# K-12 Comprehensive Research-Based District Reading Plan

## 2012 – 2013

Clay District Schools

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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 2012-13 school year as described as a percentage increase from last year's scores?**
**[Please consider listing goals at each level (3-10) to specifically increase the percent of students from FCAT Level 1 to 2 and from Level 2 to 3.]**

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

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

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

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

   ***3-10:** Decrease the number of non-proficient readers on FCAT 2.0 by 10 percent at each grade level and subgroup currently not meeting proficiency targets while increasing the percentage of students scoring at or above proficient on FCAT 2.0 to or beyond the performance levels of the highest-performing districts.*

   ***11-12:** Increase the number of students passing FCAT 2.0 retakes by 10 percent.*

2. **How will the district assure that administrators and reading/literacy coaches provide follow up on literacy professional development (Common Core State Standards Implementation, Text Complexity, Comprehension Instructional Sequence) and teaching standards through course descriptions?**

*Schools will be encouraged to send four representatives to the summer Just Read, Florida training held in Orlando in an effort to learn more about Common Core Standards, text complexity and the Comprehension Instructional Sequence. Administrators and coaches will receive training on the Common Core Standards at monthly District meetings throughout the 2012-2013 school year. During our Summer Leadership Academy administrators will receive training on instructional leadership. The content of this training will focus upon content knowledge and what administrators should be looking for during classroom walkthroughs. Classroom walkthroughs will highlight the use of effective strategies that support the Common Core Standards and the use of complex texts for instruction. District administration will review school quarterly walkthrough data and will use this data to determine allocation of professional development resources. Coaches have received similar literacy professional development through district level training and also training offered by Just Read Florida. The district will assure follow-up trainings take place at the school level by offering and facilitating district department meetings per grade level , grade groupings, or content area. Coaches will be required to submit/discuss school-based training agendas at monthly coaches' meetings. The district also plans to create a bank of vetted CIS lessons for teachers to use as resources. Coaches and teachers will work collaboratively to build teachers' confidence and ability in planning and implementing the Comprehension Instructional Sequence.*

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

*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 look to see if student performance data discussed during the meetings is driving instructional practice. 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.*

4. **How will the district assure that schools increase the amount and variety of complex texts used to teach complex comprehension tasks -- in addition to the Comprehensive Core Reading Program (CCRP), Supplemental Intervention Reading Program (SIRP), and Comprehensive Intervention Reading Program (CIRP)?**

*Through district-initiated Common Core training, K-2 teachers will learn how to use well chosen read aloud selections to teach complex comprehension tasks. Selected schools will pilot a new program (in addition to existing core programs) that focuses on the integration of social studies content with English Language Arts/Common*

*Core Standards. This program (DBQ: Discussion Based Questioning) is based upon the use of complex text including primary documents to foster text based discussion. For the 2012-2013 school year we will increase our offering of NG CAR-PD training to include sixth grade content area teachers as well as additional secondary teachers. Within this training teachers will become familiar with the concept of text complexity and they will incorporate complex texts into their instruction. District and State resources will be provided for teachers to use for this purpose.*

5. **If additional exposures to complex texts are needed, how will this be addressed?**

   *The district will create a bank of complex texts organized by grade level / content area for teachers to access for instruction. Exemplars will be provided for selected texts. The district will also provide ongoing support to teachers and coaches as they increase their knowledge of close reading and text complexity.*

6. **How will the district support implementation of Next Generation Content Area Reading – Professional Development (NGCAR-PD) and the Comprehension Instructional Sequence (CIS)?**

   *Over the course of the 2011-2012 school year, our district has guided 123 teachers through the complete NG CAR-PD program. For the 2012-2013 school year, we will continue to build the cadre of NG CAR-PD trained secondary teachers, while adding sixth grade content area teachers to this group. The district will cover the cost of substitutes for face-to-face training days and will provide funds for teachers who complete the 90 hours so that they can purchase materials to support their content area and the concepts taught in the NG CAR-PD training. The district also plans to create a bank of vetted CIS lessons for teachers to use as resources. Coaches and teachers will work collaboratively to build teachers' confidence and ability in planning and implementing the Comprehension Instructional Sequence.*

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

   *Coaches will support schools that are not making academic improvement by helping teachers plan tier 2 and tier 3 interventions and by modeling explicit, systematic instruction. These intervention plans will be based upon student performance data. During frequent data meetings, administrators, coaches and teachers will closely monitor student performance thereby ensuring that students in all sub-groups make gains.*

   *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 Individual Professional Development Plan (IPDP). The District Leadership Team will review student and teacher data to identify data trends and areas in which additional resources are needed to facilitate improvement.*

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

   *The 2012-2013 K-12 District Reading Plan will be presented to all administrators during a workshop in July , 2012.  The plan will also be available on-line.*

9. **How will the district ensure the provision of an additional hour of intensive reading instruction beyond the normal school day for each day of the entire school year for students in the 100 lowest-performing elementary schools based on the state reading assessment? If your district does not contain one of these schools, what efforts are being made to provide additional time outside of the school day for reading intervention?**

   *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, FCAT Explorer, or Compass Odyssey. During this lab time, teacher support is available.*

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

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

    **Please be sure to address: Common Core State Standards Implementation, Text Complexity, Comprehension Instructional Sequence.**
    **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 1011.62 (9) (c) 3., noting that highly qualified reading coaches specifically**

**support teachers with making instructional decisions based on student data, and improve teacher delivery of effective reading instruction, intervention, and reading in the content areas based on student need.**

