Leadership

District Level Leadership

Question 1: *What are your measurable district goals for student achievement in reading for the 2008-2009 school year as described as a percentage increase from last year's scores?*

The primary reading goal for Clay District Schools for the 2008-2009 school year is to decrease the percentage of level one and two students at each school by 25%.

Question 2: *What is the total number of reading coaches (funded through any source) that served the district for the 2007-08 school year?*

Elementary : 9
Junior High: 7
High School: 6

Question 3: *What is the total estimated number of reading coaches (funded through any source) that will be serving the district for the 2008-2009 school year?*

Although our strategic plan called for the addition of five reading coaches each year at the elementary level, dramatic decreases in funding limits us to maintaining the current level of coaches in our district.

Elementary: 9
Junior High: 7
High Schools: 6

Question 4: *How will the district determine allocation of reading coaches based on the needs of schools?*

All secondary schools have full-time reading coaches with the exception of our one alternative school. In elementary schools, full-time coaches are assigned to schools with the highest percentage of Level 1

and 2 students. All coaches are assigned to individual schools. We do not have any coaches splitting their time between schools.

Question 5: *How will the district strongly encourage all principals and reading/literacy coaches to attend the Just Read, Florida! Leadership Conference and other professional development opportunities?*

The District has strongly encouraged all principals and reading coaches to attend the Just Read, Florida! Leadership Conference to be held in Orlando in June, 2008. To assist in this endeavor, the District Office will pay the $100 registration fee for all participants.   The District is also sponsoring a three-day Administrator Leaderhip Academy for all principals and assistant principals.   Two full days will be devoted to reading topics such as the 90-minute reading block, intervention strategies, literacy walk-throughs, and other important issues in reading. All principals and assistant principals are required to complete the FOR-PD as a way of building personal background in the area of reading.

Question 6: *For a reading coach to be effective, the role of the coach must be clear to school administration, teachers, and the coach. The role of the coach is not to serve as an administrator, test coordinator, or to conduct bus/lunch duty (beyond duty service that is required of classroom teachers). Coaches are not resource teachers and should only be working with small groups of students when they are modeling for teachers. How will the district provide leadership and support in defining the role of the reading coach to school administration, teachers, and reading coaches?*

All principals have been provided with the job description for the reading coach.   The role of the reading coach will be discussed throughout the year in principal curriculum meetings.   Special emphasis is placed on the fact that reading coaches cannot be utilized for non-instructional duties during instructional hours, and that reading coaches are not administrators or testing coordinators.   Reading coaches cannot be used as resource teachers or substitute teachers. Reading coaches may only work with students when the coaches are modeling lessons for other teachers.

Question 7: *What portion of the coaches' time will be spent in each of these roles?*

Whole Faculty Professional Development…………………… 20%

Small Group Professional Development …………………….. 20%

Planning …………………………………………………… 10%

Modeling Lessons ………………………………………….. 5%

Coaching ……………………………………………………….. 10%

Coach-Teacher Conferences ………………………………… 5%

Student Assessment ………………………………………… 5%

Data Reporting ………………………………………………. 5%

Data Analysis ………………………………………………….. 5%

Meetings …………………………………………………. 3%

Knowledge Building ………………………………………. 7%

Managing Reading Materials ………………………………. 2%

Other …………………………………………………………… 3%

__Question 8:__ *What are the requirements/qualifications of becoming a reading/literacy coach?*

Elementary Reading Coach

Required: Currently possess, or eligible to receive, a valid Florida Educator's Certificate
                Certified in Elementary Education or Primary Education
                Pursuing endorsement or certification in reading

Desired: Five years teaching experience
               Experience in guided reading and/or direct instruction programs
             Certified or endorsed in reading

Secondary Reading Coach

Required: Currently possess, or eligible to receive, a valid Florida Educator's Certificate
                Certified in Secondary Education or Middle School Education
                Pursuing endorsement or certification in reading

Desired: Five years teaching experience
               Experience in guided reading and/or direct instruction programs
             Certified or endorsed in reading

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

The District Reading Supervisor and Reading Development Facilitator will continue to hold monthly meetings with all reading coaches.   The focuses of these meetings will be District level and school level reading goals and progress towards those goals. Coaches will also share successes and strategies with other coaches, as well as data from monthly Coaches' Log. School-level and district-wide PMRN results will also be discussed with coaches at the cadre meetings.

Question 10.1: How will the district ensure that all coaches, regardless of their funding source, are using the on-line reading coach's log on the PMRN?

Coaches will be required to bring their coach's logs to all monthly meetings. The group will discuss comparisons between the actual time coaches spend engaged in each task to the time-on-task guidelines outlined in question 7 of the District Reading Plan (see Question #7).

Question 10.2: How will the district use the information obtained from this log to impact student learning?

The District Instructional Reading Team, composed of district administrators, will analyze PMRN Reading Coaches' logs to determine the impact that reading coaches have on student achievement. Professional development offerings will reflect training needs as indicated by student data.

Question 11: How will the district monitor the implementation and effectiveness of the coaching model and assure communication between the district, school administration, and the reading coach throughout the year to address areas of concern?

The District will maintain communication with school-based administrators and reading coaches through discussions that will take place during the periodic District Instructional Reading Team visits, monthly coach's meetings, and   bi-monthly administrator curriculum meetings.

Question 12: How will the district monitor the level of implementation of the K-12 Comprehensive Research-Based Reading Plan at the school and classroom level? Please include an explanation of the data that will be collected, how it will be collected, and the frequency of review.

Level of implementation of the K-12 Comprehensive Reading Research-Based Plan will be monitored by the District Instructional Reading Team via school/classroom visits. Members of this team will meet with the principal and coach (if applicable) of each school at the beginning of the year, and will visit 15-

20 classrooms in each school during the year. Information gained from classroom walk-throughs will be shared with the school principal and reading coach, as well as other members of the District Instructional Reading Team who were assigned to other schools.   Data will be collected to determine the effectiveness of the core reading program and fidelity of implementation of the core program will be assessed.   Student progress will be monitored through the PMRN. Each principal will maintain a K-12 Reading Audit Box to collect documentation of compliance of the K-12 Reading Plan components.

Question 13: According to s. 1011.67 (2), Florida Statute, each district school superintendent shall certify to the Commissioner of Education that the district school board has approved a comprehensive staff development plan that supports fidelity of implementation of instructional materials programs. The report shall include verification that training was provided and that the materials are being implemented as designed. Fidelity of implementation is of utmost importance when using research-based programs. The research evidence that most programs use to support the use of their program is based upon strict adherence to a particular model. Failure to utilize the programs under the same conditions as the original research will limit the success with the program.

When implementing both programmatic interventions and research-based strategies, it is extremely important to implement with fidelity. For programmatic interventions, this would include fidelity to both the time and class size recommendations that the publisher used in developing their evidence-base for the program. Given that there is no such thing as a "one size fits all" program, common sense and teacher judgment through analysis of formal and informal assessment should guide instructional adjustments to the program when it is determined that the desired effect may not be occurring for individual students.

How will the district ensure fidelity of implementation of all reading programs and strategies used at the school level and determine appropriate instructional adjustments?

Question 14.1: If it is determined that the K-12 Comprehensive Research-Based Reading Plan is not being implemented with fidelity, how will concerns be ad If the District Instructional Reading Team observes that a school is not implementing the K-12 Reading Plan with fidelity, the Assistant Superintendent for Instruction, the Director of Elementary Education, the Director of Secondary Education, and the District Reading Supervisor will work closely with that school

to ensure proper implementation of the K-12 Reading Plan. Each principal will be given a reading audit box for the purpose of documenting required components of the K-12 reading plan. The contents of these boxes will be checked in October, February and May by the District Reading Supervisor.   Members of the District Instructional Team will visit each school at least once to discuss the documentation within the box as well as the progress of each school's Reading Leadership Team. Student teacher schedules will be carefully analyzed at the beginning and middle of the school year to ensure that all students are placed in reading classes as outlined in the Just Read! Florida Reading Placement Chart. If a school fails to comply with the tenets of the plan, District instructional administrators will meet regularly with the principal to ensure compliance.?

Question 14.2:   Please upload your District Organizational Communication Reporting Chart, including the names of all district level personnel .

Question 15.1: How will the district ensure that all elementary schools have an uninterrupted reading block for core reading instruction and additional time for immediate intensive intervention (iii)?

Each elementary school will submit a daily schedule for all grade levels to the Reading Supervisor. This schedule must reflect a 90-minute uninterrupted reading block for core reading instruction, as well as additional time for immediate intensive reading intervention (iii). Extensive training for teachers and administrators will be provided on required elements of the 90-minute reading block and the additional time required for iii.

Question 15.2: How will the district ensure extended intervention time is provided for disfluent students at the middle and high school level?

All administrators have been given the Just Read, Florida! Student Placement Chart. The District has stressed that ALL disfluent readers (Level one and Level two) must receive extended intervention time. Guidance counselors are required to follow the placement chart when creating student schedules. Principals will be required to certify that all level one and two students have been placed in accordance with the Just Read! Florida student placement guidelines. TERMS, the data base used by Clay District Schools for maintaining student records, will be used at the school and district level to monitor student placement.

Question 16:   How will the district facilitate improvement in and intensify interventions for schools that are not making academic improvements as determined by fidelity checks and student performance data?

For schools that are not making academic improvement as determined by fidelity checks and student performance data, the District will implement the following plan:

- The District Instructional Reading Team will meet with each school's Reading Leadership Team to analyze student data
- A school-based plan will be formulated to assist in improving student performance
- Quarterly reviews of Reading Leadership Team meeting minutes will serve as a topic of conversation between school administrators and District administrative staff members
- District Instructional Reading Team members will also
  - ✓ analyze materials used in intensive reading classrooms
  - ✓ assist in providing appropriate materials for intervention
  - ✓ assist in providing appropriate professional development at the school level
  - ✓ analyze teacher/student schedules to ensure maximum opportunity for effective instruction

Question 17: *How will the district train principals on Reading Walk-Through strategies, including both reading intervention and content area as well as how to give feedback to teachers?*

The District has provided training to all school-based administrators on classroom walk-through strategies. Training has included strategies from Dr. Janet Allen's Literacy Walk-throughs and the Learning 24/7 Classroom Walk-through models. All administrators will receive additional classroom walk-through training which will include feedback strategies at the administrator training to be held during the summer, 2008. New administrators will be targeted for intensive training as well.

