Leadership

District Level Leadership

Question 1: *What are your district goals for student achievement in reading for the 2007-08 school year?*

The primary reading goal for Clay District Schools for the 2007-2008 school year is to decrease the percentage of level one and two students at each school by 25%.

Strategies:

1. Continue to increase classroom libraries at the elementary and secondary level
2. Increase student independent reading time for all students
3. Continue to incorporate reading strategies into the content areas
4. Increase student exposure to a wider base of vocabulary words
5. Improve the quality of instruction and time on task within the 90-minute reading block in the elementary schools
6. Provide professional development pertaining to the 90-minute reading block for all elementary teachers
7. Ensure that all level one and two students in the secondary schools are enrolled in an intensive reading or CAR-PD class (as outlined by the Just read! Florida Student Placement Chart)
8. Provide professional development to both teachers and administrators, focusing on the use of data to drive instructional decisions

Question 2: *How will the district ensure that the number of state, federal, or locally funded reading coaches is increased over the previous year and prioritized based on school need?*

In the 2006-2007 school year, Clay District Schools supported 17 full-time reading coaches in the elementary and secondary schools. For the 2007-2008 school year, the District will increase the number of reading coaches by seven for a total of 24 reading coaches. Five of the new coaching positions will be for elementary schools. These schools will be selected by analyzing FCAT data and determining which elementary schools have the highest percentage of struggling readers. At the secondary level, we will be adding an additional reading coach to one of our largest high schools (Orange Park High School) and a new coach to our alternative school (Bannerman Learning Center). Clay District Schools is committed to placing only full-time coaches in the schools.

Question 3: What is the total estimated number of reading coaches (funded through any source) that will be serving the district for the 2007-08 school year?

For the 2007-2008 school year, Clay District Schools will have a total of 22-24 reading coaches:

Elementary schools: 10
Junior High: 7
High School: 6
Alternative School (grades 6-12): 1

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

All secondary schools have an assigned full-time reading coach. This is especially important with the emphasis on content-area reading. In the elementary schools, coaches have been assigned to schools with the highest percentage of Level 1 and 2 students.

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 strongly encouraged all principals and reading coaches to attend the Just Read, Florida! Leadership Conference to be held in Orlando in August, 2007. To assist in this endeavor, the District Office will pay the $100 registration fee for all participants.

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 will be provided with the job description for the reading coach. This information will be covered at the summer Principals' training with special emphasis on the fact that reading coaches

cannot be utilized for 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.   Principals will explain the role of the reading coach to all faculty members in a school-wide meeting during pre-planning.

Question 7.1: In what roles will the coach serve at the school level?

The main role of the reading coach is to provide professional development for teachers in the school, particularly reading teachers and content area teachers. They will model effective teaching strategies for intensive reading and content area reading.   They will assist the administration and classroom teachers in analyzing student data and will serve as an integral part of the Reading Leadership Team.

Question 7.2: What portion of the coaches' time will be spent in each of these roles (Please include those roles listed on the online coach's log on the Progress Monitoring and Reporting Network)?

Recommended time allocations for reading coaches are as follows:

Professional Development: 15%	*Data Reporting:* 5%
Planning: 15%	*Data Analysis:* 10%
Modeling Lessons: 5%	*Meetings:* 4%
Coaching: 30%	*Knowledge Building:* 5%
Coach-Teacher Conferences: 5%	*Managing Reading Materials:* 1%
Student Assessment: 3 %	*Other:* 2%

Question 8: What are the requirements/qualifications of becoming a reading/literacy coach?

Elementary Reading Coach

Required: Currently possess, or eligibility 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

Required: Currently possess, or eligibility 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 role will the coach play on the Reading Leadership Team?*

The reading coach will serve as a vital member of the Reading Leadership Team. The coach will assist in providing guidance for the team, as well as assisting in data analysis of student progress monitoring data. The coach will take recommendations from the Reading Leadership Team and will implement professional development based upon these recommendations.