*All principals will be provided with a job description for the coach.  The role of the coach will also be discussed at the 2012-2013 K-12 Reading Plan Administrator meeting held prior to the start of school.  The coaches' role will be reinforced throughout the year as needed.  Special emphasis will be placed on the fact that coaches cannot be used for non-instructional duties during instructional hours, and that coaches are not administrators or testing coordinators. (Note:  While coaches can provide support during FCAT testing to the same degree as other school personnel who are not assigned to students, they are not to be responsible for scheduling assessments or lab facilities throughout the year.)  Coaches are not to be used as resource teachers or substitute teachers.  The primary role of the coach is to assist with intervention efforts, guide teachers when looking at student data and using it to inform instruction, and to provide professional development for all instructional staff members.  Coaches will attend monthly coaches meetings and will complete a coaches' log as required by the PMRN.*

*All of the coaches in our schools serve as a key resource for the implementation of the Common Core State Standards and for assisting teachers with evaluating and using complex texts for instructional purposes.  Coaches will continue to support teachers through the NG CAR-PD training which includes the Comprehension Instructional Sequence.  The coaches will also share any training that is provided at monthly district meetings with the staff at their respective school(s).  Principals are to rely on the coaches to provide this training.*

11. **What is the total number of reading coaches (funded through any source) that served the district for the 2011-12 school year?** *34 (27 through reading funds; 7 through Title One funds).*

12. **What is the total estimated number of reading coaches (funded through any source) that will be serving the district for the 2012-13 school year?** *34  (27 through reading funds; 7 through Title One funds).*

**(Below is a link to a 2008 memo noting flexibility provided to districts regarding Reading/Literacy Coaches.)**
**http://www.justreadflorida.com/pdf/coach-flex-memo.pdf**

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

*Clay District Schools will host a recruitment fair in May, 2012 in an effort to attract quality teachers to our district.  All new teachers will receive support at the school level and district level in order to familiarize them with curriculum, district policies and classroom management.  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 current teachers to pursue the Reading Endorsement or to complete the NG CAR-PD training. Teachers who earn the reading endorsement receive a $400 bonus for completing the program. The district also uses federal funds to assist teachers in adding the Reading Endorsement to their Florida Educator's Certificate. For teachers targeted for NG CAR-*

*PD training in the 2012-2013 school year, we will continue to fund substitutes 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 able 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 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 at each school. The Reading and Title 1 departments facilitate monthly professional development sessions for all coaches. These sessions provide an opportunity to share and discuss current research findings and training in effective best practices.*

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

*Coaches are assigned to all schools across the district. At the elementary level, each coach serves two schools. At the secondary level, one coach is assigned to each school so that they can facilitate the NG CAR-PD training at the school site and be available daily for teachers as they plan and implement lessons based upon NG CAR-PD concepts. Title 1 schools have been assigned additional coaches to address the specific needs of their populations.*

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

*Coaches serve as liaisons between the district and the schools. Professional development targeted for these coaches is in turn shared at the school level. School administrators also receive addition professional development at monthly curriculum and administrative meetings. Finally, school based administrators will attend summer leadership training that will focus upon instructional leadership and Common Core Standards.*

**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 each school's School Improvement Plan, which may be found at: http://www.flbsi.org/SIP/.

1. **How are Reading Leadership Teams used to create capacity of reading knowledge within the school and focus on areas of literacy concern across the school?**

   *As members of the Leadership Team, administrators and coaches impart knowledge gleaned from district level/state level trainings to ensure that text complexity, along with close reading and re-reading of texts, is central to lessons. These lessons will also include opportunities for extensive research and writing. With guidance from the Leadership Team, 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 the following professional development at the school site?**
   - **Professional development in literacy (including text complexity, implementation of the Common Core State Standards in literacy, and the Comprehension Instructional Sequence) for all teachers?**

   *Coaches will provide professional development to all teachers in these areas based on trainings received from the Just Read, Florida! Office and facilitated with district-created presentations that will be shared at monthly coaches' meetings. The vehicle used to deliver this professional development may be through lesson study and/or professional learning communities.*

   - **Professional development for reading intervention teachers?**

   *Coaches will help create tier 2 and tier 3 intervention plans and will model powerful, focused interventions. Coaches will scaffold their support to build and foster teacher capacity.*

   - **Professional development for guidance counselors, including reading intervention placement?**

   *Coaches will work one-on-one with guidance counselors and will provide written guidelines for reading intervention placement.*

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

   *All schools have on-site coaches so that the professional development needs of all schools will be met.*

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

*Coaches will be trained in the use of the JRF text complexity band rubric and will practice using this tool during district coach meetings. Coaches will then 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 texts during small group (At the elementary level this could take place during the 90-minute reading block.) instruction. In addition to content area texts, primary documents are to be incorporated into the curriculum as well. Schools using the DBQ (Data 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 – as funding permits.*

4. **How will the principal increase the amount of time that students read text closely for deep understanding across the school day and outside of school? One goal should be that students are reading one book every two weeks. Include how the principal will increase media center circulation.**

*The principal will increase the amount of student reading inside and outside of school by implementing school-wide reading incentive programs. Administrators are encouraged to designate specific times during each day for independent reading. The principal will support the initiative that requires students to read one book every two weeks and will determine how this will be monitored. Examples include, but are not limited to: student reading logs, literature circles, teacher interview, book talks, etc. The principal will work with media specialists and/or classroom teachers to plan activities or programs that encourage student use of the media center and book circulation.*

*To motivate students to read, many of the elementary schools participate in the district-supported "Battle of the Books" competition. This competition involves encouraging fourth grade students to read selected novels (similar to the Sunshine State Books program) throughout the school year. Media specialists and teachers promote this program through read alouds, guided reading and technological support (Accelerated Reader or Reading Counts). In the spring, students gather for competition based upon comprehension aspects of the texts. This district-sponsored event promotes reading outside of school.*

*Finally, many schools require students to read over the summer and provide specific reading lists for students. Required reading lists are provided to area public libraries. The Clay County ESOL Department purchases the required reading books to be shared among our ELL students.*

5. **How will school level leadership ensure that intensive reading instruction meets the following characteristics outlined in Section 1011.62(1)(f), Florida Statutes? The intensive reading instruction delivered in this additional hour shall include: research-based reading instruction that has been proven to accelerate progress**

**of students exhibiting a reading deficiency; differentiated instruction based on student assessment data to meet students' specific reading needs; explicit and systematic reading development in phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided practice, error correction and feedback; and the integration of social studies, science, and mathematics text reading, text discussion, and writing in response to reading.**

*School level leadership teams will be trained in identifying the characteristics of effective core instruction and intensive reading interventions. Coaches will assist teachers in writing intervention plans 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.*

# 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 <u>National Staff Development Council Standards (NSCD)</u> and <u>Florida's Professional Development System Evaluation Protocol</u>.

