extensive research that establishes the need for students to be proficient in reading complex informational text independently in a variety of content areas in order to be college and career ready by the time they graduate.
3. Simultaneous use of both approaches: The English Language Arts literacy program will incorporate the integration of reading, writing, listening, and discussing as students relate to various interdisciplinary texts during instruction, partner work, and independent practice.

Using this integrated, interdisciplinary approach requires systematic student engagement in complex cognitive tasks with a wide variety of different types of texts. Teachers will also need to incorporate texts of varying levels of complexity into their literacy instruction, providing various instructional opportunities for students to read, write, discuss, and listen to text for different specific purposes. This includes but is not limited to focusing on:

- new and increasingly more complex text structures (sequence, comparison and/or contrast, cause/effect, problem/solution, etc.)
- vocabulary and concepts on social studies and science topics

- how to extract information from complex informational text
- how to use text evidence to explain and justify an argument in discussion and writing
- how to analyze and critique the effectiveness and quality of an author’s writing style, presentation, or argument
- paired use of texts for students to engage in more complex text analyses
- independent reading and writing practice to:
 - relate to increasingly more complex text structures
 - use content-area vocabulary and concepts
 - develop fluency and prosody
 - strengthen and finish mastering literacy skills and strategies

All students need opportunities to engage in integrated, interdisciplinary instruction with complex cognitive tasks that challenge them to apply their foundational skills toward high-level thinking as they relate to complex texts. Availability and access to texts of various types, topics, and complexity levels are necessary for such instruction to occur. Consequently, districts and schools will need to consider how they will differentiate challenging learning opportunities for low-performing and high-performing students alike, ensuring that each student can engage in various complex cognitive tasks that develop such capacities as:

- general and discipline-specific academic vocabulary (oral language/written)
- high-level comprehension and critical literary analysis skills (oral/reading)
- student question generation, inquiry, and research processes

To operate an integrated and interdisciplinary English Language Arts program that differentiates student learning needs as well as cognitive challenges, district and school personnel will need to assess the type, amount, and complexity of the texts locally available for differentiated use in literacy instruction and independent student reading practice. School and classroom inventory will need to include a wide range of diverse texts that support each of the standards and meet the instructional needs of all students.

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 4, 2014. 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. ***Describe all research-based instructional materials used to provide reading instruction during the school day. Include a description of how they will be integrated into the overall instructional design.***

- **List your Comprehensive Core Reading Programs (CCRP). Comprehensive Core Reading Programs are the instructional tools used to provide high quality instruction in K-5 classrooms. Describe how teachers will align instruction in K-2 to meet the Florida Standards for English Language Arts.**

The Clay County School District is committed to high quality reading instruction in the elementary grades. We are deliberate in our curriculum choices to support the Florida Standards for English Language Arts. As such, we have elected to have the standards drive our instruction rather than materials. In collaboration with Developmental Studies Center, a non-profit, mission-driven educational publisher, Clay County has chosen Making Meaning as the comprehension and vocabulary curriculum in the elementary grades. Making Meaning guides students to read a wide variety of high-quality, increasingly complex texts across disciplines and genres; read for key ideas, details, craft, and structure, and integrate knowledge and ideas; synthesize, evaluate, and conduct comparative textual analysis and refer to texts in increasingly complex ways and cite textual evidence to support their thinking. In addition, the vocabulary instruction is directly connected to the comprehension selections and builds on multiple exposures to increase the likelihood of retention and conversational use. A unique component to the Making Meaning program is the infusion of social skills within the lessons. This addition will help teachers build collaboration among students within the classroom and will further support the implementation of the Florida Standards. In addition to Making Meaning, Clay County has selected Developmental Studies Center's comprehensive research-based writing program – Being a Writer- as an instructional writing program that also uses authentic texts as a base for the lessons. The lessons in Being a Writer correlate directly with the lessons in Making Meaning + Vocabulary. The Being a Writer program also provides teachers with informal assessments that will assist them in determining specific areas of decoding weaknesses. Teachers in grades K-2 will continue to use the same research-based foundational skills programs that they have found to be effective with their students in the past. Most common programs selected are Open Court Phonics, Phonics for Reading, and SRA Early Intervention. These curriculum choices to support reading instruction reflect a thoughtful process of ensuring that our teachers have the best materials available that will, in turn, support quality instruction and the implementation of the new Florida Standards. The combination of programs selected will work seamlessly together within a 150-minute literacy block to form a solid instructional program for all students.

Curriculum maps have been developed for all grade levels. These maps are built completely around the standards and clearly denote which standards are to be taught within each of the four quarters of the school year as well as what tasks students should be able to perform in relation to the standards. In addition, standards-based report cards have been created for grades K-2. Clay County has adopted the Framework for Intentional Teaching (Fisher, 2014).

This framework relies upon 5 instructional components: establishing a purpose, modeling thinking, guiding instruction, collaborative learning and independent learning. The materials selected for our elementary students work well together within this instructional framework. Grade level specific training for introducing the framework and using the new materials has been planned for teachers throughout the summer and over pre-planning. The focus will be upon instruction within the 150-minute literacy block, planning lessons to support the Florida Standards, and the Framework for Intentional Teaching. A professional development catalog has been created for K-12 teachers. This catalog outlines all professional development that will be offered throughout the summer and eventually the coming school year. All teachers will be able to select professional development opportunities that will fit their needs. Additional support will be provided through workshops, webinars and on-line courses that are accessible to all teachers. As a result of these on-going training opportunities, teachers will meet the Florida Standards for ELA by selecting well-chosen complex texts for read-alouds and/or shared readings and engaging students in rich discussion that promotes a deeper understanding of the text.

Curriculum specialists have been added to the instructional division and will go out into classrooms to model effective instruction and to assist teachers with all aspects of reading instruction. Professional learning communities are required at every school next year. The focus of these PLCs will be effective instruction and implementing the Florida Standards. Finally, all reading coaches will meet regularly to receive training on the Florida Standards and on teaching within the 150-minute literacy block using the Framework as a guide. Throughout the school year, district personnel will continue to guide/train school leaders and teachers in implementing instructional strategies that support Florida Standards for ELA.

- **List all research based materials that will be used to provide reading intervention during the one hour extended day in the event the district has a school identified on the list of 100 lowest-performing elementary schools. Describe how intervention in extended day will align with reading instruction provided during the school day.**

If a Clay County elementary school was rated as one of the lowest 100 in the state, we would extend the school day by one hour as required by statute. The SIPPS program (Developmental Studies Center) would be placed in the school to meet the phonics/phonemic awareness needs of the students. This program extended through fifth grade. In the intermediate grades the focus is more upon decoding multi-syllabic words and using Greek/Latin prefixes to determine the meaning of unknown words. Teachers would be required to assess students' decoding skills and reading fluency by using Running Records on a regular basis. Teachers will conduct one-on-one conferences with students to assess individual student reading ability. This reading instruction will be provided by the students' regular reading teacher to ensure that the additional instruction aligns with the initial instruction.

- 3. How will your district assure that reading intervention provided to students performing below grade level addresses both student acceleration and remediation?**

The power and flexibility that comes from having a 150-minute literacy block will enable teachers to meet the needs of both below level students and higher level students. Teachers are able to meet with all students individually and within targeted small groups. Screening and diagnostic assessments will be used to determine the strengths and needs of all students. Having students read texts on their individual level and at the stretch level during independent reading time challenges all students. Additionally, the district intervention specialist will work closely with teachers to ensure that struggling readers receive targeted, explicit instruction in their areas of need. District Rtl staff will provide support for teachers when creating Rtl plans for struggling students. Training and support will be provided to teachers in an effort to build their knowledge of effective intervention strategies to meet the needs of struggling students and to also enable teachers to challenge accelerated students. Our district continues to promote the Reading Endorsement program for elementary teachers in an effort to build their expertise in effective reading instruction. By developing paths using the district's Follett Shelf eBook collection via Classroom Connections teachers will provide instruction specific to the needs of every student. Time-on-task reporting will provide ways for measurement and for monitoring reading progress. Using the lesson messaging feature, the teacher will be able to share and communicate through eBook notes.