Question 18: *How will the district and schools recruit and retain highly qualified reading teachers?*

The District will take part in regional and national career fairs to attract highly qualified reading teachers. All new teachers participate in a new teacher orientation led by District and school level administrators in order to familiarize them with curriculum, district policies and classroom management. Reading 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. To retain highly qualified teachers who are currently employed by Clay District Schools, a wide variety of professional development opportunities will be offered to these teachers. Intensive reading teachers will also receive additional reading materials for instruction throughout the 2008-2009 school year. This was an emphasis in the previous school year as well. The District recognizes that for teachers to be effective, they must have the proper training and appropriate instructional materials to enable them to carry out their duties effectively.

Question 19: ***How and when will the district provide principals with the information contained in the K-12 Comprehensive Research-Based Reading Plan?***

Principals and assistant principals will be given a copy of the 2008-2009 K-12 Comprehensive Research-Based Reading Plan as soon as the plan is formally approved by Just Read, Florida. We will cover the content of the plan in depth at our Administrative Leadership Training in June, 2008.

School Level Leadership

Question 1: ***How will principals strongly encourage all reading coaches to attend the Just Read, Florida! Leadership Conference and other professional development opportunities?***

Every reading coach from Clay District Schools has been encouraged to attend the Just Read! Florida Leadership Conference. Principals support professional development of coaches by providing funding and professional leave time for professional development opportunities.

Question 2.1: ***The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, and other principal appointees should serve on this team which meet at least once a month. What process will the principal use to form and continue a Reading Leadership Team?***

Principals will use student achievement data to determine the most effective teachers in the school. These teachers will be asked to serve on the Reading Leadership Team. The team will include other educational stakeholders such as mentor reading teachers, the reading coach (if available), media specialists, guidance counselors and others who can contribute expertise and interest in the area of reading. The Reading Leadership Team will meet at least once per month to discuss progress monitoring data and the progress of the school in relation to the District's goals for student achievement for the 2008-2009 school year.

Question 2.2: ***What role will the principal and coach play on the Reading Leadership Team?***

The principal will publish a consistent schedule for Reading Leadership Team meetings and will attend all meetings.   The reading coach will serve on the committee as well to provide his/her expertise in data analysis, reading instruction, and intervention strategies. The reading coach will also plan school-wide and small group professional development based upon student data and the goals of the Reading Leadership Team.

Question 2.3: ***How will the principal promote the Reading Leadership Team as an integral part of the school literacy reform process?***

The principal will promote the Reading Leadership Team as an integral part of the school literacy reform process by sharing the goals and findings of the Team with all educational stakeholders on a regular basis. The principal will earmark funds (when available) to promote instructional goals of the Team.

Question 3: **_How will the principal ensure that the reading coach is not used as a reading resource teacher, a substitute, administrator, or in any other capacity that takes them away from being a full time professional development resource in reading?_**

The principal will ensure that the reading coach is not used as a reading resource teacher, a substitute, an administrator, or in any other capacity that takes them away from being a full-time professional development resource in reading. Reading coaches will accurately reflect their time on the PMRN Coaches' Log. The principal will access this log monthly, as will the District Reading Supervisor.

Question 4.1: **_How will the principal and reading coach collaborate to plan for professional development?_**

The principal and the reading coach will meet during preplanning to discuss the professional development focus for the 2008-2009 school year. In addition to this initial meeting, the principal and the reading coach will meet at the end of each progress monitoring period to review student data and make changes to the school's professional development plan if needed, based upon the data analysis.

Question 4.2: **_How will the principal provide professional development materials to support the reading coach?_**

The reading coach will submit requests for professional development materials from the school principal who is able to fund the materials through specific budget lines. Professional development plans should reflect the school's needs as determined by current student progress monitoring data.

Question 5.1: **_How will the principal ensure that the reading coach uses the online coach's log on the PMRN?_**

The principal will check the Coach's Log on the PMRN on a monthly basis to determine how the duties of the reading coach align with District reading goals. Copies of the Coach's Log will be kept in the K-12 Reading Audit Box.

Question 5.2: **_How will the principal use the information obtained from this log to impact student achievement?_**

After reviewing the PMRN coach's log each month, the principal will work with the coach to determine what measures need to be taken to increase student achievement. School-wide initiatives will be planned for students. Individual and group student data will be analyzed to determine the focus of school-based professional development.

Question 6: How will the principal monitor teacher implementation of lesson plans?

The principal will monitor teacher implementation of lesson plans by conducting literacy-focused classroom walkthroughs on a regular basis.   The principal will follow-up formally and informally with teachers to discuss strengths and areas of concerns in relation to reading instruction, as well as the results of progress monitoring.

Question 7: How will the principal monitor collection and utilization of assessment data, including progress monitoring data, to determine intervention and support needs of students?

The principal will monitor the collection and utilization of assessment data (i.e. progress monitoring data) to determine intervention and support needs by working closely with the reading coach and the Reading Leadership Team and by accessing PMRN and Think Link reports regularly. Data will be the driving force in the school. This summer all administrators will attend training that focuses on data analysis and explains how data must drive instruction at the classroom and school level.   In the elementary schools, principals will continue to support the Reading Assessment Team in order to improve reliability of data collection. The assessment team will administer the DIBELS assessment to all students in grades K-2. Teachers in grades 3-12 test their own students using the DIBELS and/or ORF assessments. The principal or designee will monitor accuracy of ORF administrations by observing testing at random intervals.

Question 8.1: How will assessment data be communicated to and between teachers (Examples may include: data study teams, weekly grade level meetings, and vertical team meetings)?

Data will be communicated to and between teachers through the Reading Leadership Team, grade level/department meetings, vertical team meetings, and school-wide faculty meetings.

Question 8.2: How often will this occur?

All meetings will convene at least on a monthly basis.

Question 9.1: Note that all instructional employees must have Individual Professional Development Plan (IPDP) goals that are a reflection of the goals in the School Improvement Plan (SIP) pursuant to s. 1012.98 F.S. Since reading is a required SIP goal for Schools in Need of Improvement (SINI) and schools with a grade of F, all instructional employees in those schools are strongly encouraged to have a reading goal as one of the several goals in the IPDP. Schools that are not SINI or did not earn a school grade of F develop their school's SIP goals

through a needs assessment. Most schools have SIP goals related to reading and many districts require a reading goal in the SIP and in the IPDP even if the school has strong student performance in reading. Though not mandated by the State. All instructional employees statewide are strongly encouraged to have a reading goal as one of the several goals in their IPDP. Content area teachers who are not the teacher of record for reading may document the required specific student performance data through teacher observation, informal classroom quizzes and tests, or more formal assessments such as FCAT. For example, a science teacher may have a goal of improving science vocabulary (clearly a reading goal as well) that is documented by periodic classroom quizzes. Instructional employees must be provided with in-service to assist them in accomplishing their stated goals.

How will the principal, in collaboration with the instructional employee, target specific areas of professional development need based on assessment data and reflect those goals in the Individual Professional Development Plan (IPDP)?

Principals will use Think Link and DIBELS/ORF data to determine the professional needs of teachers as well as the instructional needs of the students. These needs will be reflected in teachers' IPDPs and support will be provided to enable the teacher to meet personal goals.

Question 9.2: How will the principal intensify targeted professional development for teachers based on progress monitoring data?

The principal will work with the Reading Leadership Team and the reading coach (if available) to identify specific areas of professional development beyond that provided for all reading teachers. Differentiated professional development will be provided on a continuum of intensity ranging from whole group to small group to individual development. Student assessment data will be used to determine individual teacher needs as well as small and whole group needs. The coach will provide professional development to the entire faculty and will cover topics such as the five areas of reading and content area reading. The coach will also model effective instructional strategies for teachers, and may provide side-by-side coaching, as needed. The principal or assistant principal will coordinate teacher visits to model classrooms within the school. An opportunity for providing feedback from classroom visits or model lessons will always be provided.

Question 10: Mentor teachers, based on successful student data, should serve in the capacity of model classroom teachers. A model classroom should only be used for demonstration purposes in the area of strength of the mentor teacher. There could possibly be a different model classroom for different areas of

reading instruction. How will the principal identify mentor teachers and establish model classrooms within the school?

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

Question 11: How will the principal ensure that time is provided for teachers to meet weekly for professional development opportunities that include, but are not limited to grade group meetings, additional training, visiting model classrooms and one on one coaching sessions?

The principal is to ensure that time is provided for teachers to meet weekly for professional development opportunities that include, but are not limited to, grade group meetings, additional training, model classroom visits and one-on-one coaching sessions. Vertical team meetings are encouraged as well. A proposed meeting schedule will be submitted to the Reading Department at the beginning of the school year.

Question 12.1: What process will be used by the principal to monitor implementation of the reading plan, including weekly classroom walkthroughs?

The principal will monitor the implementation of the K-12 Reading Plan by conducting classroom walkthroughs and reviewing lesson plans. Teachers in need of assistance in successful implementation of the K-12 Reading Plan will receive more frequent visitations and will be partnered with the reading coach (if applicable) or a mentor teacher. The reading coach will provide professional development support in the areas of instructional strategies, student assessment, data analysis, and classroom management.

Question 12.2: How will follow up with feedback be provided?

Principals will provide follow-up via individual and grade level conferences.

Question 13: How and when will the principal and reading/literacy coach (if applicable) provide teachers with the information contained in the K-12 Comprehensive Research-Based Reading Plan?

The principal and reading coach (if available) will meet with teachers at the beginning of the school year to discuss the contents of the 2008-2009 K-12 Comprehensive Research-Based Reading Plan. This

meeting will take place by the end of August, 2008 and can be conducted as a whole group faculty meeting or individual grade level/ content area groupings.