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.

1. **Provide the district professional development schedule for ALL reading professional development, not just the professional development funded through the FEFP reading allocation, for the 2012-2013 school year through Chart A. This chart will be completed through the web based system. Repeat this process within the application as many times as necessary for each professional development offering in reading offered by your district. ALL Reading Endorsement professional development offerings should be described in Chart A. Please address the Reading Endorsement professional development first in your charts. To create and edit all professional development charts for Chart A, use the link provided within this section online. Please be sure to indicate whether you are accepting a previously approved chart or creating/revising a new chart by clicking the appropriate radio button on Chart A.**

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

*At the end of the 2011-2012 school year we will have provided NG CAR-PD training for 123 secondary teachers representing all of our secondary schools. For the 2012-2013 school year, we will again support all secondary schools and will add NG CAR-PD training support for targeted content area teachers at the sixth grade level. The district is providing funding for substitutes for the face-to-face training days. If funds are available, teachers will receive funds to purchase reading materials that support their content area.*

3. **Please list and describe the professional development teachers will receive to ensure text based content area instruction in English/Language Arts, History/Social Studies, Science, and Technical Subjects.**

*Teachers will receive training to assist them in the infusion of text based content area instruction in English/LA, History/Social Studies, Science and Technical Subjects. Training will focus upon the Common Core State Standards, NG CAR-PD, text complexity, and Discussion-Based-Questioning. This training will be offered through lesson studies, professional learning communities, targeted on-site training, and webinars.*

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

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

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

*Our district does not provide transcript reviews of college coursework.*

6. **Do the Reading Endorsement courses your district provides align with the 2011 Reading Endorsement competencies and indicators? If not, please describe your timeline to offer courses aligned to the new endorsement. State Board Rule 6A-4.0163 reflects that implementation should occur beginning in August 2012.**

*All Reading endorsement courses will be aligned with the 2011 Reading Endorsement competencies and indicators effective August, 2012.*

# 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 either the ELA Common Core State Standards or NGSS, 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 literature and informational texts in history, social studies, science. 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

From low to high reading performance, 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 is 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 identify the proportion of literary and informational texts to ensure that students have literacy experiences that align with the ratios from the FCAT 2.0 Item Specifications:

| GRADE | Literary Text | Informational Text |
|-------|---------------|--------------------|
| 3 | 60% | 40% |
| 4 | 50% | 50% |
| 5 | 50% | 50% |

PROVIDING TARGETED INSTRUCTION
The following performance-based flexibility options may be utilized by districts to provide targeted instruction according to student needs:

- Elementary schools meeting **all** of the following criteria are not required to implement a Comprehensive Core Reading Program:

  - ✓ A current school grade of an A or B,
  - ✓ AYP in reading met for all subgroups,
  - ✓ 90% of students meeting high standards in reading (an FCAT score of Level 3 or above).

**Districts implementing this flexibility must describe their plan for reading instruction, including the intervention for those students reading below grade level in grades K-5(6) in questions 6 and 7.**

*Our district is not implementing this flexibility.*

- For students in grades four and five scoring Level 4 or 5 on FCAT reading, districts should offer enrichment programs, steeped in content, that continue to develop the child's reading skills. These students are not required to receive instruction from a Comprehensive Core Reading Program, nor are they required to receive 90 minutes of reading instruction. **Districts implementing this flexibility must report the reading instruction that will be provided to these students, including the time allotted for reading instruction in question 6.**

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

1. Each district will be given one school user log-in password so that each school may enter their own information into Chart C by using the web-based template. It is recommended that districts create a timeline for school users to enter this information for their school. Districts will be able to review and revise the school based information before submitting Chart C on March 30, 2012. School level users should select all applicable adopted reading instructional materials from the lists provided and add any other materials in the text boxes. Information regarding materials specifically for ESE and ELL students should be listed in the text box labeled 'Other.' To review and edit all school information for Chart C before submitting, use the link provided within this section online.

2.1. Describe all research-based instructional materials used to provide 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 Common Core State Standards for English Language Arts.

    *Elementary teachers will provide core instruction using the adopted comprehensive core reading program (MacMillan Treasures). Teachers will also use additional research-based instructional materials to meet specific academic needs of students as determined by baseline and progress monitoring data. The District plans to utilize the train-the-trainer model so that K-2 teachers will become familiar with the new Common Core State Standards for ELA. Additional support for teachers will be provided through webinars that are accessible to all teachers. As a result of this training, K-2 teachers will meet the Common Core State Standards for ELA by selecting well-chosen complex texts for read alouds. K-2 teachers will be encouraged to use the guidelines for questioning provided by Just Read Florida in an*

*effort to promote rich discussion and deeper understanding of the text. Teachers will be encouraged to employ close reading strategies during multiple reads of a specific text. Writing will also be incorporated in the 90-minute block as a means for students to demonstrate evidence-based comprehension.*

2.2. Describe all research based materials used to provide reading intervention during the one hour extended day. Explain how intervention in extended day will align with reading instruction provided during the school day.