4. **Schools must diagnose specific reading difficulties of students who do not meet specific levels of reading performance as determined by the district school board 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 & 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.**

See Appendix for Chart D1 (Assessment/Curriculum Decision Tree - grades K-2)

5. **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.**

See Appendix for Chart D2 (Assessment/Curriculum Decision Tree) - grades 3-5(6)

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

During the 150-minute literacy block, teachers will use research-based instructional materials to meet specific academic needs of students as determined by baseline and progress monitoring data. At the beginning of the block, teachers will use the research-based phonics and phonemic awareness materials available at their school to provide explicit instruction in phonics and phonemic awareness (see chart C). The district is considering purchasing *K-PALS* and/or the *SIPPS* program for schools in which data indicates a need for stronger instruction in the areas of phonics and phonemic awareness. *Making Meaning* from the Developmental Studies Center will serve as the basis of the comprehension portion of the reading block. Within the *Making Meaning* program, authentic literature is used to teach comprehension skills while incorporating social skills that completely support the Florida Standards. Collaboration is a strong component of the *Making Meaning* program. After the mini-lesson is presented from the *Making Meaning* program, students then become involved in independent reading. During this time, the teacher is able to meet individually with students to determine level of mastery and to meet with targeted groups, including iii groups.

Each elementary school will submit a daily schedule for all grade levels to the Reading Supervisor. This schedule must reflect at least a 150-minute literacy block for core reading

instruction (K-5). With the increased minimum of 150 minutes, teachers will be able to meet with small groups for immediate intensive intervention (iii) within their time allotted for the literacy block. This will occur during independent reading time when teachers are able to meet individually with students and within small targeted groups. Instruction during the 150-minute literacy block will address the needs of students receiving tier 1,2 and 3 interventions as outlined in our District RtI Plan. Writing that is used as an avenue to deepen understanding of text will be a daily occurrence in the 150-minute literacy block. Student writing must be supported by evidence from the text.

7. **How will all students receive motivating, high-quality, explicit, and systematic reading instruction according to their needs during the 90 minute uninterrupted reading block?**

Teachers will follow the Workshop model as a framework for the 150-Minute Literacy Block. During the block, students will receive motivating, high quality, explicit and systematic reading instruction based upon individual needs. Comprehension lessons will be based upon high interest authentic literature from the *Making Meaning* program and from other sources of literature and informational text. After initial instruction, teachers will provide small group, differentiated instruction based upon student needs, as well as Individualized daily reading time with student conferencing. Elementary schools will use the instructional resources indicated in Chart C. Initial instruction constitutes 25 minutes (K-2) and 20 minutes (3-5) of the 150-minute literacy block. At the conclusion of the whole group initial instruction, students will participate in independent reading, teacher-led small group and/or individual student/teacher conferences where the strategy or skill from the mini-lesson is practiced in the context of their reading. Teachers will form 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, more self-directed assignments requiring slightly less teacher support.

8. **In K-5, students in need of an intensive reading intervention should be part of the instructional core program for activities such as a read aloud, think aloud, comprehension strategy instruction, and oral language/vocabulary instruction. In small group teacher directed instruction immediate intensive intervention (iii) should be provided on a daily basis to children as determined by progress monitoring and other forms of assessment. In addition to or as an extension of the ninety (90) minute reading block, instruction in a smaller group size should focus on generalizing the newly acquired reading skills to progressively more complex text. How will students targeted for immediate intensive intervention receive services?**

All students will participate in the tier 1 instruction through instruction using the *Making Meaning* program. 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, teacher-student conferencing 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 instructional core program based on mastery of specific target strategies. All students will receive appropriate levels of differentiated instruction/intervention in designated small groups during the 150-minute literacy 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 150-minute literacy block. In addition to the focused, differentiated instruction all students will receive during the 150-minute literacy block, those K-2 students scoring in the red success zone on FAIR, and those 3-5 students scoring in the red success zone on district Performance Matters reading comprehension assessments, will be considered for iii services within the 120-minute reading block on a daily basis. Selected students who scored in the yellow success zone (particularly those scoring 16-44% PRS in grades K-2) may also be targeted for iii within the 120-minute literacy block if multiple data sources indicate a need for more time on task. The focus and intensity of iii will be determined by FAIR (K-2) and Performance Matters (3-5) assessment data and other available data sources. Within the iii groups, students will receive intentional small group instruction that is designed and implemented to meet the specific academic needs of students, 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.

9. **How will teachers provide student access to leveled classroom libraries of both literary and informational text focused on content area concepts implemented during the 90 minute reading block as a meaningful extension of the foundational skills taught through the core reading program? Include the following: how these leveled 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 both literary and information texts on a variety of levels, which will include the leveled readers from the content area textbook resources in their classroom libraries. When purchasing new additions to classroom library materials, teachers and administrators are encouraged to select a higher percentage of informational (and therefore more complex) texts. Students will have access to classroom libraries that include a variety of genres, multicultural in nature, and consisting of fiction and non-fiction works of high interest. Students will also have access to e-books and eReaders. During the 150-minute literacy block, students will select, read, and practice reading strategies using books on their independent and/or instructional reading level during the Individualized Daily Reading (IDR) time. Teachers will conference with students daily about their books to provide individualized instruction,

assess reading comprehension, and to help ensure that students are matched to the appropriate level of text. Additionally, these texts may be the basis of small group instruction depending on the topic and skills taught. Outside the 150-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 can be rotated among the classrooms to further enhance book selections for students and teachers. 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 different leveling systems compare (Lexile, guided reading, AR, DRA and Rigby). Teachers may use one or more of the following methods to match students to appropriate levels of texts:

- ✓ Grade level as determined by DAR (if administered)
- ✓ Fluency and accuracy checks (5 errors per 100 words attempted suggests backing up to a lower level)
- ✓ Running records
- ✓ Destiny (accessible to all teachers)
- ✓ Text complexity bands

10. **How will all elementary teachers incorporate reading and literacy instruction into the various subject areas to extend and build text-based discussions in order to deepen content-area understandings? Include detail regarding how teachers will address the Florida Standards in all content classrooms. In addition, describe how content area texts will be integrated into the 90 minute reading block to address literacy standards.**

Content area teachers will incorporate reading and literacy instruction into their specific subject area. This can be achieved by utilizing diverse, complex texts- both fictional and informational – into their instructional routine. Reading teachers will receive training in how to infuse content area textbooks into the literacy block. Teachers will be provided with web-based resources to support this effort. District staff will provide targeted professional development to all content area teachers focusing on the implementation of the Florida Standards for ELA. We continue to make significant headway in this area in that content area teachers have been taught how to infuse text based questions and text based writing tasks as a part of their instruction to elicit meaningful dialogue and higher level thinking within the content area curriculum. It will be encouraged that content area teachers and ELA teachers plan collaboratively, allowing the ELA teachers to use content area texts within the 150-minute reading block to build background knowledge on and provide extensions to the topics being addressed in the content area classrooms. One-Clay Library Media maintains an organization named Library Connections which serves as a storehouse for lesson plans. The plans included in this resource support the Florida Standards.