Question 14.1: How will the principal increase the amount of student reading inside and outside of school?

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. To motivate students to read, seventeen 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. For the 2008-2009 school year, we will promote the "Battle of the Books" competition at the seventh and ninth grade level.

Question 14.2: How will the principal increase media center circulation?

The principal will increase media center circulation by formulating a class schedule or system of hall passes that allow students access to the media center for book check-out time. Elementary schools have received funds for expanding classroom libraries that will be checked out as class sets through the media center. Schools are encouraged to use the *Accelerated Reader* or *Reading Counts* program as an incentive for students to read outside of class. The "Battle of the Books" competition (described in question 14.1) also serves to increase media center circulation at the fourth grade level and, hopefully, secondary levels as well for the coming school year.

Question 15: How will principals establish themselves as literacy leaders in their schools? One way to ensure this is to include a reading goal in your School Improvement Plan although it may not be required.

Principals will establish themselves as literacy leaders in several ways. They will serve as active members of the Reading Leadership Team. They will incorporate reading goals in the School Improvement Plan and will provide on-site professional development in the area of reading using both school-based and district-based resources. Principals will plan professional development that correlates to student needs as indicated by progress monitoring assessments. They will also utilize information gained from classroom walkthroughs to determine other areas of need for professional development. Principals will receive intense literacy leadership training at our summer Leadership Academy as well as at the Just Read, Florida! Conference.

Professional Development

Question 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 2008-2009 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 offerings should be described in Chart A. Please address the Reading Endorsement professional development first in your charts._**

The DOE web-based charts can be accessed on the Just Read, Florida! Website. For ease of access, professional development charts for Elementary and Secondary have been included in this hard copy of the K-12 District Reading Plan.

Question 2: **_Does your district offer Content Area Reading Professional Development (CAR-PD) in at least one school?_**

CAR-PD is offered at six junior highs and at three high schools.

Question 3: **_Does your district offer Reading Endorsement for ESOL (REESOL)?_**

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

Question 4: **_Does your district conduct transcript reviews of college coursework for application towards the District Add-On Reading Endorsement?_**

The District does not provide transcript reviews of college coursework.

Question 5: **_Does your district provide a financial incentive for teachers who are working towards reading endorsement or completing it?_**

Teachers who complete the Reading Endorsement are paid a one-time $400 bonus.

Question 6: _Does your district offer a financial incentive for content area teachers who complete CAR-PD?_

The District offers a one-time incentive package for those teachers who successfully complete the 60-hour CAR-PD course this summer. These teachers will complete the 60-hour course over the summer (which includes a requirement of 30 seat- hours).   As incentive, teachers will be paid their daily rate for attending the 30-seat hours. (The usual summer training stipend is $10/hr.) This course will be followed by a 30-hour practicum. Once teachers complete the practicum, they will receive $500 to purchase classroom library books for content area classrooms. Teachers also receive two (2) TDE days while completing the practicum.

Elementary Student Achievement and Instruction

Question 1:

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

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

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

The elementary Comprehensive Core Reading Program (CCRP) is *Macmillan/McGraw-Hill Treasures* for grades K – 6. The two Reading First schools will to continue to use *Reading Mastery Plus* in kindergarten and first grade but will switch to *Macmillan/McGraw-Hill Treasures* for grades 2-6. All teachers will implement the core programs with fidelity during the initial instruction / whole group portion of the reading block.

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

Elementary schools use a variety of supplemental materials to enhance the core reading program. (Chart C provides a break-down by school.) Supplemental materials include, but are not limited to, Quick Reads, Read Naturally, Great Leaps, leveled reading books, and classroom libraries. Teachers will determine the area(s) of need for each student and will match the student to an appropriate form of supplemental materials. These materials will be used in both small group and individual settings, as well

as learning center activities. The use of specific supplemental materials will be based upon formal and informal student assessments and can be utilized in iii intervention efforts.

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

Due to budgetary constraints, the District is not able to provide a separate Comprehensive Intervention Reading Program for all students. The SRA Reading Mastery Plus program will continue to be used with the majority of the self-contained ESE classrooms. Other students will be using the MacMillan *Treasures* Core Reading Program. Intervention will be provided using strategies built into this program. For students who continue to struggle with reading concepts, teachers will also utilize the intervention materials that are a part of the MacMillan *Trophies* program. The T*rophies* intervention program will be used in conjunction with the regular *Triumphs* program and will provide additional support for struggling readers. High risk readers will receive this additional intervention program as a part of the iii which is outside of the 90-minute reading block on a daily basis.

Qu*estion 2.4:* *Educational technology: Educational technology is intended for additional support in reading. Educational technology without a teacher-led instructional component should be listed and described here. Educational technology must supplement and not supplant instruction by a highly qualified instructor. Educational technology that has an instructional component should be listed and described under either Supplemental Intervention Reading Programs or Comprehensive Intervention Reading Programs, as applicable.*

Computer based resources used for support in reading include Orchard, Waterford, New Century, Success Maker, Academy of Reading, Accelerated Reader, and Macmillan/McGraw-Hill Treasures technology support. These programs are in addition to teacher-led instruction and support what the

teacher has presented in the lesson. One school with intensive ESE reading classes also used *Soliloquy*, a computer-based fluency program.

Question 3:

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

Question 4:

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

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

Teachers will follow the Just Read! Florida Model 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. During this time, teachers will implement the following five strategies for success: modeling, explaining, guided practice, supported application, and independent practice. Teachers will plan lessons that contain these five steps. After initial instruction, teachers will provide small group differentiated instruction based upon student needs. All elementary schools will use the District-selected CCRP as indicated in Chart C. Initial instruction constitutes 40-45 minutes of the 90-minute reading block. At the conclusion of the whole group session, students will work in small groups engaged in independent, meaningful activities or participating in teacher-led small group instruction. Teachers will form these fluid groups of 4-7 students using available assessments and teacher observations. Some groups will meet with teachers on a more frequent basis. High performing students will receive challenging assignments with slightly less teacher direction and more independent practice. Some small groups of students with a higher level of need will receive more time involved in teacher-led instruction.

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

Students will be identified for intervention using data analysis of progress monitoring tools, as well as classroom performance and mastery of concepts taught. Kindergarten students will be screened prior to the start of school so that teachers can begin to target specific student needs prior to the opening of the first assessment window. Teachers will assess students in grades 1 through 5 on a regular basis

using running record assessments. Students will be grouped for instruction based upon need for like strategies. Groups will be flexible, consisting of no more than 7 students. Students will move in and out of intervention groups within the CCRP based on mastery of specific target strategies. Students who score high risk on DIBELS and/or Think Link (grades 2-6) must receive at least 30 minutes of additional targeted intervention instruction outside of the 90-minute block.

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

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

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

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

Question 6.2: How will these classroom libraries be utilized?

While most teachers make use of the classroom libraries throughout the day by encouraging student independent reading and building background knowledge in content areas, all elementary reading teachers will provide time for students to use the classroom libraries during the 90-minute block. Books purchased with county funds (question 6.1) are divided into bins and are available for check out. The content of each bin includes a variety of topics and reading levels. These bins are shared among teachers and grade levels as we continue to build capacity for classroom library materials. Please refer to question 6.1 for a description of how these classroom libraries will be used.
Other books that make up classroom libraries are leveled and/or organized by genre for easy student access.

Question 6.3: How will books be leveled?

Classroom library materials will be leveled using the Lexile Leveling System.

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

Lexile levels for all classroom library books are available either on the book itself or through referencing the book on www.lexile.com.   Teachers will be given conversion charts showing Lexile levels and corresponding grade levels. Because the district has not been able to provide the Scholastic Reading Inventory (SRI) materials for all schools,   teachers without SRI materials will match students to leveled text using the following methods:

- Grade level as determined by DAR (if administered)

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

- Accelerated Reader Star Tests

- Running records provided in the core reading Program (Macmillan)

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

Content area teachers will incorporate reading and literacy instruction into their specific subject area. They will do this by incorporating literature and other reading materials (magazines, newspapers, reference books, historical fiction, etc.) into their lessons. Content area teachers will use graphic organizers to assist students in comprehending materials and sorting information. Content area teachers will also model effective pre-reading, during-reading, and post-reading strategies. Content area teachers will have access to leveled classroom libraries and will provide time for students to read independently. The new Macmillan core program includes leveled classroom libraries containing many non-fiction texts that cover social studies and science concepts.

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

During the 90-minute reading block students will be given opportunities to expand comprehension through writing.   Writing activities assigned during the 90-minute reading block will be extensions of the whole group initial instruction; this is not a time for writing instruction. Examples of appropriate

writing activities include: writing journal responses to literature, writing alternative story endings, writing diary entries that stem from the story, creating a play based on a story read in class, and writing letters to story characters, etc. The possibilities are endless for students to expand their comprehension through writing.

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

All elementary schools will provide opportunities for before and/or after school tutoring. Our two Title One schools that may be going through the restructuring process offer free tutoring through Supplemental Educational Services (SES) in partnership with the Clay District School Board. Many Title 1 schools use *Successmaker* software and have set up *Successmaker* labs. Some elementary schools offer a "Saturday Scholars" tutoring opportunity on weekends prior to the administration of the FCAT. Many schools devise a summer reading incentive program to motivate students to read over the summer. All schools will communicate with parents in the spring concerning the importance of reading over the summer.

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

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

Question 9.3: How is student eligibility determined for these activities?

Students with the greatest academic needs will be eligible for the before, after, and summer school reading activities as determined by assessment data (DIBELS, ORF, Think Link, FCAT) and teacher recommendation. Summer Reading Incentive Programs will be available to all students K – 6.

Question 10.1: 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 (DIBELS, FORF, Think Link). When an ELL student enters a school in our district, the guidance

counselor will administer an IPT test which is designed to test the level of proficiency in English in the areas of reading, writing, listening and speaking.

Question 10.2:   *Students with severe speech/auditory impairments?*

All oral/auditory assessments (DIBELS, ORF, DAR, etc.) 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 the DIBELS assessment, students are not penalized for errors due to problems with speech, dialect or articulation. The *Think Link* progress monitoring tool is completed on the computer and does 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.