*We do not anticipate having a school rated within the lowest 100 schools in the state. Therefore, the one hour extended day requirement will not apply. However, we will continue to provide additional intervention outside of the normal school day through tutoring opportunities. Strong communication between classroom teachers and the teachers providing the tutoring services will be critical in order to assure that interventions provided during this time are focused specifically on student needs.*

2.3. How will your district assure that the offerings in addition to your CCRP(s), Supplemental Intervention Reading Program(s), and Comprehensive Intervention Reading Program(s) introduce and increase the amount of complex text provided for your students? If additional exposure to complex text is needed, how will this be addressed?

*Initial texts selected for instructional purposes will be chosen from lists provided in Common Core State Standard Appendices and by Just Read Florida. Committees of educators who attend the Common Core State Standards professional development in June will be formed to help create an additional selection of complex texts to be used for instruction and/or independent reading. The two teams who attend the JRF Summer Text Complexity Lesson Development Workshop will gain valuable knowledge of how to develop exemplar lessons to accompany complex text. The teams will then train coaches in the development of those lessons. Coaches will bring selections of complex texts to our monthly meetings. During the meetings, we will assist them in rating the sample texts in line with the text complexity grade level bands and work collaboratively to develop exemplar lessons. This collaborative process will increase coaches' knowledge and build their confidence which will, in turn, enable them to support teachers' efforts in working with complex texts.*
*Through our district provided training sessions, administrators and teachers will be encouraged to enhance their classroom libraries and media center collections with texts more complex in nature, particularly informational texts. All current and 2012/2013 NGCAR-PD participants (6th – 12th grades teachers) who successfully complete the required 90 hours will be provided a bonus in which to purchase materials that support instructional practices learned throughout the NGCAR-PD coursework.*

3. 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 and interventions for students in grades K-2.

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

\* District contacts will create and upload Chart D1 using the link provided within this section online. There are two samples for Chart D1 (Assessment/Curriculum Decision Tree) located in the Appendix. Last year's chart is available at your district's public view page. If your district wishes to use this chart it must be uploaded into this year's plan. Please upload the desired file.

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

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

The chart must include:

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

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

5. How will 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)? Describe how language arts instruction builds from reading instruction to align with the Common Core State Standards for Writing.

*Each elementary school will submit a daily schedule for all grade levels to the Reading Supervisor. This schedule must reflect at least a 90-minute uninterrupted reading block for core reading instruction (K-5) as well as additional time for immediate intensive intervention (iii). Instruction during the 90-minute block will address the needs of students receiving tier 1, 2 and 3 interventions as outlined in our District RtI Plan. Writing that is used as an avenue to deepen understanding of text will be a daily occurrence in the 90-minute reading block. Student writing must be supported by evidence from the text. The mechanics of writing should be taught outside of the 90-minute reading block.*

6. 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 Just Read, Florida model and the School District of Clay County 90-Minute Reading Block Schedule for providing high quality, explicit and systematic reading instruction within the 90-minute reading block (Tier 1 instruction). During this time, teachers will implement the following 5 strategies for success: modeling, explaining, guided practice, supported application and independent practice. Teachers will plan lessons that contain these five steps. After initial instruction, teachers will provide small group, differentiated instruction based upon student needs. All elementary schools will use the district-adopted CCRP as indicated in Chart C. Initial instruction constitutes 40-45 minutes of the 90-minute reading block. At the conclusion of the whole-group session, students will work in small groups engaged in independent, meaningful activities or participate in teacher-led small group instruction. Teachers will form 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.*

7. How will students targeted for immediate intensive intervention receive services?
In K-2, 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. 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.

*Students will be identified for tier 2 and tier 3 intervention using data analysis of screening and progress monitoring tools, as well as classroom performance and mastery of concepts taught. Schools have the option of using the Clay County Kindergarten Screening Assessment as early as possible in the school year to target*

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

8.  How will teachers provide student access to leveled classroom libraries of both fiction and nonfiction text focused on content area concepts implemented during the 90 minute reading block as a meaningful extension of the skills taught through the core reading program? Include the following: how these classroom libraries are utilized; how the books will be leveled; and the process for matching students to the appropriate level of text.

*Teachers will incorporate a variety of reading genre into carefully designed lessons. When purchasing new additions to classroom library materials, teachers and administrators will be encouraged to select a higher percentage of informational (and therefore more complex) texts.  During the 90-minute reading block classroom library books constitute the bulk of independent reading practice and may be the basis of small group instruction depending on the topic and skills taught.  Outside the 90-minute reading block, a variety of leveled texts are available to students for independent reading, content area support reading, and informal literature circles. Media centers at most elementary schools have book bins that 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](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:*

    o  *Grade level as determined by DAR (if administered)*

- o *Fluency and accuracy checks (5 errors per 100 words attempted suggests backing up to a lower level)*
- o *Running records*
- o *Destiny (accessible to all teachers)*
- o *Text complexity bands*

9. How will all content area teachers incorporate reading and literacy instruction into subject areas to extend and build discussions of text in order to deepen understanding? Include detail regarding how teachers will address the NGSSS in all content classrooms.

*Content area teachers will incorporate reading and literacy instruction into their specific subject area. This can be achieved by utilizing diverse, complex texts- both fictional and informational – into their instructional routine. 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 NGSSS but with transitions built in that lead to Common Core. We continue to make significant headway in this area in that content are teachers have been taught how to infuse FCAT 2.0 item specifications and FCAT 2.0 question stems as a part of their instruction to elicit meaningful dialogue and higher level thinking within the content area curriculum.*

10. How will writing to a source to strengthen reading comprehension be incorporated into the 90 minute reading block to deepen text comprehension?