11. **How will students analyze media literacy including the various mediums: print media, still photography, radio/audio, television/film, and the internet in reading and content area subject areas?**

As tablets are introduced into the elementary schools, students will have access to the devices so that they may explore assigned topics using the power of the internet. They will view multiple modes of media including video, audio and primary source documents. They will also search the internet for articles from various sources including, but not limited to newspapers, news media outlets providing articles, interviews, opinion pieces and analysis. Students will also access developmentally appropriate articles through various research banks. Students will be allowed to create different forms of media as a way of understanding it. Students will be taught how to interpret the message of various forms of media, specifically focusing upon point of view, assumptions, and biases. They will gain experience in determining the purpose of the different mediums. Examples include newspapers (facts and figures); videos ("big experience; engaging); books and novels (encourage imagination); internet (interactive, allows social interaction instantly world-wide, source of instant information). The collaborative working relationship between media specialists and teachers will be strengthened in the upcoming school year.

12. **To strengthen and deepen text comprehension, how will writing from sources be supported during the 90 minute reading block? Describe how students will have consistent access to texts that are appropriate for researching information.**

Students will be required to write to a source to deepen their understanding of text and strengthen reading comprehension. Students will also be required to cite evidence from the text when making connections and responding to higher level questions. All district stakeholders will embrace David Liben's philosophy of 'READ-THINK-TALK-WRITE' as we take students on this journey in search of deeper understanding. Students will access texts appropriate for researching information in their classroom library, school library, and online via student-friendly research sites. Students will also have access to resources beyond the school walls through interlibrary loans. DBQs allow students a platform for writing in response to primary sources.

13. **How will the district and schools provide an altered instructional day as a means of further increasing instructional intensity for those K-3 students who have received intensive intervention for 2 or more years, have been retained for a total of two years, and still demonstrate a reading deficiency? Describe how the altered instructional day is organized and designed to further intensify instruction and, thereby, meet the reading needs of these students throughout the school year. Section 1008.25 (6) (b), F.S. Students who have received intensive remediation in reading or English Language Arts for 2 or more years but still demonstrate a deficiency and who were previously retained in Kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. Intensive instruction for students so promoted must include an altered instructional day that includes specialized diagnostic information and specific reading strategies for each student. The district school board shall assist schools and teachers**

to implement reading strategies that research has shown to be successful in improving reading among low-performing readers.

The District Intervention Specialist will devote his/her efforts towards ensuring that students who have received intensive intervention for 2 or more years or who have been retained for a total of two years will have a specialized instructional plan tailored to meet the specific needs of these students. The 150-minute literacy block allows for more time to be devoted to reading instruction. In this situation, science and social studies instruction would be suspended and the main focus of instruction would be reading. Science and social studies content would be infused into the reading instruction. Instruction would be provided by a highly effective teacher utilizing curriculum that is not used for regular Tier 1 instruction. Diagnostic and progress monitoring assessments will be analyzed to pinpoint the specific areas of focus. District curriculum specialists will assist in selecting instructional materials to use with these high-risk students in an effort to close the reading gap.

14. **What supportive reading opportunities will be provided before school, after school, and during summer school, including mentoring and tutoring? Include criteria for student eligibility and how these opportunities are linked to reading.**

All elementary schools will provide opportunities for before and/or afterschool tutoring. Title 1 schools will use SuccessMaker software and have set up SuccessMaker labs which are utilized during the day. Many of these schools make use of the SuccessMaker labs for before and after school tutoring purposes as well. Some elementary schools offer a "Saturday Scholars" tutoring opportunity on weekends prior to the administration of the state standardized test. 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 and to combat "summer slip". All schools will communicate with parents in the spring concerning the importance of reading over the summer. In order to ensure that students are continually reading, all students are expected to read the equivalent of one book every two weeks. Eligibility for before and after school tutoring will be based upon academic need. Summer reading camp will be offered to all students scoring a level 1 or level 2 on the reading portion of FCAT 2.0.

15. **Please list the qualifications for reading intervention teachers in elementary schools, summer reading camps, and one hour extended day programs.**

All intervention teachers and summer reading camp teachers meet highly qualified requirements as outlined by the State. Administrators are encouraged to select these teachers carefully, considering the teacher's expertise in effective reading instruction. It is important to note that over half of the teachers endorsed in reading in Clay District Schools are from elementary classrooms. Elementary principals should take this into consideration when selecting teachers for reading intervention and summer reading camp. The district will take into

consideration the recommended rubric from Just Read, Florida concerning the hiring of summer reading camp teachers. This will be a significant change in current practice and must be bargained through the Clay County Education Association (CCEA).

16. **Which assessments are administered to determine reading instructional needs for the following student populations?**

- **Non-English speaking ELL:** 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. The CELLA (Comprehensive English Language Learning Assessment) is also given to students during the spring of each school year. ELL students may be given any other assessments administered to the general student population as deemed appropriate (FAIR, Performance Matters, etc.) Within the classroom, teachers use a variety of instruments to determine accurate reading instructional levels for their students.
- **Severe speech/auditory impaired:** 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* assessment is 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. Speech/auditory impaired students often have a difficult time with foundational skills in reading because they have difficulty with sounds. Depending upon the severity of hearing loss, they could receive instruction in sign language and have a classroom interpreter. Students who have the same disabilities but who are cognitively impaired are given an alternate assessment that can be used to help determine reading instructional needs. Within the classroom, teachers use a variety of instruments to determine reading instructional levels for their students. Three formal assessments used to assess individual students that are available in our district's schools are the Woodcock Reading Mastery Test, the Diagnostic Assessment for Reading and the Diagnostic Reading Assessment. The FAIR Toolkit has several diagnostic assessments that can assist teachers with targeting specific skill weaknesses.
- **Severely visually impaired:** 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.

- **Grades 4 and 5 transfer students who do not have any FCAT 2.0 Reading scores and/or no standardized reading assessment scores.** These students will take the most recent district Performance Matters Reading Assessment. If results indicate reading deficit, the Diagnostic Assessment of Reading will be administered to determine the specific instructional needs and appropriate placement for literacy instruction.

17. What alternate assessment is used for promotion of third grade students scoring Level 1 on FCAT Reading?

The CCSD uses the SAT-10 as an alternate assessment for promotion of third grade students scoring Level 1 on FCAT Reading.

Middle School Assessment, Curriculum, and Instruction

The goal of the K-12 Comprehensive Reading Plan is to ensure that students are reading at or above grade level. Students entering the middle grades who are not reading on grade level have a variety of reading intervention and learning needs. A single program or strategy is not sufficient for remediation, and, likewise, remediation is not sufficient for low-performing middle school students. In addition to focusing on the development of foundational skills, instruction needs to engage students in complex cognitive tasks that challenge students to apply their foundational skills. This application needs to include high-level thinking opportunities for students to grapple with and construct meaning from complex texts. Such instruction expands literacy development beyond foundational skills to include such capacities as:

- general academic and discipline-specific vocabulary
- high-level comprehension such as argumentation
- critical literary analysis
- student question generation, inquiry, and research processes

In order to simultaneously offer reading intervention and cognitive challenges, middle school reading instruction needs to incorporate the use of an integrated and interdisciplinary approach:

1. Integrated approach to the language arts strands and to skill application: Middle schools will integrate opportunities for students to apply the composite use of the language skills -- reading, writing, listening, speaking -- that they are learning in order to further strengthen their overall literary development.
2. Interdisciplinary approach: Middle school literacy instruction needs to attain a balance of literature and informational texts that relate to history, social studies, and science content. This interdisciplinary approach to literacy is based on extensive research that establishes the need for students to become proficient in reading complex informational text independently in a variety of content areas in order to develop college- career readiness by the time they graduate.
3. Simultaneous use of both approaches: Middle school literacy instruction will incorporate the integration of reading, writing, listening, and discussing as students relate to various increasingly complex interdisciplinary texts throughout the school year.