Question 10.3:   *Students with severe vision impairments?*

DIBELS / FORF probes can be enlarged for students with severe vision impairments.   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.

Middle School Student Achievement and Instruction

Question 1: : What reading intervention instructional materials will be used at the high school level?

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

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

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

One school in our district offers a developmental reading program for junior high students (Keystone Heights Jr./Sr. High School). 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 Sunshine State Standards for Reading at the appropriate grade levels and may be transferred to content area courses across the curriculum.

Question 2.2 Comprehensive Intervention Reading Programs (CIRP): A Comprehensive Intervention Reading Program is defined as a stand-alone program providing instruction in multiple areas of reading. The instruction provided through these programs should accelerate growth in reading with the goal of returning students to grade level proficiency. The skills and strategies taught should align with Sunshine State Standards for Reading at the

appropriate grade level, specifically those benchmarks which are assessed by the Florida Comprehensive Assessment Test (FCAT). Middle school students are required to read extensively and comprehend rigorous text in specific subject areas such as government, science, and literature. Higher level thinking skills that require comprehension of challenging concepts and processes are required in specific subject areas such as geometry, history, and physical science. For many students in grades 6-8, success in subject area courses is contingent upon intensive reading intervention of content area vocabulary and concepts.

Level one and two 7th and 8th grade students who are disfluent (ORF score 121 or lower) will be placed in a double block of reading. During this block, these students will receive instruction using the *SRA /McGraw-Hill, Reach Higher* program. The use of the program's components will support students' development in all five areas of reading. Level one and two students who are fluent will receive one period of intensive reading instruction using the *Voyager Expanded Learning, Voyager Passport – Florida Edition* which focuses on fluency, vocabulary and comprehension.

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

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

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

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

Technology based support opportunities for students includes FCAT Explorer, PLATO, Academy of Reading, New Century and Compass .   Students will also use the technological support that is part of the new *Voyager* series. These programs are designed for additional student support and are not to be used as a substitute for teacher-led instruction.

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

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

This intervention course should include on a daily basis:

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

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

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

This intervention course should include on a daily basis:

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

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

Additional guidelines for student placement in reading intervention can be found through using the Just Read, Florida! Student Reading Placement Chart at:
http://info.fldoe.org/justread/educators/Secondary_Reading_Placement_Chart.pdf

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

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

All junior high students who score a Level 1 or Level 2 on FCAT Reading will receive reading intervention. Student placement will be determined by the Just Read! Florida Student Reading Placement Chart for 2008-2009. Level 1 students MUST be placed in an intensive reading course. (CAR-PD is not an option for Level 1 students.) Level 2 students who are considered fluent may be placed in a CAR-PD course if this is offered at the school. Otherwise, they will be placed in one block of an intensive reading course. Level 2 students who are considered disfluent must be placed in an intensive reading class. Level 1 and 2 disfluent readers are required to have a double block of reading instruction.   Student designation of fluent vs. disfluent will be based upon the oral reading fluency score from the last assessment period in Spring of 2008.   An ORF score of 122 or higher indicates fluency; a score of 121 or lower indicates that a student is disfluent.

Students without an ORF score will be tested during the first week of school and placed accordingly. It is important to note that ALL Level 1 and Level 2 students must receive reading intervention in accordance with the guidelines listed above. Parent waivers are not allowed. Florida law specifies that there are NO exit criteria for Level 2 readers for the 2008-2009 school year.

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

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

The Junior High reading classroom will provide students with the appropriate level of support that is needed for each individual student to succeed. Once students have been placed in a classroom, the teacher will perform assessments on a regular basis. Students will take the Florida Oral Reading Fluency (FORF) assessment provided by the state and the Think Link assessment required of all Clay County intensive reading students. Formal testing will occur three times during the school year to serve as Baseline, Midyear and End-of-year Assessment. All ORF scores will be recorded on the PMRN, while the Think Link scores will be recorded on TERMS.   Recording scores on the PMRN and TERMS is the responsibility of each school.

Teachers will use the specified Developmental and/or Intervention program materials (see question 2). Students will receive explicit, systematic instruction driven by student assessments utilizing multiple data points. In addition to the core program materials, teachers will incorporate other supplemental materials to ensure an in-depth, explicit coverage of all benchmarks.   Teachers will conduct whole group lessons, as well as provide differentiation in small group settings.   Students will have the opportunity for independent reading practice. This will be monitored by the teacher and students will be held accountable for reading during independent reading time. Teachers will infuse SSS benchmarks into their lessons and will also maintain focus on reading informational text as tested on the FCAT.

Informal assessments will take place throughout the year that allow a closer look at student progress. (An example would be using the *Jamestown Fluency Series* to track student progress in the area of fluency.) Teachers will also provide students with strategies for comprehension and will make connections to other content area classes.

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

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

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

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

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

Question 5.3: How will classroom libraries be utilized?

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

Question 5.4: How will the books be leveled?

Classroom library materials will be leveled based upon the Lexile Leveling System.

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

Teachers will utilize screening and progress monitoring data to determine appropriate independent and instructional reading levels for each student. Some schools use the SRI program which makes this task quite simple. Other schools will be required to use other methods of determining student readability levels. Schools will be provided with strategies for determining student readability levels. Teachers using the Voyager Passport Series with fluent level one and two students will have access to additional support in determining students' instructional levels by using the in-program placement test which is based on Lexile levels.

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

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

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

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

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

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

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

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

Question 8.3: How is student eligibility determined for these activities?

Students with the greatest academic needs will be eligible for the before, after, and summer school reading activities as determined by assessment data (FORF, Think Link, FCAT) and teacher recommendation. Summer Reading Incentive Programs will be available to all students, grades 7 and 8.

Question 9.1: Which assessments are administered to determine reading intervention placement for students with the following needs: Non-English speaking ELL students?

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

Question 9.2: Students with severe speech/auditory impairments?

All oral/auditory assessments (FORF, DAR, etc.) 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 the FORF assessment, students are not penalized for errors due to problems with speech, dialect or articulation. The *ThinkLink* progress monitoring tool is completed on the computer and does 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.

Question 9.3: Students with severe vision impairments?

FORF probes can be enlarged for students with severe vision impairments. 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.

Question 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, an SRA placement test, or Think Link assessment to determine the level of reading ability.

High School Student Achievement and Instruction

Question 1: ***What reading intervention instructional materials will be used at the high school level?***

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

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

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

All of the high schools in Clay District Schools will be utilizing *Read 180* as a Comprehensive Intervention Reading Program for some struggling 9th grade students who would benefit from a double block of intensive reading. We have increased the number of *Read 180* classrooms at five of the high schools for the 2008-2009 school year.   This is possible due to financial support and commitment from the administrators at the high school level. The *Read 180* program is research-based and covers all five

areas of reading and enables teachers to differentiate instruction based upon student need and supporting data.

Intensive reading students not placed in *Read 180* will be placed in the *Hampton Brown-Edge National Geographic* series. All students will be given a placement test to determine their Lexile level. This Lexile score will indicate which level of book will be used for instruction. Think Link assessment reports will assist teachers in determining the strengths and weaknesses of students. Instruction will be based upon this data, as well as teacher observation and student work samples.

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

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

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

Technology based support opportunities for students include *FCAT Explorer, PLATO, Academy of Reading, New Century* and *Compass .* Students will also use technology resources that come with the new Hampton Brown/Edge adoption. These programs are designed for additional student support and are not to be used as a substitute for teacher-led instruction.

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

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

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

This reading intervention course should include on a daily basis:

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

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

This intervention course should include on a daily basis:

- *whole group explicit instruction*
- *small group differentiated instruction*
- *independent reading practice monitored by the teacher*
- *infusion of SSS benchmarks specific to the subject area (biology, world history, etc.)*

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

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

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

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

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

All high students who score a Level 1 or Level 2 on FCAT Reading will receive reading intervention. Student placement will be consistent with the Just Read! Florida Student Reading Placement Chart for 2007-2008. Level one and two students who are considered fluent will receive one block of reading intervention. (Level one students MUST be placed in an intensive reading course. CAR-PD is not an option for Level one students. Level two students who are considered fluent may be placed in a CAR-PD course if this is offered at the school. Otherwise, they will be placed in one block of an intensive reading course.) Level one and two students who are considered disfluent must be placed in an intensive reading class and are also required to receive additional instruction. Additional instruction is defined as at least 20 additional minutes of structured reading instruction, over and above the one block of intensive reading. Students may be placed in an additional block of intensive reading if space and staff allow. Student designation of fluent vs. disfluent will be based upon the oral reading fluency score from the last assessment period in Spring of 2008. An ORF score of 122 or higher indicates fluency; a score of 121 or lower indicates that a student is disfluent. Students without an ORF score will be tested within the first week of school and placed accordingly. It is important to note that ALL Level one and Level two students must receive reading intervention in accordance with the guidelines listed above. Parent waivers are not allowed.

If a 10th – 12th grade student passes the FCAT retake in the fall, that student is not required to remain in intensive reading for the second semester as long as the school offers continuing support for the student. Examples of this type of support include teachers implementing CRISS strategies in content area classrooms or before or after school tutoring. Each high school principal will submit a support plan to the District by the start of school. Note: Students who pass the FCAT but who remain at level 2 still need to be assessed as part of the requirement of on-going progress monitoring. Schools may use the MAZE or Think Link to satisfy this requirement. Scores for these assessments must be entered on TERMS.

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

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

The high school reading classroom will provide students with the appropriate level of support needed for each student to succeed. Once students have been placed in a classroom, the teacher will perform assessments on a regular basis. Students will take the Oral Reading Fluency assessment and the Think Link Assessment required by the District. This formal testing will occur three times during the school year to serve as Baseline, Midyear and End-of-year Assessment. All FORF scores will be recorded on the PMRN, while all Think Link and MAZE scores will be entered on TERMS. Data entry is the responsibility of each school.

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

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

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

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

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

Question 5.3: How will classroom libraries be utilized?

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

Question 5.4: How will the books be leveled?