*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.*

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

*All elementary schools will provide opportunities for before and/or afterschool tutoring. All Title 1 schools offer free tutoring through Supplemental Educational Services (SES) in partnership with the Clay County School District. 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 FCAT. Student attendance at tutoring opportunities is prioritized by academic need as indicated by student performance data (FCAT level, progress monitoring data, etc.) Many schools devise a summer reading incentive program to motivate students to read over the summer 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.*

12. 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.*

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

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

  13.2. Students with severe speech/auditory impairments?

    *All oral/auditory assessments normally given to elementary students will be administered by certified speech clinicians when at all possible. Other accommodations will be made individually based upon provisions in each student's Individualized Education Plan (IEP) and upon allowable accommodations as outlined in the assessment-specific guidelines. With any fluency assessment, students are not penalized for errors due to problems with speech, dialect or articulation. In grades 3-6, the FAIR 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.*

  13.3. Students with severe vision impairments?

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

13.4. Alternate assessment used for promotion of third grade students scoring Level 1 on FCAT Reading?

> *Third grade students in Clay County who score a level one on FCAT 2.0 reading are given opportunities to meet promotion requirements by taking the SAT-10 and/or by meeting requirements of the third grade portfolios.*

# _Middle School Assessment, Curriculum, and Instruction_

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 toward high-level thinking while relating to complex text. Such instruction expands literacy development beyond foundational skills to include such capacities as:

- general academic and discipline-specific vocabulary
- high-level comprehension  and 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 skills (reading, writing, listening, speaking):** Middle 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:** Middle school literacy instruction needs to attain a balance of literature and informational texts in history, social studies, and science. 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:** 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 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 or multiple organizational patterns in text)
- 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 is necessary for integrated, interdisciplinary instruction to occur. Consequently, districts and schools will need to consider how they will differentiate instruction to meet the varied learning needs of middle school students while also engaging them in various complex cognitive tasks that develop such capacities as:
- general and discipline-specific academic vocabulary
- high-level comprehension and critical literary analysis skills
- student question generation, inquiry, and research processes

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 inventory will need to identify the proportion of literary and informational texts to ensure that students have literacy experiences that align with the ratios from the FCAT 2.0 Item Specifications:

| GRADE | Literary Text | Informational Text |
|-------|---------------|--------------------|
| 6 | 50% | 50% |
| 7 | 40% | 60% |
| 8 | 40% | 60% |

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

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

1. Each district will be given one school user log-in password so that each school may enter their own information into Chart F by using the web-based template. It is recommended that districts create a timeline for school users to enter this information for their school. Districts will be able to review and revise the school based information before submitting Chart F on March 30, 2012. 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. Send email to principals.**

2.1. The goal of a middle grades reading program is to provide a variety of methods and materials to develop strategies and critical thinking skills in reading **for students who are reading on or above grade level and enrolled in reading courses** which may be

transferred to content courses across the curriculum. The skills and strategies taught should align with Sunshine State Standards for Reading at the appropriate grade level, specifically those benchmarks which are assessed by the Florida Comprehensive Assessment Test (FCAT).

Is a middle grades reading course required for students scoring Level 3 and above on FCAT Reading? If so, for which students is this required?

*All 6th graders scoring a level 3 or above on FCAT Reading are enrolled in a 50 minute developmental reading course five days per week. The core materials used in the developmental 6th grade reading program are from the Macmillan Treasures series. In 7th and 8th grades teachers use the Jamestown Critical Reading Program with students who score a level 3 or higher on FCAT. Seventh grade students receive additional instruction from the Scholastic Scope Program. These programs provide a variety of methods and materials to develop strategies and critical thinking skills in reading. The skills and strategies taught align with NGSSS for Reading at the appropriate grade levels and may be transferred to content area courses across the curriculum. All students, regardless of their core program or FCAT level, will be challenged with reading, discussing and comprehending texts of higher complexity. At the 7$^{th}$ and 8th grade level, students scoring level 3 or above on the FCAT Reading 2.0 are not required to take a reading course. However, literacy and critical thinking skills are promoted across the content areas by having multiple teachers at every school participate in the NG CAR-PD training. The presence of an on-site coach provides on-going professional development for all teachers – not just those teachers involved in NG CAR-PD.*

2.2 How will your district assure that the offerings in your SIRP(s), and CIRP(s) introduce and increase the amount of complex text provided for your students in order to learn how to extract and use information from increasingly complex text? If additional exposure to complex text is needed, how will this be addressed?

*The current CIRP does not include selections that would be considered complex in nature. Additional exposure to complex text is needed. Initial texts selected for instructional purposes will be chosen from lists provided in Common Core State Standard Appendices and by Just Read Florida. Committees of educators who attend the Common Core State Standards professional development in June will be formed to help create an additional selection of complex texts to be used for instruction and/or independent reading. The two teams who attend the JRF Summer Text Complexity Lesson Development Workshop will gain valuable knowledge of how to develop exemplar lessons to accompany complex text. The teams will then train coaches in the development of those lessons. Coaches will bring selections of complex texts to our monthly meetings. During the meetings, we will assist them in rating the sample texts in line with the text complexity grade level bands and work collaboratively to develop exemplar lessons. This collaborative process will increase coaches' knowledge and build their confidence which will, in turn, enable them to support teachers' efforts in working with complex texts. Through our district provided training sessions, administrators and teachers will be encouraged to enhance their classroom libraries and media center collections with texts more complex in nature, particularly informational texts. All current and 2012/2013 NGCAR-PD participants (6$^{th}$ – 12$^{th}$ grades teachers) who successfully complete the required 90 hours will be provided a bonus in which to*

*purchase materials that support instructional practices learned throughout the NGCAR-PD coursework.*

3. Section 1003.4156, Florida Statutes, requires middle school students who score at Level 1 on FCAT Reading to complete an intensive reading course. Those students who score at Level 2 must be placed in an intensive reading course or a content area reading intervention course. A middle grades student who scores at Level 1 or Level 2 on FCAT Reading but who 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.