Using this integrated, interdisciplinary approach requires systematic student engagement in complex cognitive tasks with a wide variety of different types of texts. Teachers will also need to incorporate texts of varying levels of complexity into their instruction, providing various instructional opportunities for students to read, write, discuss, and listen to text for different specific purposes. This includes but is not limited to focusing on:

- new and more complex text structures (single structures as well as multiple organizational text patterns)

- academic and domain-specific vocabulary and concepts on social studies and science topics
- how to extract information from complex informational text
- how to use text evidence to explain and justify an argument in discussion and writing
- how to analyze and critique the effectiveness and quality of an author’s writing style, presentation, or argument
- paired use of texts for students to engage in more complex text analyses
- independent reading and writing practice to:
 - ✓ relate to increasingly more complex text structures
 - ✓ use content-area vocabulary and concepts
 - ✓ develop literacy skills with increasingly complex text

The availability and access to texts of various types, topics, and complexity levels are necessary for integrated, interdisciplinary instruction to occur. Consequently, districts and schools will need to consider how to differentiate instruction in order to meet the varied learning needs of middle school students so that they can successfully engage in a variety of complex cognitive tasks. Differentiated opportunities develop student capacities such as:

- general and discipline-specific academic vocabulary
- high-level comprehension skills
- critical literary analysis skills
- student question generation, inquiry, and research skills

To operate such an integrated and interdisciplinary middle school literacy program, district and school personnel will need to assess the type, amount, and complexity of the texts locally available for differentiated use in literacy instruction and independent student reading practice. School and classroom inventories will need to include a wide range of diverse texts that support each of the standards and meet the instructional needs of all students.

All information provided in this section should reflect that 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 April 4, 2014. 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. 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. This goal applies to the following students:

a) students with reading performance below grade level: For these students, acceleration is just as important as remediation. Describe how your district will assure that reading intervention services provide both acceleration and remediation to meet the needs of low-performing students and facilitate their college-career readiness by high school graduation.

After using District protocol to identify those students who are performing below grade level and are in need of decoding and text reading efficiency instruction, these students will be placed in an intensive reading class where explicit instruction will be provided for remediation of foundational skills. Students will also receive meaningful vocabulary instruction of academically transferable Tier 2 words to support reading comprehension. Teachers will provide targeted scaffolded instruction with focused mini-lessons and opportunities for students to practice the strategies and skills they are learning independently with individualized feedback through regular conferencing. Teachers will provide opportunities for students to engage in texts at their independent and instructional level, as well as at a grade-level complexity with scaffolding that does not absolve students of the reading and thinking required of the task. Regular progress monitoring will informally take place through such means as teacher-student conferences and text-based discussions and writing tasks. Formal progress monitoring will occur using *Performance Matters* at the end of each of the three assessment periods.

b) students with reading performance on or above grade level: Describe how your district will assure that the reading development of students performing on or above grade level will continue to progress toward college-career readiness by high school graduation.

All students will receive instruction through the use of complex texts throughout all content area classes. The Florida Standards will be infused throughout every content area course. Student engagement will be prevalent in the junior high classrooms. Every junior high school in Clay County – in conjunction with the Literacy Design Collaborative grant – will form a writing team consisting of two ELA teachers, one science teacher and one social studies teacher. This writing team will create instructional modules that support the new standards especially including the use of high level text, writing and student engagement. Through the STEM project, college and career benchmarks will be infused into various content area courses, ensuring that students are ready for high school and beyond.

3. To effectively use assessment data, districts and schools with carefully crafted protocols are prepared to efficiently differentiate student reading needs and offer an appropriate array of intervention options that meet various individual student learning needs. To develop and utilize these local protocols, districts and schools need to address state legislation that informs local policies.

Section 1003.4156, F. S., requires middle school students who score at Level 1 or Level 2 on FCAT 2.0 Reading to receive intervention services in the following courses:

- an intensive reading course and/or
- a content area course that is taught by a content-area teacher who has participated in content-area reading professional development, such as NGCAR-PD/CAR-PD, that builds teacher capacity to deliver scientifically-based content-area literacy practices that support low-performing students.

Middle school students who score at Level 1 or Level 2 on FCAT 2.0 Reading and have intervention needs in the areas of foundational reading skills (e.g. decoding, fluency) must have extended time for reading intervention:

- Students two or more years below grade level should receive a double block of time for reading to provide a sufficient amount of the following:
 - ✓ remediation in foundational reading skills
 - ✓ supportive opportunities to apply foundational skills
 - ✓ acceleration in vocabulary development and comprehension skills in relating to increasingly complex texts
- Students less than two years below grade level may receive these services during the school day or before/after school with teacher support.

Intervention should include on a daily basis:

- whole group explicit and systematic 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 increasingly complex literary and informational texts (exposition, argumentation/persuasive, functional/procedural documents, etc.).

Middle school students scoring Level 1 or Level 2 on FCAT 2.0 Reading who do not have intervention needs in the areas of foundational reading skills (e.g. decoding, fluency) may be served in content area intervention classes. These teachers must meet one of the following requirements:

- Content Area Reading Professional Development (CAR-PD)
- Next Generation Content Area Reading-Professional Development (NGCAR-PD),
- Reading Endorsement
- K-12 Reading Certification

In implementing this legislation, make sure that the classroom infrastructure (class size, materials, etc.) is adequate to implement the necessary array of intervention service options. These interventions should include the following characteristics:

- whole group explicit and systematic instruction
- small group differentiated instruction
- independent reading practice monitored by the teacher (applicable to the reading intervention course)
- infusion of content area literacy practices specific to science, social studies and technical subjects in the Florida Standards.
- a focus on increasingly complex literary and informational texts (exposition, argumentation/persuasive, functional/procedural documents, etc.).

Schools must progress monitor students scoring at Level 1 and 2 on FCAT 2.0 Reading a minimum of three times per year in order to appropriately plan for subsequent instruction and ensure student learning progress over time. This progress monitoring should include a Baseline, Midyear, and End of the Year Assessment.

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 that teachers can better inform instruction to meet the needs of students who continue to struggle in reading. 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.

Each identified struggling reader must be provided instruction that best fits his or her needs. Districts must establish criteria beyond FCAT 2.0 Reading for placing students into different levels of intensity for reading intervention to be certain that students are sufficiently challenged but not frustrated in relating to text of varying complexity. It is recommended that districts implement a placement process that includes a variety of considerations with protocols, such as the following:

- Historical assessment data results, including prior FCAT scores:
 - ✓ Level 2 students who scored at Level 3 or above during previous school years require instructional support that focuses on accelerating development in academic vocabulary and high-level comprehension, ensuring that student development keeps pace with increases in text complexity that occurs from grade to grade. Further assessment is required to determine whether remediation is needed.

- ✓ Students who have historically scored below Level 3 in numerous past years will require intervention focused on both remediation and acceleration. Further assessment is required to determine the appropriate proportion of remediation and acceleration for each student.
- Assessment using grade-level passages: Administer oral reading and comprehension questions of a grade-level passage:
 - ✓ Independent student oral reading: For Level 1 or Level 2 students who struggle to read a grade level passage aloud, distinguish the impact that each students' decoding issue has on his or her text comprehension in order to determine remediation needs:
 - ✓ Does the student successfully monitor basic comprehension of the grade-level text in spite of some decoding challenges?
 - ✓ Does the student struggle to decode the grade-level passage, and does this negatively impact his or her grade-level text understanding?
 - ✓ Comprehension questions: Level 1 or Level 2 students who have difficulty accurately answering several basic comprehension questions (e.g., main idea, details, etc.), summarizing the passage, or identifying text evidence that supports the author's claim will require systematic remediation in such skills as text structure, summarization, and comprehension monitoring using explicit instructional strategies such as text-marking/coding.