Classroom library materials will be leveled based upon the Lexile Leveling System.

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

Teachers will use screening and progress monitoring data to determine the appropriate reading level of texts for each student. The *Hampton Brown/Edge* placement test will determine the Lexile level for each student. Students using *Read* 180 will be tested using SRI and will also be assigned a Lexile level. Teachers will recommend books to students based upon their individual student reading levels.

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

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

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

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

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

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

will motivate students to read over the summer. Schools will communicate with parents concerning the importance of reading over the summer.

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

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

Question 8.3: How is student eligibility determined for these activities?

Students with the most academic needs will be eligible for before, after, and summer school reading activities as determined by assessment data (FORF, Think Link, FCAT) and teacher recommendation. Summer Reading Incentive Programs will be available to all students, grades 9 through 12.

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

Non-Engish speaking ELL students?

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

Question 9.2: Students with severe speech/auditory impairments?

 All oral/auditory assessments (FORF, DAR, etc.) normally given to high school students will be administered by certified speech clinicians when at all possible. Other accommodations will be made on an individual basis based upon provisions in the student's Individualized Education Plan (IEP) and upon allowable accommodations as outlined in the assessment-specific guidelines.   With the FORF assessment, students are not penalized for errors due to problems with speech, dialect or articulation. The *ThinkLink* progress monitoring tool is completed on the computer and does 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.

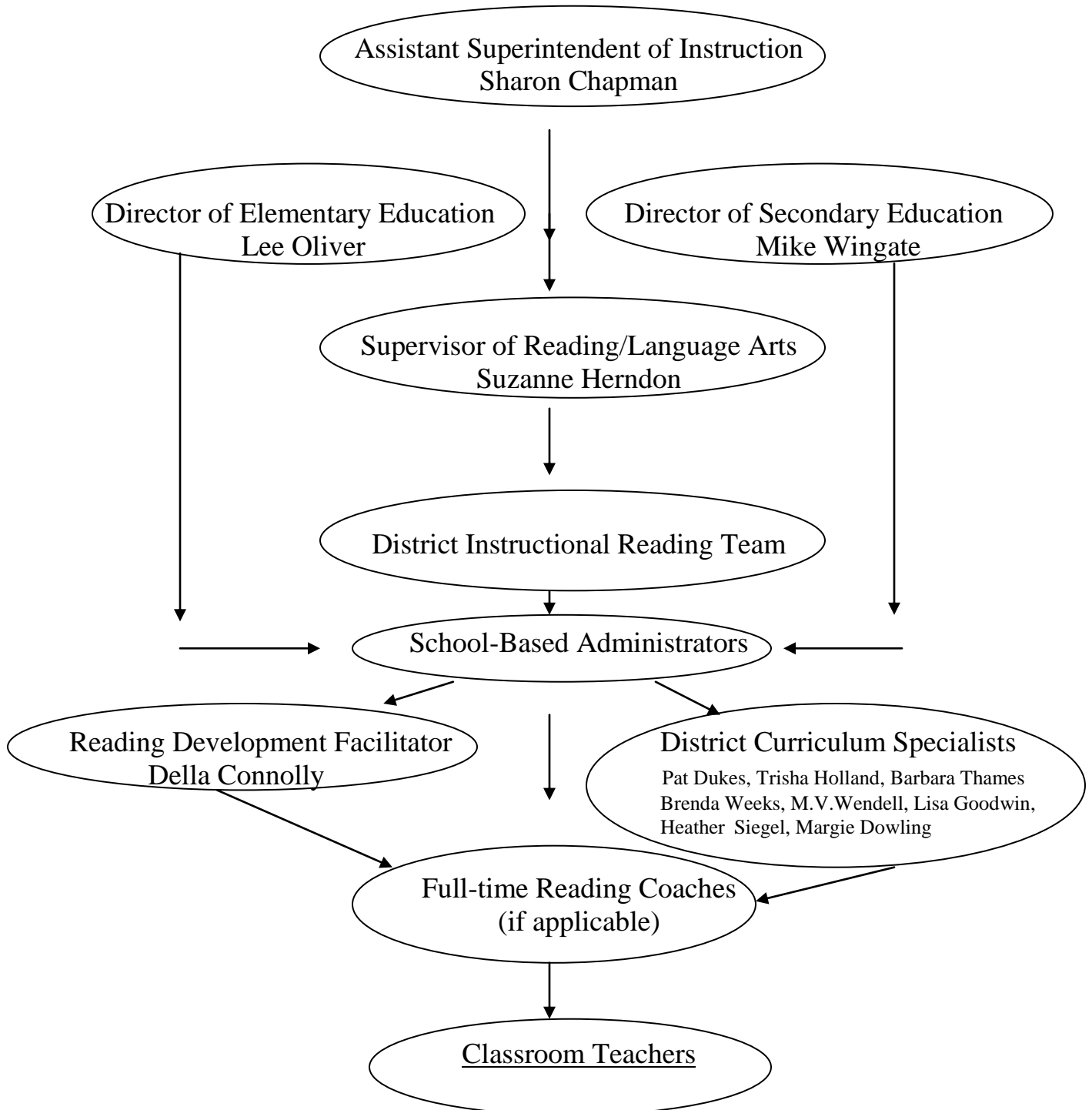### _Question 9.3:_ _Students with severe vision impairments?_

FORF probes can be enlarged for students with severe vision impairments. 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.

Question 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, an SRA placement test, or Think Link assessment to determine the level of reading ability.

Organizational Chart

District Research-Based Reading Plan
2008/2009

Assistant Superintendent of Instruction
Sharon Chapman

Director of Elementary Education
Lee Oliver

Director of Secondary Education
Mike Wingate

Supervisor of Reading/Language Arts
Suzanne Herndon

District Instructional Reading Team

School-Based Administrators

Reading Development Facilitator
Della Connolly

District Curriculum Specialists

Pat Dukes, Trisha Holland, Barbara Thames
Brenda Weeks, M.V.Wendell, Lisa Goodwin,
Heather Siegel, Margie Dowling

Full-time Reading Coaches
(if applicable)

Classroom Teachers

CLAY DISTRICT SCHOOLS
Instructional Decision Guidelines
KINDERGARTEN

All incoming kindergarten students will be assessed with the Clay County Kindergarten Screening Tool prior to the start of school. If students enter after the first day and have not been tested, these new students are to be tested using the Kindergarten Screening Tool within the first three days of entering the district.

IF THE STUDENT SCORES 0-29, THEN…

- **Analyze the point distribution**
- **If deficient in most/all areas place the student in the MacMillan core program; utilize the intervention strategies provided in the regular core program; provide iii for a minimum of 30 minutes outside of the 90-minute reading block on a daily basis.**
- **Administer the DIBELS (fall, winter and spring)**
- **If student scores in the MODERATE or HIGH RISK range on any of the DIBELS assessments, continue progress monitoring using program assessments; administer the DAR; continue to provide iii for a minimum of 30 minutes outside of the 90-minute reading block on a daily basis.**

IF THE STUDENT SCORES MODERATE OR HIGH RISK ON ANY DIBELS ASSESSMENT, THEN…

- **Analyze the DIBELS data**
- **If deficient in most/all areas continue to serve the student in the MacMillan core program; utilize the intervention strategies provided in the regular core program; provide iii for a minimum of 30 minutes outside of the 90-minute reading block on a daily basis.**
- **If student scores in the MODERATE or HIGH RISK range on any of the DIBELS assessments, continue progress monitoring using program assessments; administer the DAR if HIGH RISK; continue to provide iii for a minimum of 30 minutes outside of the 90-minute reading block on a daily basis.**
- **Utilize the *Triumphs* intervention materials to complement the regular core intervention strategies for students who score in the HIGH RISK range.**
- **If student continues to score in the MODERATE or HIGH RISK range, the teacher will need to evaluate the iii instruction by considering the following factors:**
    - ✓ **Appropriateness or effectiveness of the intervention strategies (is a change needed)?**
    - ✓ **Frequency of the intervention (does the strategy/skill need to be presented more often)?**
    - ✓ **Group size (does the size of the group need to be reduced)?**

IF THE STUDENT SCORES A 30 OR HIGHER ON THE KINDERGARTEN SCREENER OR SCORES IN THE LOW RISK RANGE ON ANY DIBELS ASSESSMENT, THEN…

- **Place the student in the MacMillan core program**
- **Analyze the placement test / DIBELS data**
- **Utilize the intervention strategies provided in the regular core program; provide iii as needed**
- **Administer the DIBELS (fall, winter and spring)**
- **If student scores in the MODERATE or HIGH RISK range on any of the DIBELS assessments, continue progress monitoring using program assessments; administer the DAR; provide iii for a minimum of 30 minutes outside of the 90-minute reading block on a daily basis and follow the provisions listed above for MODERATE or HIGH RISK students.**

NOTE: If the student is an ESE student, it is important that the provisions of the IEP are followed and that the classroom teacher work closely with ESE representatives.

The last set of kindergarten DIBELS scores – along with report card grades, work samples, and other data or teacher input will be used to determine the intensity of instruction for individual students at the beginning of first grade.   If students enter first grade after the first day of school and reading data is not available, the teacher may use observation techniques and work samples to estimate the level of reading proficiency until the first DIBELS assessment is given.