Middle school students who score at Level 1 or Level 2 on FCAT Reading and have intervention needs in the areas of decoding and/or text reading efficiency must have extended time for reading intervention. This extended time may include, but is not limited to, students reading on a regular basis before and after school with teacher support, or for students two or more years below grade level a double block of reading to accelerate foundational reading skills and to apply them as they relate to increasingly complex text.

This intervention course 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.) at a ratio matching FCAT 2.0 Item Specifications.

Districts may serve students scoring at Level 2 on FCAT Reading who are not in need of decoding or text reading efficiency instruction in content area classes through a

content area reading intervention. Teachers of these classes must complete the 150 hour Content Area Reading Professional Development (CAR-PD) package, the 90 hour Next Generation Content Area Reading-Professional Development (NGCAR-PD) package, or the Reading Endorsement. Classroom infrastructure (class size, materials, etc.) should be adequate to implement the content area reading intervention course.

This intervention course should include on a daily basis:
• whole group explicit 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 (biology, world history, etc.)

• a focus on increasingly complex literary and informational texts (exposition, argumentation/persuasive, functional/procedural documents, etc.) at a ratio matching FCAT 2.0 Item Specifications.

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

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

- Consideration of historical data including prior FCAT scores: Has the student ever scored at Level 3 or above during previous school years?
- Asking students to read: Does the teacher ask the student to read a grade level passage silently and then read it aloud? – Does the student mispronounce only those words that are unfamiliar and not significant to comprehension of the text?
- Asking questions: Does the teacher ask the student to answer several comprehension questions? – Does the student answer all or most correctly?

If a student has at some time in their school career scored at Level 3 or above, can accurately read a grade level passage, and answers most comprehension questions correctly, the teacher should provide instruction that is sufficiently challenging to this student.  If a student has always scored at Level 1 or Level 2, cannot accurately read a grade level passage aloud and/or cannot answer comprehension questions correctly, the teacher should deliver explicit instruction and systematic student practice opportunities in order to accelerate decoding, fluency, vocabulary, and comprehension development .

Data from screenings, progress monitoring and diagnostic assessments already in use in the district, as well as teacher recommendation should be considered. New 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 suggested in using fluency data for placement in reading intervention in the upper grades.

Additional guidelines for student placement in reading intervention can be found through using the Just Read, Florida! Student Reading Placement Chart at: http://info.fldoe.org/justread/educators/Secondary_Reading_Placement_Chart.pdf. End-of-year assessments should be used to determine specific areas of student reading difficulty and reading intervention placement.

Schools must diagnose specific reading deficiencies of students scoring at Level 1 and Level 2 on FCAT Reading. Although formal diagnostic assessments provide specific information about a student's reading deficiencies, many progress monitoring tools and informal teacher assessments can provide very similar information in a more efficient manner. The only reason to administer a formal diagnostic assessment to any student is to determine the specific deficit at hand so teachers can better inform instruction to

meet student needs. The decision to deliver a formal diagnostic assessment should be the result of an in-depth conversation about student instructional and assessment needs by the teacher, reading coach, and reading specialist.

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

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

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

*All students scoring a level 1 on FCAT 2.0 will be placed in an intensive reading class and will have extended time for reading opportunities. Students scoring a level 2 on FCAT Reading 2.0 will be screened for decoding and text reading efficiency. Level 2 students scoring below District established benchmarks on any two of the three screening assessments administered will be placed in one period of intensive reading and will have extended time for reading opportunities.*

5. How will students be provided with access to authentic fiction and non-fiction texts representing a range of levels, interests, genres, and cultures within the reading program? Include the following: a) how daily independent reading, **monitored by the teacher,** will be incorporated into all reading classrooms; b) how classroom libraries will be utilized; c) the process for leveling books; and d) the process for matching students with the appropriate level of text.

*Teachers will incorporate a variety of reading genre into carefully designed lessons. When purchasing new additions to classroom library materials, teachers and administrators will be encouraged to select a higher percentage of informational (and therefore more complex) texts. Within the intensive reading class, students will be 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 students and teachers. 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 the book on [www.lexile.com](www.lexile.com). Teachers may use one or more of the following methods to match students to appropriate levels of texts:*

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

6. How will all content area and elective teachers teach students to think as they read in subject area classrooms and extend and build discussions of text in order to deepen understanding? Describe how teachers are implementing text based content area instruction in:

English/Language Arts

History/Social Studies

Science

Technical Subjects

*Clay County will again support the NG CAR-PD program and will offer incentives for teachers to take this 90-hour training. The goal is to have several teachers at each school in each content area become NG CAR-PD trained. All content area and elective teachers will receive training on the Common Core Standards and will use research-based strategies to help students think as they read. Strategies can include anticipation guides, graphic organizers, in-depth questioning, reciprocal teaching, directed note-taking, text coding, question generation, and the implementation of SIM strategies. All content area and elective teachers are expected to blend reading and literacy instruction into their specific subject area. Complex texts and primary sources will be embedded into all subject areas.*

7. How will writing be incorporated across the curriculum to deepen text comprehension?

*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.*

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

*All junior high schools will provide opportunities for before and/or after school tutoring and mentoring. Teachers will communicate with the tutors to ensure that the tutoring sessions align with what is being taught in class and also with student needs. In turn, tutors will communicate with the teacher concerning the progress that each student is making during the tutoring sessions. Students with the greatest academic needs will be eligible for before, after, and summer school reading activities as determined by assessment data (FAIR, FCAT 2.0, in-program assessments, etc.) and teacher recommendation.*

*Schools will promote reading throughout the year, providing incentives and direction for students. The District's goal is to increase the amount of time students spend reading. In order to ensure that students are continually reading, all students are expected to read the equivalent of one book every two weeks. This will be monitored by teachers as designated by the school principal.*

*Incentive programs that motivate students to read over the summer will be available for all students in grades 6, 7and 8. Parents will receive information in the spring highlighting the importance of reading over the summer.*

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

Non-English speaking ELL students?