For the various student profiles referenced above, all will require accelerated instruction in academic vocabulary and high-level comprehension using complex texts to ensure their college- career readiness. Research suggests that fluency is not a strong predictor of a student's ability to comprehend text in middle grades and high school. Therefore, caution is recommended in using fluency data as a primary determinant for placement in reading intervention in the upper grades. End-of-year assessments should be used to determine specific areas of student reading difficulty and reading intervention placement.

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.

See Appendix for Chart G (Assessment/Curriculum Decision Tree- Grades 6-8)

4. How will the district ensure that middle school students in need of decoding and text reading efficiency have sufficient time to receive the intervention services that they need?

After utilizing the district's protocol to identify students in need of decoding and text reading efficiency, these students will be placed in an intensive reading class which will focus upon decoding and text reading efficiency. In addition, these students will also be placed with a NG CAR-PD or reading endorsed teacher for a content area class in order to benefit from effective instructional practices targeting comprehension and vocabulary.

5. How will students be provided with access to both leveled and authentic literary and informational texts representing a range of levels, interests, genres, and cultures within the reading program to develop independent reading capacity? Include the following information:

- ✓ **how daily independent reading, monitored by the teacher, will be incorporated into all reading classrooms;**
- ✓ **how classroom libraries will be utilized;**
- ✓ **the process for leveling books; and**
- ✓ **the process for matching students with the appropriate level of text.**

Teachers will incorporate a variety of reading genres into carefully designed mini-lessons targeted at specific strategies and skills that are determined by student need. After the mini-lesson, students will have time to practice these strategies and skills through independent reading, which is monitored by the teacher through regular reading conferences with students. Students will choose texts for independent reading from classroom libraries or from the media center collection. These collections should include both literary and informational texts written on a variety of levels. When purchasing new additions to classroom library materials, teachers and administrators are encouraged to select a higher percentage of informational and more complex texts. Within the intensive reading classroom, students are also required to read both fiction and non-fiction texts, using close reading with complex texts as a tool to achieve deeper understanding. The teacher will monitor students to ensure they are engaged in the reading process. Outside the intensive reading class, a variety of leveled texts are available to students for independent reading, content area support reading, and informal literature circles. Media centers will further enhance book selections for teachers and students. Teachers will be encouraged to check out books from the media center to increase the amount of texts available to students and to support content knowledge. Lexile levels for all classroom library books are available either on the book itself or through referencing www.lexile.com. Teachers may use one of more of the following methods to match students to the appropriate level of text:

- ✓ Grade level as determined by DAR (if administered)
- ✓ Fluency and accuracy checks (5 errors per 100 words attempted suggests backing up to a lower level)
- ✓ Running records
- ✓ Destiny (available to all teachers)
- ✓ Text complexity bands

6. How will students analyze media literacy including the various mediums: print media, still photography, radio/audio, television/film, and the internet in reading and content area subject areas?

Junior high students will have access to Defined STEM, a media rich, project-based curricular resource that allows for cross-curricular connections, research and exploration through various media and cross-disciplinary standards alignment. As a part of the Literacy Design Collaborative, learning modules will be created, incorporating many different mediums as a source of information. As tablets and other “internet-ready” devices and BYOD (Bring Your Own Device) are implemented into the junior high schools, students will have access to the devices so that they may explore assigned topics using the power of the internet. They will view multiple modes of media including video, audio, and primary source documents. They will also search the internet for articles from various sources including, but not limited to, newspapers, news media outlets providing articles, interviews, opinion pieces and analysis. Students will also access developmentally appropriate articles through research banks. Students will analyze texts through whole group and small group instruction. The teachers will employ a variety of engagement strategies to assist with the analysis of the texts. Students will have the opportunity on a regular basis to analyze and respond to text through writing. This could be through the use of essays, journals, etc. All LDC modules contain a writing component that requires students to critically analyze texts.

7. Students’ college-career readiness is dependent upon high quality learning opportunities in content area and elective classrooms. What practices are in place to ensure that content-area instruction builds student capacity to think as they read subject area texts, extending and building text-based discussions in order to deepen content-area understandings? Describe how teachers are implementing text-based content area instruction in:

- **English/Language Arts**
- **History/Social Studies**
- **Science**
- **Technical Subjects**

Clay County will again heavily support the NG CAR-PD program and will offer incentives for secondary content area and technical teachers. The goal is to build capacity for NG CAR-PD at every secondary school so that we can better meet the needs of struggling students who do not have difficulties decoding words but who can benefit from having a content area teacher teach vocabulary and comprehension skills through the actual course content. We have been extremely successful with our NG CAR-PD training. All coaches have been trained in NG CAR-PD, as have over 250 secondary teachers county-wide. Our involvement with the Literacy Design Collaborative at the junior high level will ensure that ELA/Social Studies and Science teachers incorporate reading strategies into all of these content areas. Our participation with the

Defined Stem initiative will help infuse technology into all of the content areas at the junior high level. The junior high reading coaches will instruct all content area teachers in the use of research-based strategies such as anticipation guides, graphic organizers, in-depth questioning, close reading, directed note taking, text coding and question generation. All content area teachers are expected to blend literacy strategies into their specific subject area. Complex texts and primary sources will be embedded into all subject areas. In addition to the application of strategies to support the initial comprehension of text, teachers will receive training in implementing lessons including discussion protocols and analytical writing tasks as a part of each unit of study.

8. Explain how the school will address writing from sources as a means to strengthen and deepen text comprehension, increase domain-specific knowledge, and provide meaningful writing opportunities. Specifically...

- **How will writing from sources be supported in reading intervention courses to accelerate student literacy development? Describe how students will have consistent access to appropriate texts for gathering and researching information.**

Students will be expected to write in response to what they read as they demonstrate understanding of the reading strategies and skills being taught and practiced. Students will also engage in text-based writing tasks, requiring them to construct meaning from informational texts of grade-level complexity with scaffolded instruction and support that does not absolve the students of the reading, writing and thinking required of the task. Online texts will be available through the BYOD (Bring Your Own Device) initiative as well as the advent of tablets in the junior high setting.

- **How will writing from sources be incorporated across the curriculum in content-area courses? Describe how content-area courses will provide frequent opportunities for students to engage in short research projects to research and write on various content-area topics.**

Rather than relying on the teacher to solely provide the content students need to know, students will regularly engage in reading tasks to construct meaning from the content and will engage in writing tasks to demonstrate learning, as well as analyze and synthesize these ideas. Many junior high teachers have completed the NG CAR-PD training and coaches will follow up with these teachers to build upon the literacy foundation that has already been built within their courses. The district will continue to support NG CAR-PD training for teachers who have not yet completed this training. Lesson modules created by the writing teams for the Literacy Design Collaborative initiative will include meaningful writing opportunities for writing from multiple sources. Students will also engage in DBQs (Document Based Questions) and CIS (Comprehension Instructional Sequence) units.

9. What supportive reading opportunities will be provided before school, after school, and during summer school, including mentoring and tutoring? Include criteria for student eligibility and how these opportunities are 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 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 communicate with the classroom teacher so that they can extend upon what is being taught in class and that the tutor is aware of the reading level of each child in the tutoring group. Students with the greatest academic need will be eligible for before and/or after school tutoring as determined by Performance Matters, FCAT, in-program assessment and informal assessment data. Summer reading incentive programs will be available to all students in grades 6,7 and 8.