IF THE STUDENT SCORES MODERATE OR HIGH RISK ON ANY DIBELS ASSESSMENT, THEN…

- **Analyze the DIBELS data**
- **If deficient in most/all areas continue to serve the student in the MacMillan core program; utilize the intervention strategies provided in the regular core program; provide iii for a minimum of 30 minutes outside of the 90-minute reading block on a daily basis.**
- **If student scores in the MODERATE or HIGH RISK range on any of the DIBELS assessments, continue progress monitoring using program assessments (Running Records are required to be given on a regular basis); administer the DAR if HIGH RISK; continue to provide iii for a minimum of 30 minutes outside of the 90-minute reading block on a daily basis.**
- **Utilize the *Triumphs* intervention materials to complement the regular core intervention strategies for students who score in the HIGH RISK range.**
- **If student continues to score in the MODERATE or HIGH RISK range, the teacher will need to evaluate the iii instruction by considering the following factors:**
    - ✓ **Appropriateness or effectiveness of the intervention strategies (is a change needed)?**
    - ✓ **Frequency of the intervention (does the strategy/skill need to be presented more often)?**
    - ✓ **Group size (does the size of the group need to be reduced)?**

IF THE STUDENT SCORES IN THE LOW RISK RANGE ON ANY DIBELS ASSESSMENT, THEN…

- **Place the student in the MacMillan core program**
- **Analyze the placement test / DIBELS data**
- **Utilize the intervention strategies provided in the regular core program; provide iii as needed**
- **Administer the DIBELS (fall, winter and spring)**

- **If student scores in the MODERATE or HIGH RISK range on any of the DIBELS assessments, continue progress monitoring using program assessments; administer the DAR; provide iii for a minimum of 30 minutes outside of the 90-minute reading block on a daily basis and follow the provisions listed above for MODERATE or HIGH RISK students.**

NOTE: If the student is an ESE student, it is important that the provisions of the IEP are followed and that the classroom teacher work closely with ESE teachers / staffing specialists.

CLAY DISTRICT SCHOOLS
Instructional Decision Tree
SECOND THROUGH FIFTH GRADES

The DIBELS scores from the third assessment period of the prior school year – along with report card grades, work samples, and other data or teacher input will be used to determine the intensity of instruction for individual students at the beginning of grades two through five.   If students enter a Clay District school after the first day of school and reading data is not available, the teacher may use observation techniques and work samples to estimate the level of reading proficiency until the first DIBELS / Think Link assessments are given.

IF THE STUDENT SCORES MODERATE OR HIGH RISK ON ANY DIBELS ASSESSMENT OR THINK LINK ASSESSMENT, THEN…

- **Analyze the DIBELS/ Think Link data**
- **If deficient in most/all areas continue to serve the student in the MacMillan core program; utilize the intervention strategies provided in the regular core program; provide iii for a minimum of 30 minutes outside of the 90-minute reading block on a daily basis.**
- **If student scores in the MODERATE or HIGH RISK range on any of the DIBELS or Think Link assessments, continue progress monitoring using program assessments (Running Records are required to be given on a regular basis); administer the DAR if HIGH RISK; continue to provide iii for a minimum of 30 minutes outside of the 90-minute reading block on a daily basis.**
- **Utilize the *Triumphs* intervention materials to complement the regular core intervention strategies for students who score in the HIGH RISK range.**
- **If student continues to score in the MODERATE or HIGH RISK range, the teacher will need to evaluate the iii instruction by considering the following factors:**
    - ✓ **Appropriateness or effectiveness of the intervention strategies (is a change needed)?**
    - ✓ **Frequency of the intervention (does the strategy/skill need to be presented more often)?**
    - ✓ **Group size (does the size of the group need to be reduced)?**

IF THE STUDENT SCORES IN THE LOW RISK RANGE ON ANY DIBELS OR THINK LINK ASSESSMENT, THEN…

- **Place the student in the MacMillan core program**
- **Analyze the DIBELS / Think Link data**
- **Utilize the intervention strategies provided in the regular core program; provide iii as needed**

- **Administer the DIBELS and Think Link assessments (fall, winter and spring)**
- **If student scores in the MODERATE or HIGH RISK range on any of the DIBELS or Think Link assessments, continue progress monitoring using program assessments; administer the DAR; provide iii for a minimum of 30 minutes outside of the 90-minute reading block on a daily basis and follow the provisions listed above for MODERATE or HIGH RISK students.**

NOTE: If the student is an ESE student, it is important that the provisions of the IEP are followed and that the classroom teacher work closely with ESE teachers / staffing specialists.

Fifth grade FCAT scores are used to determine initial student placement in reading in sixth grade. Students scoring a level 3, 4 or 5 on the reading portion of the fifth grade FCAT will be placed in the MacMillan reading core. Students scoring a level 1 or 2 on the reading portion of the fifth grade FCAT will be placed in the appropriate level of the *Bridges to Literature* program. For students placed in intensive reading, the last set of fifth grade DIBELS / Think Link scores – along with report card grades, work samples, and other data or teacher input will be used to determine the intensity of instruction for individual students at the beginning of sixth grade. If students enter sixth grade after the first day of school and reading data is not available, the teacher may use observation techniques and work samples to estimate the level of reading proficiency until the first DIBELS / Think Link assessments are given.

ONCE THE STUDENT IS PLACED IN EITHER THE MACMILLAN OR *BRIDGES* PROGRAM, IF THE STUDENT SCORES MODERATE OR HIGH RISK ON ANY DIBELS ASSESSMENT, THEN…

- **Analyze the DIBELS / Think Link data**
- **If deficient in most/all areas continue to serve the student in the MacMillan core program; utilize the intervention strategies provided in the regular core program;**
- **If student scores in the MODERATE or HIGH RISK range on any of the DIBELS assessments, continue progress monitoring using program assessments (Running Records are required to be given on a regular basis for fifth grade students); administer the DAR; provide iii within the 50-minute reading block and also within all content area classes outside of the 50-minute reading block on a daily basis.**
- **Utilize the *Triumphs* intervention materials to compliment the regular core intervention strategies.**
- **If student continues to score in the MODERATE or HIGH RISK range, the teacher will need to evaluate the iii instruction by considering the following factors:**
  - ✓ **Appropriateness or effectiveness of the intervention strategies (is a change needed)?**
  - ✓ **Frequency of the intervention (does the strategy/skill need to be presented more often)?**
  - ✓ **Group size (does the size of the group need to be reduced)?**

ONCE THE STUDENT IS PLACED IN EITHER THE MACMILLAN OR *BRIDGES* PROGRAM, IF THE STUDENT SCORES IN THE LOW RISK RANGE ON ANY DIBELS / THINK LINK ASSESSMENT, THEN...

- Maintain the student's placement in the MacMillan or Bridges core program
- Analyze the DIBELS / Think Link data
- Utilize the intervention strategies provided in the regular core program; provide iii as needed within the 50-minute reading block and also within all content area classes outside of the 50-minute reading block on a daily basis.
- Administer the DIBELS / Think Link assessments (fall, winter and spring)
- If student scores in the MODERATE or HIGH RISK range on any of the DIBELS / Think Link assessments, continue progress monitoring using program assessments

NOTE: If the student is an ESE student, it is important that the provisions of the IEP are followed and that the classroom teacher work closely with ESE representatives.

	MATERIALS/ACTIVITIES	Differentiated instruction in small groups in the classroom during the 90-minute block - Explicit, systematic instruction	REFERENCES
PHONOLOGICAL AWARENESS	Work on segmenting and manipulating sounds of oral language. Blending, segmenting and rhyming activities, songs, poems, riddles, alliteration, read-aloud books, and other activities that manipulate sounds are all effective vehicles for developing phonological awareness.	**KINDERGARTEN – GRADE 3** Oral activities for the purpose of hearing discrete sounds in words **SAMPLE ACTIVITIES** ▪ Singing, rapping, reciting poems, nursery rhymes or jingles ▪ Elkonin sound boxes – say word slowly, what sounds do you hear? ▪ Clap syllables (easier), clap individual sounds (harder) ▪ Alliteration – Listen for all the words beginning with "s" in a sentence ▪ Rhyming word games and activities ▪ Use picture cards – beginning sounds, ending sounds, rhyming words, vowel sounds, etc. that are the same or pick the one that's different (i.e., dog, duck, wheel) ▪ Oral phoneme blending of sounds in words ▪ Oral segmenting of words into sounds ▪ Manipulation of phonemes ▪ Word awareness of how words sound the same or different ▪ Oddity tasks – find the one that's different ▪ Phoneme discrimination activities – listen for a particular sound; match sounds (beginning, ending and middle); listen for parts that sound the same ▪ Literacy Centers for reinforcement of skills ▪ Demonstrate and reinforce integration of skills and how to use them in text ▪ Many opportunities to practice phonics skills in different contexts and mediums	Phonological Awareness Activities for Early Reading Success (Blevins), Phonemic Awareness: Playing with Sounds to Strengthen Beginning Reading Skills (Fitzpatrick), Phonics Handbook: Research and Best Practice (component of CCRP - Scott Foresman Reading), Phonics from A to Z (Blevins)

	MATERIALS/ACTIVITIES	Differentiated instruction in small groups in the classroom during the 90-minute block - Explicit, systematic instruction	REFERENCES
PHONICS	Provide systematic explicit phonics instruction with a multisensory approach in order to provide additional emphasis on the graphophonic cueing system. Use materials such as phonics activity mats, manipulatives, audiotapes, magnetic words and letters for making words, white boards and markers, and word walls. Link phonics instruction directly to reading and writing by providing many opportunities for blending unknown words in context. Focus on developing independent word recognition strategies, by studying the internal structure of words (affixes, roots, word patterns).	**KINDERGARTEN – GRADE 3** Looking at print; Sound-spelling relationships **SAMPLE ACTIVITIES** ▪ Alphabet book for each child for identification of letters by name, sound, word ▪ Letter and blend books ▪ Elkonin sound boxes ▪ Magnetic letter match to sound and/or sound to letter ▪ Short vowels (a, e, i, o, u -- CVC pattern) ▪ Consonants ▪ Final e (a_e, e_e, i_e, o_e, u_e -- CVCe pattern) ▪ Consonant blends (e.g., br, cr, dr, fr, fl, gl, sl) ▪ Long vowel digraphs (ai, ay, ea, ee, oa) ▪ Digraphs (e.g., sh, ch, th, wh) ▪ Diphthongs (oi, oy, ow, ou) ▪ Phonograms, word families or spelling patterns (e.g., ack, ake, ill, ame, ip, or, ug, ump) ▪ Vowels followed by r ▪ Identify parts that look the same and sound the same ▪ Analogies - If you know look you can read book ▪ Structural analysis - plurals, contractions, homophones,compound words, verb endings (ed, ing), prefixes, suffixes ▪ Syllabication strategies ▪ Read and write high frequency words ▪ Word building activities ▪ Pocket chart and letter cards to build words, word cards to build sentences ▪ Word wall activities ▪ Word solving strategies ▪ Use 3 ways of remembering - see it, say it, move it for all activities to integrate memory ▪ Reinforce phonics skills in text ▪ Literacy Centers for reinforcement of skills	Words Their Way (Bear, Templeton, Invernizzi), Phonics They Use (Cunningham), From Phonics to Fluency (Rasinski), Phonics Poetry (Rasinski), Phonics from A to Z (Blevins), Month-By-Month Phonics (Cunningham and Hall), Teaching Phonics & Word Study in the Intermediate Grades: A Complete Sourcebook (Blevins), Making Words: Multi-level, Hands-On Spelling and Phonics Activities (Cunningham and Hall), Phonics Poetry: Teach Word Families (Rasinski)