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

9.2. Students with severe speech/auditory impairments?

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

9.3. Students with severe vision impairments?

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

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

*Students entering Clay District schools without FCAT scores are screened prior to being placed in an intensive reading class. This screening is based upon previous testing results, report card grades, and evidence of having been placed in an intensive reading class prior to entering the district. If there is any question of whether a child should be placed in an intensive reading class, students can be given the DAR, or another school-selected assessment to determine the level of reading ability. Students can also take the FAIR assessment if it is within the normal AP testing windows.*

## *High School Assessment, Curriculum, and Instruction*

Successful implementation of your K-12 Comprehensive Research-Based Reading Plan will meet the requirements of the Florida Secondary School Redesign Act, which requires each school to use research-based reading activities that have been shown to be successful in teaching reading to low-performing students. Students entering the upper 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; . 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 and critical literary analysis
- student question generation, inquiry, and research processes for 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 (reading, writing, listening, speaking):** High 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:** High school literacy instruction needs to attain a balance of literature and informational texts in history, social studies, and science. 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:** 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 or multiple organizational patterns in text)
- 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 is necessary for integrated, interdisciplinary instruction to occur. Consequently, districts and schools will need to consider how they will differentiate instruction to meet the varied learning needs of high school students while also engaging them in various complex cognitive tasks that develop such capacities as:

- general and discipline-specific academic vocabulary
- high-level comprehension and critical literary analysis skills
- student question generation, inquiry, and research processes 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 inventory will need to identify the proportion of literary and informational texts to ensure that students have literacy experiences that align with the ratios from the FCAT 2.0 Item Specifications:

| GRADE | Literary Text | Informational Text |
|-------|---------------|--------------------|
| 9 | 30% | 70% |
| 10 | 30% | 70% |

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

1. Each district will be given one school user log-in password so that each school may enter their own information into Chart I by using the web-based template. It is recommended that districts create a timeline for school users to enter this information for their school. Districts will be able to review and revise the school based information before submitting Chart I on March 30, 2012. 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. How will your district assure that the offerings in your SIRP(s), and CIRP(s) introduce and increase the amount and different types of complex text provided for your students, reading for a wide variety of purposes? If additional exposure to complex text is needed for high-level comprehension instruction and complex cognitive tasks, how will this be addressed?

   *The current CIRP does not include selections that would be considered complex in nature. Additional exposure to complex text is needed. Initial texts selected for instructional purposes will be chosen from lists provided in Common Core State Standard Appendices and by Just Read Florida. Committees of educators who attend the Common Core State Standards professional development in June will be formed to help create an additional selection of complex texts to be used for instruction and/or independent reading. The two teams who attend the JRF Summer Text Complexity Lesson Development Workshop will gain valuable knowledge of how to develop exemplar lessons to accompany complex text. The teams will then train coaches in the development of those lessons. Coaches will bring selections of complex texts to our monthly meetings. During the meetings, we will assist them in rating the sample texts in line with the text complexity grade level bands and work collaboratively to develop exemplar lessons. This collaborative process will increase coaches' knowledge and build their confidence which will, in turn, enable them to support teachers' efforts in working with complex texts. Through our district provided training sessions, administrators and teachers will be encouraged to enhance their classroom libraries and media center collections with texts more complex in nature, particularly informational texts. All current and 2012/2013 NGCAR-PD participants ($6^{th}$ – $12^{th}$ grades teachers) who successfully complete the required 90 hours will be provided a bonus in which to purchase materials that support instructional practices learned throughout the NGCAR-PD coursework.*

3. Section 1003.428, Florida Statutes, requires high school students who score at Level 1 on FCAT Reading to complete an intensive reading course. Those students who score at Level 2 must be placed in an intensive reading course or a content area reading intervention course. A high school student who scores at Level 1 or Level 2 on FCAT Reading but who 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 (1926 on FCAT or concordant score). 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, 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 decoding and/or text reading efficiency must have extended time for reading intervention. This extended time may include, but is not limited to, students reading on a regular basis before and after school with teacher support, or for students two or more years below grade level a double block of reading to accelerate foundational reading skills and to apply these skills with increasingly complex texts.

This teacher should be highly qualified to teach reading or working toward that status (pursuing the reading endorsement or K-12 reading certification) and classroom infrastructure (class size, materials, etc.) should be adequate to implement the intervention course.

This reading intervention course should include on a daily basis:
- whole group explicit 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.) at a ratio matching FCAT 2.0 Item Specifications.

Districts may serve students scoring at Level 2 on FCAT Reading who are not in need of decoding or text reading efficiency instruction in content area classes through a content area reading intervention. Teachers of these classes must complete the 150 hour Content Area Reading Professional Development (CAR-PD) package, the 90 hour Next Generation Content Area Reading-Professional Development (NGCAR-PD) package, or the Reading Endorsement. Classroom infrastructure (class size, materials, etc.) should be adequate to implement the content area reading intervention course.

This intervention course should include on a daily basis:
- whole group explicit 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 (biology, world history, etc.)

- a focus on increasingly complex literary and informational texts (exposition, argumentation/persuasive, functional/procedural documents) at a ratio matching FCAT 2.0 Item Specifications.

Schools must progress monitor students scoring at Level 1 and 2 on FCAT Reading a minimum of three times per year. This should include a Baseline, Midyear, and End of the Year Assessment. As a reminder, each struggling reader must be given the instruction that best fits his or her needs. Districts must establish criteria beyond FCAT for placing students into different levels of intensity for reading intervention classes. Examples include data from screenings, progress monitoring and diagnostic assessments already in use in the district, as well as teacher recommendation. New 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 suggested in using fluency data for placement in reading intervention in the upper grades.

Additional guidelines for student placement in reading intervention can be found through using the Just Read, Florida! Student Reading Placement Chart at: http://info.fldoe.org/justread/educators/Secondary_Reading_Placement_Chart.pdf. End-of-year assessments should be used to determine specific areas of student reading difficulty and reading intervention placement.