10. Which assessments are administered to determine reading intervention placement for the following student populations?

- **Non-English speaking ELL:** 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. The CELLA (Comprehensive English Language Learning Assessment) is also given to students during the spring of each school year. ELL students may be given any other assessments administered to the general student population as deemed appropriate (Performance Matters, etc.) Within the classroom, teachers use a variety of instruments to determine accurate reading instructional levels for their students.
- **Severe speech/auditory impaired:** 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. Speech/auditory impaired students often have a difficult time with foundational skills in reading because they have difficulty with sounds. Depending upon the severity of hearing loss, they could receive instruction in sign language and have a classroom interpreter. Students who have the same disabilities but who are cognitively impaired are given an alternate assessment that can be used to help determine

reading instructional needs. Within the classroom, teachers use a variety of instruments to determine reading instructional levels for their students. Three formal assessments used to assess individual students that are available in our district's schools are the Woodcock Reading Mastery Test, the Diagnostic Assessment for Reading and the Diagnostic Reading Assessment. The FAIR Toolkit has several diagnostic assessments that can assist teachers with targeting specific skill weaknesses.

- **Severely visually impaired:** 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.
- **Grades 6 -8 transfer students who do not have any FCAT 2.0 Reading scores and/or other standardized reading scores. NOTE: If no scores are available, an appropriate assessment should be administered to determine the overall reading ability of the student and to identify appropriate placement:** These students will take the most recent district Performance Matters Reading Assessment. If results indicate reading deficit, the Diagnostic Assessment of Reading will be administered to determine the specific instructional needs and appropriate placement for literacy instruction.

High School Assessment, Curriculum, and Instruction

The goal of the K-12 Comprehensive Reading Plan is to ensure that students are reading at or above grade level. A single program or strategy is not sufficient for remediation; 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. Likewise, remediation is not sufficient to meet the learning needs of low-performing high school students who are simultaneously preparing for graduation and college/career readiness. In addition to focusing on basic literacy skills, instruction needs to engage students in complex cognitive tasks that challenge them to apply their literacy skills toward high-level thinking while relating to complex text. Such instruction expands literacy development beyond basic skills to include capacities that better prepare them for both graduation and college/career coursework such as:

- general academic and discipline-specific vocabulary, including technical terms
- extracting and using information from informational and technical texts
- high-level comprehension, including argumentation
- critical literary analysis
- student question generation, inquiry, and research skills that include validation and corroboration of complex information

In order to simultaneously offer reading intervention and cognitive challenges, high school reading instruction needs to incorporate the use of an integrated and interdisciplinary approach:

1. Integrated approach to the language arts strands and skills: High schools will integrate opportunities for students to apply the composite use of the language arts skills – reading, writing, listening, speaking – that they are learning in order to further strengthen their overall literary development.
2. Interdisciplinary approach: High school literacy instruction needs to attain a balance of literary and informational texts that relate to history, social studies, and science content. This interdisciplinary approach to literacy is based on extensive research that establishes the need for students to become proficient in reading complex informational text independently in a variety of content areas in order to develop college-career readiness by the time they graduate.
3. Simultaneous use of both approaches: High school literacy instruction will incorporate the integration of reading, writing, listening, and discussing as students relate to various increasingly complex interdisciplinary texts throughout the school year.

Using this integrated, interdisciplinary approach requires systematic student engagement in complex cognitive tasks with a wide variety of different types of texts. Teachers will also need to incorporate

texts of varying levels of complexity into their instruction, providing various instructional opportunities for students to read, write, discuss, and listen to text for different specific purposes. This includes but is not limited to focusing on:

- new and more complex text structures (single structures as well as multiple organizational text patterns)
- academic and domain-specific vocabulary and concepts on social studies and science topics
- how to extract information from complex informational text
- how to use text evidence to explain and justify an argument in discussion and writing
- how to analyze and critique the effectiveness and quality of an author's writing style, presentation, or argument
- paired use of texts for students to engage in more complex text analyses
- independent reading and writing practice to:
 - relate to increasingly more complex text structures
 - use content-area vocabulary and concepts
 - develop literacy skills with increasingly complex text

The availability and access to texts of various types, topics, and complexity levels are necessary for integrated, interdisciplinary instruction to occur. Consequently, districts and schools will need to consider how to differentiate instruction in order to meet the varied learning needs of high school students so that they can successfully engage in a variety of complex cognitive tasks. Differentiated opportunities develop student capacities such as:

- general and discipline-specific academic vocabulary
- high-level comprehension skills
- critical literary analysis skills
- student question generation, inquiry, and research skills on complex topics

To operate such an integrated and interdisciplinary high school literacy program, district and school personnel will need to assess the type, amount, and complexity of the texts locally available for differentiated use in literacy instruction and independent student reading practice. School and classroom inventories will need to include a wide range of diverse texts that support each of the Florida Standards and meet the instructional needs of all students. To provide the type of reading, discussion, and writing opportunities necessary for college-career readiness, these text inventories need to include the following:

- informational texts of numerous types such as exposition, argumentation, persuasive essays, functional documents, procedural texts, speeches, biographies, etc. These informational texts need to contain information on various content-area topics such as history, social studies, and science.
- literary texts of different genres such as historical fiction, mythology, poetry, drama, fantasy, humor, legend, etc.

All information provided in this section should reflect that 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 April 4, 2014. 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 use the link provided within this section online.

2. The goal of a high school reading program is to provide a variety of methods and materials to develop strategies and critical thinking skills in reading. This goal applies to the following students:

a) students with reading performance below grade level: For these students, acceleration is just as important as remediation. Describe how your district will assure that reading intervention services provide both acceleration and remediation to meet the needs of low-performing students and facilitate their college-career readiness by high school graduation.

After using District protocol to identify those students who are performing below grade level and are in need of decoding and text reading efficiency instruction, these students will be placed in an intensive reading class where explicit instruction will be provided for remediation of foundational skills. Students will also receive meaningful vocabulary instruction of academically transferable Tier 2 words to support reading comprehension. Teachers will provide targeted scaffolded instruction with focused mini-lessons and opportunities for students to practice the strategies and skills they are learning independently with individualized feedback through regular conferencing. Teachers will provide opportunities for students to engage in texts at their independent and instructional level, as well as at a grade-level complexity with scaffolding that does not absolve students of the reading and thinking required of the task. Flexible and varied pathways to college and career readiness will promote choice among our at-risk students. Quality training will be provided to high school teachers in order to equip them with the knowledge of how to use assessments and data to inform, adapt, and drive instruction. Regular progress monitoring will informally take place through such means as teacher-student conferences and text-based discussions and writing tasks. Formal progress monitoring will occur using Performance Matters at the end of each of the three assessment periods.

b) students with reading performance on or above grade level: Describe how your district will assure that the reading development of students performing on or above grade level will continue to progress toward college-career readiness by high school graduation.

All students will receive instruction through the use of complex texts throughout all content area classes. The Florida Standards will be infused throughout every content area course. Student engagement will be prevalent in the high school classrooms. Through the STEM project, college and career benchmarks will be infused into various content area courses, ensuring that students are ready for life after high school – whether it be college or a career. High school classrooms will be transformed to allow for more collaboration amongst students. The bulk of the work and talk will be from students – not teachers.

3. To effectively use assessment data, districts and schools with carefully crafted protocols are prepared to efficiently differentiate student reading needs and offer an appropriate array of intervention options that meet various individual student learning needs. To develop and utilize these local protocols, districts and schools need to address state legislation that informs local policies.