	MATERIALS/ACTIVITIES	Differentiated instruction in small groups in the classroom during the 90-minute block - Explicit, systematic instruction	REFERENCES
FLUENCY	Use oral reading strategies to build fluency. Model oral reading by reading aloud (fluent reader such as the teacher). Provide oral support for reading through the use of choral reading, paired reading, the use of text on tape, shared reading, echo and buddy reading. Provide many practice opportunities through repeated reading, poetry reading, radio reading, and reader's theater. Other activities may be used that focus on fluency, including the Fluency Development Lesson (FDL), phrased text lessons, and Quick Reads. Integrate oral reading into content areas. Round Robin Reading **is not** an appropriate method of oral reading.	**KINDERGARTEN – GRADE 3** **SAMPLE ACTIVITIES** ▪ Reread familiar stories working on phrasing and making it sound like talking ▪ Use of Phonics Songs & Rhymes Flip Charts and audio tapes (Core Reading Program) ▪ Choral Reading ▪ Tape-assisted reading ▪ Reader's Theatre ▪ Literacy Centers for reinforcement of skills	The Fluent Reader (Rasinski), Building Fluency: Lessons and Strategies for Reading Success (Blevins), High Frequency Word: Strategies that build skills in spelling, vocabulary, and word play (Marland), What's After Assessment: Follow-Up Instruction for Phonics, Fluency, and Comprehension (Strickland), When Reading Begins: The Teacher's Role in Decoding, Comprehension, and Fluency (Cole), Vocabulary Instruction: Research to Practice (Baumann, Kam'enui)
VOCABULARY	Connect explicit vocabulary instruction with strategic reading instruction. Focus on vocabulary meaning within context. Increase vocabulary knowledge through such activities as cloze exercises, Vocab-O-Grams, Landsdowne cards, graphic organizers, word sorts, word walls, wide reading, structural analysis of words, story impressions, Frayer Model, and teacher read alouds. Focus on Tier 2 words for instruction (see Bringing Words to Life by Beck McKeown, and Kucan)	**KINDERGARTEN – GRADE 3** **SAMPLE ACTIVITIES** ▪ Use oral explanations, pictures, objects or videotapes to introduce vocabulary ▪ Semantic maps or webs to make relationships with known and new vocabulary ▪ Teach root words, prefixes and suffixes ▪ Choose read alouds that introduce children to rich language and vocabulary ▪ Introduce words in related pairs ▪ Specific teaching of content-related vocabulary ▪ Word study of spelling patterned words, multiple-meaning words, specific concept words ▪ Use of Background Building Audio Tapes prior to reading (Core Reading Program) ▪ Tested Vocabulary Charts (Core Reading Program) ▪ Literacy Centers for reinforcement of skills	Bringing Words to Life (Beck, McKeown, Kucan), Teaching Vocabulary in All Classrooms (Blachowicz, Fisher), Stretching Students' Vocabulary (Bromley), Words, Words, Words (Allen), Word Savvy (Brand), Teaching Vocabulary to Improve Reading Comprehension (Nagy), Vocabulary Development: From Reading Research to Practice (Stahl)

	MATERIALS/ACTIVITIES	Differentiated instruction in small groups in the classroom during the 90-minute block - Explicit, systematic instruction	REFERENCES
COMPREHENSION	Provide explicit scaffolded instruction in comprehension in order for students to learn to monitor and adjust their own reading comprehension. Increase comprehension by teaching students how to successfully employ the following cognitive strategies: ▪ Make connections (text-to-self, text-to-text, text-to-world) ▪ Question to understand the text ▪ Visualize to create pictures in the mind while reading ▪ Determine important ideas of the text (main ideas and author's message) ▪ Synthesizing by combining known information with new information to understand the text ▪ Making inferences about the text based on questioning, predicting, and reflecting ▪ Identifying and using "fix-up" strategies to repair comprehension when it breaks down Teach students to use the strategies before, during, and after reading text.	**KINDERGARTEN – GRADE 3** **SAMPLE ACTIVITIES** ▪ Retelling ▪ Make connections using schema or background knowledge ▪ Create mental images ▪ Ask questions ▪ Infer ▪ Synthesize information ▪ Use story maps ▪ Book talks after guided reading ▪ Use of nonfiction text features ▪ Use of graphic organizers after reading selections ▪ Teacher guided questions to answer Who?, What?, Why?, Where?, When? after a story ▪ Follow-up project after reading a story/selection ▪ Changing or adding to a poem or story ▪ Written product based on reading ▪ Background Knowledge Tapes for discussion prior to reading (Core Reading Program) ▪ Author study/genre study ▪ CLOZE sentence work ▪ Literacy Centers for reinforcement of skills	Strategies that Work (Harvey, Goudvis), Reading with Meaning (Miller), Mosaic of Thought: Teaching Comprehension in a Reader's Workshop (Keene, Zimmerman), Guiding Readers and Writers: Grades 3-6 (Fountas, Pinnell), Improving Comprehen-sion with Think-Aloud Strategies (Wilhelm), Reading Strategies That Work: Teaching Your Students to Become Better Readers (Robb), Guided Comprehension in Action: Lessons for Grades 3-8 (McLaughlin, Allen), Guided Reading (Fountas, Pinnell), Knee-to-Knee, Eye-to-Eye (Cole), Comprehension Right From the Start (Marriot), Revisit, Reflect, Retell (Hoyt), Comprehension (Owocki)

	MATERIALS/ACTIVITIES	Differentiated instruction/immediate intensive intervention Explicit, systematic instruction	REFERENCES
PHONOLOGICAL AWARENESS	Work on segmenting and manipulating sounds of oral language. Blending, segmenting and rhyming activities, songs, poems, riddles, alliteration, read-aloud books, and other activities that manipulate sounds are all effective vehicles for developing phonemic awareness.	**GRADES 4-5 (6)** **SAMPLE ACTIVITIES** ▪ Spelling polysyllabic words, irregular patterned words ▪ Phonics Songs & Rhymes Flip Chart (use of core program's flip charts and audio tapes) ▪ Literacy Centers for reinforcement of skills	Phonological Awareness Activities for Early Reading Success (Blevins), Phonemic Awareness: Playing with Sounds to Strengthen Beginning Reading Skills (Fitzpatrick), Phonics Handbook: Research and Best Practice (component of CCRP - Scott Foresman Reading), Phonics from A to Z (Blevins)
PHONICS	Provide systematic explicit phonics instruction with a multisensory approach in order to provide additional emphasis on the graphophonic cueing system. Use materials such as phonics activity mats, manipulatives, audiotapes, magnetic words and letters for making words, white boards and markers, and word walls. Link phonics instruction directly to reading and writing by providing many opportunities for blending unknown words in context. Focus on developing independent word recognition strategies, by studying the internal structure of words (affixes, roots, word patterns).	**GRADES 4-5 (6)** **SAMPLE ACTIVITIES** ▪ Spelling polysyllabic words, irregular patterned words ▪ Phonics Songs & Rhymes Flip Chart (use of core program's flip charts and audio tapes) ▪ Literacy Centers for reinforcement of skills	Words Their Way (Bear, Templeton, Invernizzi), Phonics They Use (Cunningham), From Phonics to Fluency (Rasinski), Phonics Poetry (Rasinski), Phonics from A to Z (Blevins), Month-By-Month Phonics (Cunningham and Hall), Teaching Phonics & Word Study in the Intermediate Grades: A Complete Sourcebook (Blevins), Making Words: Multi-level, Hands-On Spelling and Phonics Activities (Cunningham and Hall), Phonics Poetry: Teach Word Families (Rasinski)

	MATERIALS/ACTIVITIES	Differentiated instruction/immediate intensive intervention Explicit, systematic instruction	REFERENCES
FLUENCY	Use oral reading strategies to build fluency. Model oral reading by reading aloud (fluent reader such as the teacher). Provide oral support for reading through the use of choral reading, paired reading, the use of text on tape, shared reading, echo and buddy reading. Provide many practice opportunities through repeated reading, poetry reading, radio reading, and reader's theater. Other activities may be used that focus on fluency, including the Fluency Development Lesson (FDL), phrased text lessons, and Quick Reads. Integrate oral reading into content areas**.** Round Robin Reading **is not** an appropriate method of oral reading.	<u>**GRADES 4-5 (6)**</u> **SAMPLE ACTIVITIES** ▪ Teach for fluency and model phrased, fluent reading during read aloud and shared reading ▪ Multiple strategies for reading and rereading: Read-aloud, Supported Reading, Repeated Reading, Performance Reading ▪ Reader's Theatre ▪ Use of Phonics Rhymes Flip Charts for choral reading (Core Reading Program) ▪ Use of Readers Take Home Books for rereading (Core Reading Program-Paired timed rereading) ▪ Oral reading with audio tape ▪ Choral reading ▪ Use of Phonics Songs and Rhymes Audio Tapes for oral rereading (Core Reading Program) ▪ Use punctuation appropriately ▪ Emphasize the importance of reading in phrases, not just reading it fast ▪ Literacy Centers for reinforcement of skills	The Fluent Reader (Rasinski), Building Fluency: Lessons and Strategies for Reading Success (Blevins), High Frequency Word: Strategies that build skills in spelling, vocabulary, and word play (Marland), What's After Assessment: Follow-Up Instruction for Phonics, Fluency, and Comprehension (Strickland), When Reading Begins: The Teacher's Role in Decoding, Comprehension, and Fluency (Cole), Vocabulary Instruction: Research to Practice (Baumann, Kam'enui)
VOCABULARY	Connect explicit vocabulary instruction with strategic reading instruction. Focus on vocabulary meaning within context. Increase vocabulary knowledge through such activities as cloze exercises (classic, zip, maze, synonym), Vocab-O-Grams, Landsdowne cards, graphic organizers, word sorts, word walls, wide reading, structural analysis of words, story impressions, Frayer Model, and teacher read alouds. Focus on Tier 2 words for instruction (see Bringing Words to Life by Beck McKeown, and Kucan)	<u>**GRADES 4-5 (6)**</u> **SAMPLE ACTIVITIES** ▪ Word study of regular and irregular spelling words, prefixes and suffixes, antonyms and synonyms ▪ Background Building Audio Tapes to help introduce concept vocabulary prior to reading (Core reading program) ▪ Mystery Word (Game of 20 questions to name word that fits into CLOZE sentence) ▪ Semantic mapping of a word ▪ Making words activities ▪ Mind Reader Game (utilizing word wall words) ▪ Literacy Centers for reinforcement of skills	Bringing Words to Life (Beck, McKeown, Kucan), Teaching Vocabulary in All Classrooms (Blachowicz, Fisher), Stretching Students' Vocabulary (Bromley), Words, Words, Words (Allen), Word Savvy (Brand), Teaching Vocabulary to Improve Reading Comprehension (Nagy), Vocabulary Development: From Reading Research to Practice (Stahl)