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

Complete an Assessment/Curriculum Decision Tree (Chart J) to demonstrate how assessment data from progress monitoring and other forms of assessment will be used to determine specific interventions for students at each grade level. The chart must include:

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

* District contacts will create and upload Chart J using the link found within this section online. A sample for Chart J (Assessment/Curriculum Decision Tree) can be found in the Appendix. Last year's chart is available at your district's public view

. If your district wishes to use this chart it must be uploaded into this year's plan. Please upload the desired file.

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 an FCAT Reading score of 1926-2067 (Level 2) or 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.

   *Eleventh and twelfth grade students who have not yet passed FCAT or who have not yet earned a concordant score on the ACT must be placed in an intensive reading class until they have met the graduation requirement. Tier 2 and 3 students will receive intervention following the guidelines of the RtI problem solving approach. Once students have been placed in a classroom, the teacher will monitor the progress of each student using the FAIR assessment three times during the school year to serve as baseline, mid-year and end-of-year assessment. Teachers will use the specified developmental and/or intervention program materials. In addition to these materials, teachers will incorporate supplemental materials to ensure an in-depth, explicit coverage of material. Teachers will conduct whole group lessons, as well as provide differentiation in small group settings. Students will have the opportunity for independent reading practice. This will be monitored by the teacher and students will be held accountable for reading during independent reading time. Teachers will infuse NGSSS benchmarks into their lessons and will focus on reading informational text as tested on the FCAT 2.0. Teachers will also provide students with strategies for comprehension and will make connections to other content area classes. Students will be instructed using complex text and will employ close reading strategies to gain a deeper understanding of the text.*

   *Students who have met the graduation requirements through FCAT or a concordant score will not be placed in an intensive reading class.*

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

   *All students scoring a level 1 on FCAT 2.0 will be placed in an intensive reading class and will have extended time for reading opportunities. Students scoring a level 2 on FCAT Reading 2.0 will be screened for decoding and text reading efficiency. Level 2 students scoring below District established benchmarks on any two of the three screening assessments administered will be placed in one period of intensive reading and will have extended time for reading opportunities.*

6. How will students be provided with access to authentic fiction and non-fiction texts representing a range of levels, topics – including science and social studies content, interests, genres, and cultures within the reading program? Include the following: a) how daily independent reading, **monitored by the teacher,** will be incorporated into all reading classrooms; b) how classroom libraries will be utilized; c) the process for

leveling books; and d) the process for matching students with the appropriate level of text.

*Teachers will incorporate a variety of reading genre into carefully designed lessons. When purchasing new additions to classroom library materials, teachers and administrators will be encouraged to select a higher percentage of informational (and therefore more complex) texts. Within the intensive reading class, students will be 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 students and teachers. 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 the book on [www.lexile.com](http://www.lexile.com). Teachers may use one or more of the following methods to match students to appropriate levels of texts:*

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

7. 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 discussions of text in order to deepen understanding? Describe how teachers are implementing text based content area instruction in:

English/Language Arts

History/Social Studies

Science

Technical Subjects
*Clay County will again support the NG CAR-PD program and will offer incentives for teachers to take this 90-hour training. The goal is to have several teachers at each school in each content area become NG CAR-PD trained. All content area and elective teachers will receive training on the Common Core Standards and will use research-based strategies to help students think as they read. Strategies can include anticipation guides, graphic organizers, in-depth questioning, reciprocal teaching, directed note-taking, text coding, question generation, and the implementation of SIM strategies. All content area and elective teachers are expected to blend reading and literacy instruction into their specific subject area. Complex texts and primary sources will be embedded into all subject areas.*

8. How will writing be incorporated across the curriculum to deepen text comprehension?

*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.*

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

*All high schools will provide opportunities for before and/or after school tutoring and mentoring. Teachers will communicate with the tutors to ensure that the tutoring sessions align with what is being taught in class and also with student needs. In turn, tutors will communicate with the teacher concerning the progress that each student is making during the tutoring sessions. Students with the greatest academic needs will be eligible for before, after, and summer school reading activities as determined by assessment data (FAIR, FCAT 2.0, in-program assessments, etc.) and teacher recommendation.*

*Schools will promote reading throughout the year, providing incentives and direction for students. The District's goal is to increase the amount of time students spend reading. In order to ensure that students are continually reading, all students are expected to read the equivalent of one book every two weeks. This will be monitored by teachers as designated by the school principal.*

*Incentive programs that motivate students to read over the summer will be available for all students in grades 9-12. Parents will receive information in the spring highlighting the importance of reading over the summer.*

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

Non-English speaking ELL students?

*Non-English speaking ELL students are administered the following assessments to determine reading instructional needs: Macmillan/McGraw-Hill FCAT Unit Assessments which includes ELL Practice and Assessments and any other assessments administered to the general student population as deemed appropriate, and FAIR. 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.*

10.2. Students with severe speech/auditory impairments?

*All oral/auditory assessments normally given to elementary students will be administered by certified speech clinicians when at all possible. Other accommodations will be made individually based upon provisions in each student's Individualized Education Plan (IEP) and upon allowable accommodations as outlined in the assessment-specific guidelines. With any fluency assessment, students are not penalized for errors due to problems with speech, dialect or articulation. In grades 3-6, the FAIR 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.*

10.3. Students with severe vision impairments?

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

10.4. Students in grades 9 and above with no FCAT scores?

*Students entering Clay District schools without FCAT scores are screened prior to being placed in an intensive reading class. This screening is based upon previous testing results, report card grades, and evidence of having been placed in an intensive reading class prior to entering the district. If there is any question of whether a child should be placed in an intensive reading class, students can be given the DAR, or another school-selected assessment to determine the level of reading ability. Students can also take the FAIR assessment if it is within the normal AP testing windows.*