Section 1003.4282, Florida Statutes, requires students in the ninth grade cohort beginning in 2013-14, who score at Level 1 or Level 2 on FCAT Reading 2.0, to receive intervention services in the following courses:

- an intensive reading course and/or
- a content area reading intervention course that is taught by a content-area teacher who has participated in content-area reading professional development, such as NGCAR-PD/CAR-PD, that builds teacher capacity to deliver scientifically-based content-area literacy practices that support low-performing students..

Section 1003.428, Florida Statutes, requires students in the ninth grade cohorts for 2011-12, and 2012-13 who score at Level 1 on FCAT Reading 2.0 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.

A student in the 2011-12 and 2012-13 ninth grade cohort who score at Level 1 or Level 2 on FCAT 2.0 Reading but did not score below Level 3 in the previous 3 years may be granted a 1-year exemption from the reading remediation requirement; however, the student must have an approved academic improvement plan already in place, signed by the appropriate school staff and the student's parent, for the year for which the exemption is granted.

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. Courses that may be used to provide reading intervention to 11th and 12th grade students include Reading For College Success, English 4-College Prep, or Intensive Reading. Each of these three courses focus on the goal of providing instruction that enables students to develop and strengthen reading comprehension of complex grade level texts and developing independent cognitive endurance while reading. Other commonalities include a focus on

understanding vocabulary in context, analysis of affix meanings in academic terminology, recognizing various rhetorical structures, identifying main idea, inferences, purpose, and tone within texts. While all three courses require the reading of both fiction and nonfiction texts, Reading for College Success provides a specific focus on informational text while English 4 provides a specific focus on literature.

High school students who score at Level 1 or Level 2 on FCAT Reading and who have intervention needs in the areas of foundational reading skills (e.g. decoding, fluency) must have extended time for reading intervention:

- Students two or more years below grade level should receive a double block of time for reading or provide a sufficient amount of the following:
 - ✓ remediation in foundational reading skills
 - ✓ supportive opportunities to apply these skills
 - ✓ acceleration in academic vocabulary development and high-level comprehension of increasingly complex text
 - ✓ Students less than two years below grade level may receive these services during the school day or before/after school with teacher support.

Teachers of intensive reading courses should be highly qualified to teach reading or should be working toward that status (pursuing the reading endorsement of K-12 reading certification). It is important that the classroom infrastructure (class size, materials, etc.) is adequate to implement the necessary array of reading intervention service options. These interventions should include the following characteristics:

- ✓ whole group explicit and systematic instruction
- ✓ small group differentiated instruction
- ✓ independent reading practice monitored by the teacher (applicable to reading intervention course)
- ✓ 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 increasingly complex literary and informational texts (exposition, argumentation/persuasive, functional/procedural documents, etc.).

Beginning with the 2013-14 ninth grade cohort, students who score at Level 1 who do not have intervention needs in the areas of foundational reading skills (e.g. decoding, fluency) may be served in content area reading intervention classes. Districts may also continue to serve students scoring at Level 2 on FCAT Reading who do not have intervention needs in the areas of foundational reading skills (e.g. decoding, fluency) in content area reading intervention classes. Teachers of these classes must meet one of the following requirements:

- Content Area Reading Professional Development (CAR-PD)
- Next Generation Content Area Reading-Professional Development (NGCAR-PD)
- Reading Endorsement

- **K-12 Reading Certification**

Schools must progress monitor students scoring at Level 1 and 2 on FCAT 2.0 Reading a minimum of three times per year in order to appropriately plan for subsequent instruction and ensure student learning progress over time. This progress monitoring should include a Baseline, Midyear, and End of the Year Assessment.

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 the needs of students who continue to struggle in reading. 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.

Each identified struggling reader must be given the instruction that best fits his or her needs. Districts must establish criteria beyond FCAT 2.0 Reading for placing students into different levels of intensity for reading intervention classes. It is recommended that districts implement a placement process that includes a variety of considerations with protocols, such as the following:

- **Historical assessment data results, including prior FCAT scores:**

- ✓ Level 2 students who scored at Level 3 or above during previous school years require instructional support that focuses on accelerating development in academic vocabulary and high-level comprehension, ensuring that student development keeps pace with increases in text complexity that occurs from grade to grade. Further assessment is required to determine whether remediation is needed.
- ✓ Students who have historically scored below Level 3 in numerous past years will require intervention focused on both remediation and acceleration. Further assessment is required to determine the appropriate proportion of remediation and acceleration for each student,

- **Assessment using grade-level passages: Administer oral reading and comprehension questions of a grade-level passage:**

- ✓ Independent student oral reading: For Level 1 or Level 2 students who struggle to read a grade level passage aloud, distinguish the impact that each students' decoding issues have on his or her text comprehension in order to determine remediation needs:
- ✓ Does the student successfully monitor basic comprehension of the grade-level text in spite of some decoding challenges?
- ✓ Does the student struggle to decode the grade-level passage, and does this negatively impact his or her grade-level text understandings?
- ✓ Comprehension questions: Level 1 or Level 2 students who have difficulty accurately answering several basic comprehension questions (e.g., main idea, details, etc.), summarizing the passage, or identifying text evidence that supports the author's claim will require systematic remediation

in such skills as text structure, summarization, and comprehension monitoring using explicit instructional strategies such as text-marking/coding.

For the various student profiles referenced above, all will require accelerated instruction in academic vocabulary and high-level comprehension using complex texts to ensure their college-career readiness. Research suggests that fluency is not a strong predictor of a student's ability to comprehend text in middle grades and high school. Therefore, caution is recommended in using fluency data as a primary determinant for placement in reading intervention in the upper grades.

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.

See Appendix for Chart J (Assessment/Curriculum Decision Tree- Grades 9-12)

4. Describe 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 12th grade students who have met the graduation requirement through the use of concordant scores. Keep 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 reading instruction before or after school.

The high school reading classroom will provide students with the appropriate level of support needed for each student to succeed. Students receiving tier 2 and 3 support will receive intervention following the guidelines of the RtI problem solving model. Once students have been placed in a classroom, teachers will monitor the progress of each student using the *Performance Matters* assessment three times during the school year to serve as a baseline, mid-year, and end-of-year assessment. Teachers will use developmental and/or intervention materials. In addition to these materials, teachers will incorporate other supplemental materials to ensure in-depth, explicit instruction of the strategies and skills. 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 through reading conferences. Students will be held accountable for reading during independent reading time. Teachers will infuse the Florida Standards into their lessons and will focus on reading informational text at increasing complex levels. Progress monitoring other than *Performance Matters* will occur on a regular basis to keep a closer look at student achievement. Teachers will also provide students with strategies for comprehension and will make connections to other content area classes. Students who have met graduation requirements through FCAT or a concordant score (ACT) will not be placed in an intensive reading class. For 11th and 12th grade students who have not yet met graduation requirements, the District protocol will be followed to determine whether students will be placed in an intensive reading class or a content area class taught by an NG CAR-PD trained or reading endorsed teacher. Placement in an NG CAR-PD class is dependent upon the availability of a trained teacher for the specific class and grade level needed. Principals also have the flexibility to place these specific students based upon their school placement plan.

5. How will the district ensure that high school students in need of decoding and text reading efficiency have sufficient time to receive the intervention services that they need?

After utilizing the district's protocol to identify students in need of decoding and text reading efficiency, these students will be placed in an intensive reading class which will focus upon decoding and text reading efficiency. In addition, these students will also be placed with a NG CAR-PD or reading endorsed teacher for a content area class in order to benefit from effective instructional practices targeting comprehension and vocabulary.