	MATERIALS/ACTIVITIES	Differentiated instruction/immediate intensive intervention Explicit, systematic instruction	REFERENCES
COMPREHENSION	Provide explicit scaffolded instruction in comprehension in order for students to learn to monitor and adjust their own reading comprehension. Increase comprehension by teaching students how to successfully employ the following cognitive strategies: ▪ Make connections (text-to-self, text-to-text, text-to-world) ▪ Question to understand the text ▪ Visualize to create pictures in the mind while reading ▪ Determine important ideas of the text (main ideas and author's message) ▪ Synthesizing by combining known information with new information to understand the text ▪ Making inferences about the text based on questioning, predicting, and reflecting ▪ Identifying and using "fix-up" strategies to repair comprehension when it breaks down ▪ Teach students to use the strategies before, during, and after reading text.	**GRADES 4-5 (6)** **SAMPLE ACTIVITIES** ▪ Retelling ▪ Teach for comprehension and model comprehension strategies during read aloud and shared reading ▪ Demonstrate that reading is supposed to make sense ▪ Make connections using schema or background knowledge ▪ Create mental images ▪ Ask questions ▪ Infer ▪ Synthesize information ▪ Summarize ▪ Graphic Organizers (Core Reading Program and supplementary) ▪ Background Building Audio Tapes prior to reading (Core Reading Program) ▪ Post reading projects to produce product of comprehension ▪ Author's purpose study ▪ Genre study and comparison ▪ Guess the Covered Word Activity (Cloze activity) ▪ Literature Circles ▪ Literacy Centers for reinforcement of skills	Strategies that Work (Harvey, Goudvis), Reading with Meaning (Miller), Mosaic of Thought: Teaching Comprehension in a Reader's Workshop (Keene, Zimmerman), Guiding Readers and Writers: Grades 3-6 (Fountas, Pinnell), Improving Comprehen-sion with Think-Aloud Strategies (Wilhelm), Reading Strategies That Work: Teaching Your Students to Become Better Readers (Robb), Guided Comprehension in Action: Lessons for Grades 3-8 (McLaughlin, Allen), Guided Reading (Fountas, Pinnell), Knee-to-Knee, Eye-to-Eye (Cole), Comprehension Right From the Start (Marriot), Revisit, Reflect, Retell (Hoyt), Comprehension (Owocki)

Assessment / Curriculum Decision Tree
for Reading Improvement Grades (6)7-8

Screening Assessments	Dates	IF	THEN	Interventions and Materials
FCAT SSS / NRT	March / April	Student scores Level 1 or Level 2	Place into the appropriate reading class using Just Read, Florida! placement guidelines Also, administer FORF Fluency probes to assess rate and accuracy	**Intensive Reading L1/L2 Fluent (grade 6)** Bridges to Literature (50-minute daily reading block) **Intensive Reading L1/L2 Disfluent (grade 6)** SRA Reading Mastery Signature Series (50-minutes reading block) **Intensive Reading L1/L2 Fluent (grades 7,8)** (FORF 122 or higher – 1 block of reading – 50 minutes daily) Voyager Expanded Learning, Voyager Passport – Florida Edition **Intensive Reading L1/L2 Disfluent (grades 7,8)** (121 or lower on FORF – Double block of reading – 100 minutes daily) SRA/McGraw-Hill Reach Higher All intensive reading classes will be capped at 18 students.

Chart G

Progress Monitoring Assessments	Date	If	Then	Interventions/Materials/Levels
SRA/McGraw - Hill, Reach Higher Placement Tests Voyager Passport Placement Tests Bridges to Literature Placement Tests SRA Reading Mastery Signature Series placement tests	August / September	Student scores reflect grade level deficiencies, use the placement guide available in both programs to determine proper placement in series.	Continue to monitor student progress with program progress monitoring assessments. Administer FORF and Think Link assessments three times during the year.	**Use of fluency-building strategies to include:** Independent Reading Read Alouds Paired Reading Choral Reading Re-Reading Reader's Theater/Performance Reading Classroom Libraries Literacy Circles Echo Reading **Use of comprehension strategies to include:** Graphic Organizers Anticipation Guides Making Predictions Activating Prior Knowledge Skim and Scan Formulate Questions Think Alouds Double-Entry Diaries Text Coding **Use of vocabulary strategies to include:** Pictorial Representations Flash Cards Vocabulary Games Multiple exposure to vocabulary words Word Walls/Charts

Chart G

Progress Monitoring Assessments	Date	If	Then	Interventions/Materials/Levels
FORF Fluency/MAZE 1st Probe	August / September	Student scores low risk	Continue to serve student in intensive reading; use other teacher data to determine whether to keep student in double block class or move to single block class (this decision should not be based on FORF data alone)	**Use of fluency-building strategies to include:** Independent Reading Read Alouds Paired Reading Choral Reading Re-Reading Reader's Theater / Performance Reading Classroom Libraries Literacy Circles Great Leaps Content Area Fluency Probes
FORF Fluency/MAZE 2nd Probe	January			
FORF Fluency/MAZE 3rd Probe	April	Student scores moderate risk	Continue to serve student in current class; provide additional fluency practice	
		Student scores high risk	Continue to serve in double block of reading; determine if student is properly placed in SRA; administer DAR	SRA placement test DAR assessment

Note: Teachers will use placement tests in the *SRA Reach Higher Series* and the *Voyager* series to determine proper placement. Students will be monitored weekly utilizing progress monitoring tools available in these intervention materials to ensure that students are mastering content before moving on to higher level skills. If students are not making progress, the teacher will provide additional intervention within the context of the classroom. If a student continues to struggle supplemental materials will be utilized. If students

Chart G

continue to struggle, placement from the *Voyager* series to the more explicit *SRA Reach Higher* series will be considered. Students already placed in the *SRA* program will be reevaluated for proper placement within the program.

Assessment / Curriculum Decision Tree
for Reading Improvement Grades 9-12

Screening Assessments	Dates	IF	THEN	Interventions and Materials
FCAT SSS / NRT	March / April	Student scores Level 1 or Level 2 and	Place into the appropriate reading class using Just Read! Florida placement guidelines.	**Intensive Reading L1/L2 Fluent** (FORF) 122 or higher – 1 block of reading – 50 minutes daily) National Geographic and Hampton-Brown Hampton-Brown/Edge (grades 9-12) Read 180 (9th grade) PLATO Lab Novel units FCAT Explorer Magazines Newspapers
			Also, administer FORF fluency probes to assess accuracy and rate	**Intensive Reading L1/L2 Disfluent** (121 or lower on FORF – Double block of reading – 70-100 minutes daily) National Geographic and Hampton-Brown Hampton-Brown Edge (grades 9-12) Read 180 (9th grade) Novel Units Jamestown Fluency Passages Prefix/Suffix Student Materials PLATO Lab

Chart J

Progress Monitoring Assessments	Date	If	Then	Interventions/Materials/Levels
FORF Fluency/MAZE 1st Probe	August / September	Student scores low risk	Continue to serve student in intensive reading; use other teacher data to determine whether to keep student in double block class or move to single block class (this decision should not be based on FORF data along)	**Use of Fluency-building strategies to include:** Independent Reading Read Alouds Paired Reading Choral Reading Repeated Reading Reader's Theater/Performance Reading Classroom Libraries Literacy Circles Great Leaps Content Area Fluency Probes
FORF Fluency/MAZE 2nd Probe	January			
FORF Fluency/MAZE 3rd Probe	April			
		Student scores moderate risk	Continue to serve student in current class; provide additional fluency practice	
		Student scores high risk	Continue to serve in double block of reading; administer the DAR	DAR assessment

Chart J

Note: Teachers will use placement tests in the *Hampton Brown* series to determine proper placement within the program. Students will be monitored weekly utilizing progress monitoring tools available in these intervention materials to ensure that students are mastering content before moving on to higher level skills. If students are not making progress, the teacher will provide additional intervention within the context of the classroom with a higher level of scaffolding. In addition to the *Hampton Brown Series* components, supplemental materials will be utilized to complement skill instruction. If students continue to struggle, placement within the *Hampton Brown* series will be reevaluated. The *Read 180* program is designed to meet the specific instructional needs of individual students. Constant evaluation is embedded in the program design to ensure that students are placed properly. *Read 180* teachers will monitor students' independent work. Ninth grade students have the option of being placed in the *Read 180* program or the *Hampton Brown Series*. Multiple data points will be used to determine the best placement for these students.