6. Within the reading program, how will students be provided with access to authentic literary and informational texts representing a range of levels, interests, genres, cultures, and topics – including science and social studies content -- to develop independent reading capacity? Include the following information:

- ✓ how daily independent reading, monitored by the teacher, will be incorporated into all reading classrooms;
- ✓ how classroom libraries will be utilized;
- ✓ the process for leveling books; and
- ✓ the process for matching students with the appropriate level of text.

Teachers will incorporate a variety of reading genres into carefully designed mini-lessons targeted at specific strategies and skills that are determined by student need. After the mini-lesson, students will have time to practice these strategies and skills through independent reading, which is monitored by the teacher through regular reading conferences with students. Students will choose texts for independent reading from classroom libraries or from the media center collection. These collections should include both literary and informational texts written on a variety of levels. When purchasing new additions to classroom library materials, teachers and administrators are encouraged to select a higher percentage of informational and more complex texts. Within the intensive reading classroom, students are also required to read both fiction and non-fiction texts, using close reading with complex texts as a tool to achieve deeper understanding. The teacher will monitor students to ensure they are engaged in the

reading process. Outside of the intensive reading class a variety of leveled texts are available to students for independent reading, content area support reading, and informal literature circles. Media centers will further enhance book selections for teachers and students. Teachers will be encouraged to check out books from the media center to increase the amount of texts available to students and to support content knowledge. Lexile levels for all classroom library books are available either on the book itself or through referencing www.lexile.com. Teachers may use one or more of the following methods to match students to the appropriate level of text:

- ✓ Grade level as determined by DAR (if administered)
- ✓ Fluency and accuracy checks (5 errors per 100 words attempted suggests backing up to a lower level)
- ✓ Running records
- ✓ Destiny (available to all teachers)
- ✓ Text complexity bands

7. How will students analyze media literacy including the various mediums: print media, still photography, radio/audio, television/film, and the internet in reading and content area subject areas?

High school students will have access to Defined STEM, a media rich, project-based curricular resource that allows for cross-curricular connections, research and exploration through various media and cross-disciplinary standards alignment. Ninth grade teachers will utilize this resource to plan, develop, and implement cross-discipline units that allow for research and exploration utilizing various media. As tablets and other “internet-ready” devices and BYOD (Bring Your Own Device) are implemented into the high schools, students will have access to the devices so that they may explore assigned topics using the power of the internet. They will view multiple modes of media including video, audio, and primary source documents. They will also search the internet for articles from various sources including, but not limited to, newspapers, news media outlets providing articles, interviews, opinion pieces and analysis. Students will also access developmentally appropriate articles through research banks. Students will analyze texts through whole group and small group discussion. The teachers will employ a variety of engagement strategies to assist with the analysis of the texts. Students will have the opportunity on a regular basis to analyze and respond to text through writing. This could be through the use of essays, journals, etc.

8. Students’ college-career readiness is dependent upon high quality learning opportunities in content-area and elective classrooms. How will all content area and elective teachers (a) teach students to think as they read in subject area classrooms and (b) extend and build text-based discussions in order to deepen content-area understandings? Describe how teachers are implementing text based content area instruction in:

- English/Language Arts

- History/Social Studies
- Science
- Technical Subjects

Clay County will again heavily support the NG CAR-PD program and will offer incentives for secondary content area and technical teachers. The goal is to build capacity for NG CAR-PD at every secondary school so that we can better meet the needs of struggling students who do not have difficulties decoding words but who can benefit from having a content area teacher teach vocabulary and comprehension skills through the actual course content. We have been extremely successful with our NG CAR-PD training. All coaches have been trained in NG CAR-PD, as have over 250 secondary teachers county-wide. Our participation with the Defined Stem initiative will help infuse technology into all of the content areas at the high school level. The high school reading coaches will instruct all content area teachers in the use of research-based strategies such as anticipation guides, graphic organizers, in-depth questioning, close reading, directed note taking, text coding and question generation. All content area teachers are expected to blend literacy strategies into their specific subject area. Complex texts and primary sources will be embedded into all subject areas. In addition to the application of strategies to support the initial comprehension of text, teachers will receive training in implementing lessons including discussion protocols and analytical writing tasks as a part of each unit of study. Our high school redesign initiative for the coming year wholeheartedly supports the idea of students doing the thinking and hard work in order to better understand critical content area concepts. Deep text-based discussions will be a critical part of content area instruction.

9. Explain how the school will address writing from sources as a means to strengthen and deepen text comprehension, increase domain-specific knowledge, and provide meaningful writing opportunities.

- **How will writing from sources be supported in reading intervention courses to accelerate student literacy development? Describe how students will have consistent access to appropriate texts for researching and synthesizing information?**

Students will be expected to write in response to what they read as they demonstrate understanding of the reading strategies and skills being taught and practiced. Students will also engage in text-based writing tasks, requiring them to construct meaning from informational texts of grade-level complexity with scaffolded instruction and support that does not absolve the students of the reading, writing and thinking required of the task. Online texts will be available through the BYOD (Bring Your Own Device) initiative as well as the advent of tablets in the high school setting.

- **How will writing from sources be incorporated across the curriculum in content-area courses? Describe how content-area courses will provide frequent opportunities for students to engage in short research projects to research and write on various content-area topics?**

Rather than relying on the teacher to solely provide the content students need to know, students will regularly engage in reading tasks to construct meaning from the content and will engage in writing tasks

to demonstrate learning, as well as analyze and synthesize these ideas. Many high school teachers have completed the NG CAR-PD training and coaches will follow up with these teachers to build upon the literacy foundation that has already been built within their courses. The district will continue to support NG CAR-PD training for teachers who have not yet completed this training. Students will also engage in DBQs (Document Based Questions) and CIS (Comprehension Instructional Sequence) units. The research process will focus upon the final product, emphasizing to teachers in all content areas that students must be producers of information in a variety of formats vs. users of information. Media specialists will collaborate with classroom teachers to provide students with frequent opportunities for student research.

10. What supportive reading opportunities will be provided before school, after school, and during summer school, including mentoring and tutoring activities? Include criteria for student eligibility and how these opportunities are 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 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 communicate with the classroom teacher so that they can extend upon what is being taught in class and that the tutor is aware of the reading level of each child in their tutoring group. Any student in need of tutoring can attend tutoring sessions.

11. Which assessments are administered to determine reading intervention placement for the following student populations:

- **Non-English speaking ELL students:** 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. The CELLA (Comprehensive English Language Learning Assessment) is also given to students during the spring of each school year. ELL students may be given any other assessments administered to the general student population as deemed appropriate (Performance Matters, etc.) Within the classroom, teachers use a variety of instruments to determine accurate reading instructional levels for their students.

- **Severe speech/auditory impaired:** 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 is 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. Speech/auditory impaired students often

have a difficult time with foundational skills in reading because they have difficulty with sounds. Depending upon the severity of hearing loss, they could receive instruction in sign language and have a classroom interpreter. Students who have the same disabilities but who are cognitively impaired are given an alternate assessment that can be used to help determine reading instructional needs. Within the classroom, teachers use a variety of instruments to determine reading instructional levels for their students. Three formal assessments used to assess individual students that are available in our district's schools are the Woodcock Reading Mastery Test, the Diagnostic Assessment for Reading and the Diagnostic Reading Assessment. The FAIR Toolkit has several diagnostic assessments that can assist teachers with targeting specific skill weaknesses.

- **Severe visually impaired:** 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.

- **Grades 9 and above transfer students who do not have any FCAT 2.0 Reading score and/or other standardized reading scores. NOTE: If no scores are available, an appropriate assessment should be administered to determine the overall reading ability of the student.** : These students will take the most recent district Performance Matters Reading Assessment. If results indicate reading deficit, the Diagnostic Assessment of Reading will be administered to determine the specific instructional needs and appropriate placement for literacy instruction.