Question 10: *How will the district establish or maintain a reading coach cadre?*

The District Reading Supervisor will continue to hold monthly meetings with all reading coaches.   The focus of these meetings will be to discuss District level and school level reading goals and progress towards those goals. At this time 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 shared with coaches at the cadre meetings.

Question 11: *How will the district evaluate the effectiveness and address areas of concern in regards to implementation of the reading coach model?*

The District Reading Supervisor will meet with each reading coach to discuss progress monitoring data and how this data relates to school level and District level goals. The District Reading Supervisor will also monitor monthly PMRN Coaches' logs to determine how coaches are spending their time within their school setting.

Question 12.1: *How will the district ensure that all coaches, regardless of their funding source are using the online coach's log on the PMRN?*

The District Reading Supervisor will monitor the PMRN coaches' logs and will share data at the monthly reading coach cadre meetings.

Question 12.2: How will the district use the information obtained from this log to impact student achievement?

The District Instructional Reading Team, composed of district administrators and curriculum specialists, 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 13: How will the district monitor the implementation of the coaching model and assure communication between the district, school administration, and the reading coach throughout the year?

Communication between the District, principals, and reading coaches will take place at monthly coaches' meetings, bi-monthly principals' meetings, and bi-monthly district curriculum council meetings.

Question 14: 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. This team will meet with the Reading Leadership Team of each school at the beginning of the year, and will conduct a series of 3 to 4 classroom visits per school within the school year. Data will be collected to determine the effectiveness of the core reading program, and student progress will be monitored through the PMRN.

Question 15: According to s. 1001.62 (9), 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?

To ensure that reading programs are implemented with fidelity, the District is offering various levels of training to elementary and junior high teachers for all basic instructional and intervention programs. High school READ 180 teachers who are new to the program will receive extensive training with follow-up. The READ 180 program implementation will be followed closely by school administrators via regular classroom walkthroughs. A double block of reading will allow for 100 minutes each day for full implementation as designed. The District is also requiring elementary schools to identify one Core program for regular instruction and for intervention purposes. The purpose of this is to ensure that the proper instructional time is allotted for both the regular program and the intervention program. The goal is to ensure that each program is implemented with fidelity and that that each program is afforded justice in implementation. Fidelity to programs will be monitored through District Instructional Reading Team visits.

Question 16: If it is determined that the K-12 Comprehensive Research-Based Reading Plan is not being implemented with fidelity, how will concerns be addressed?

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 documentation 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. 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 17.1: 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 is to 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).

Question 17.2: How will the district ensure extended intervention time is provided for disfluent students at the middle and high school level?

A meeting was held April 2, 2007 with secondary principals, reading coaches and selected guidance counselors. The Just Read, Florida! Student Placement Chart was given to all stakeholders. At this meeting it was stressed that ALL disfluent readers – both 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 will be used at the school and district level to monitor student placement.

Question 18: How will the district facilitate improvement in 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 following plan will be followed:

- 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
- Monthly meetings will be held between the school's Reading Leadership Team and District Administrative staff members (see question 16).

Question 19: If academic improvements are not being made, how will the district intensify interventions to schools based on progress monitoring data?

If academic improvements are not made at the school level, the District will intensify interventions to schools based on progress monitoring data in the following ways:

- Analyzing materials used in intensive reading classrooms
- Providing appropriate materials for intervention
- Providing appropriate professional development at the school level
- Analyzing teacher/student schedules to ensure maximum capacity for effective instruction

Question 20: How will the district train principals on classroom walk-through strategies, including how to give feedback to teachers?

The District has provided training to principals and assistant principals in relation to classroom walk-through strategies. Training has utilized strategies from Dr. Janet Allen's Literacy Walk-throughs and also the Learning 24/7 Classroom Walk-through models. All administrators will receive additional training through a summer administrator training that will be held in June, 2007. New administrators will be targeted for intensive training as well.
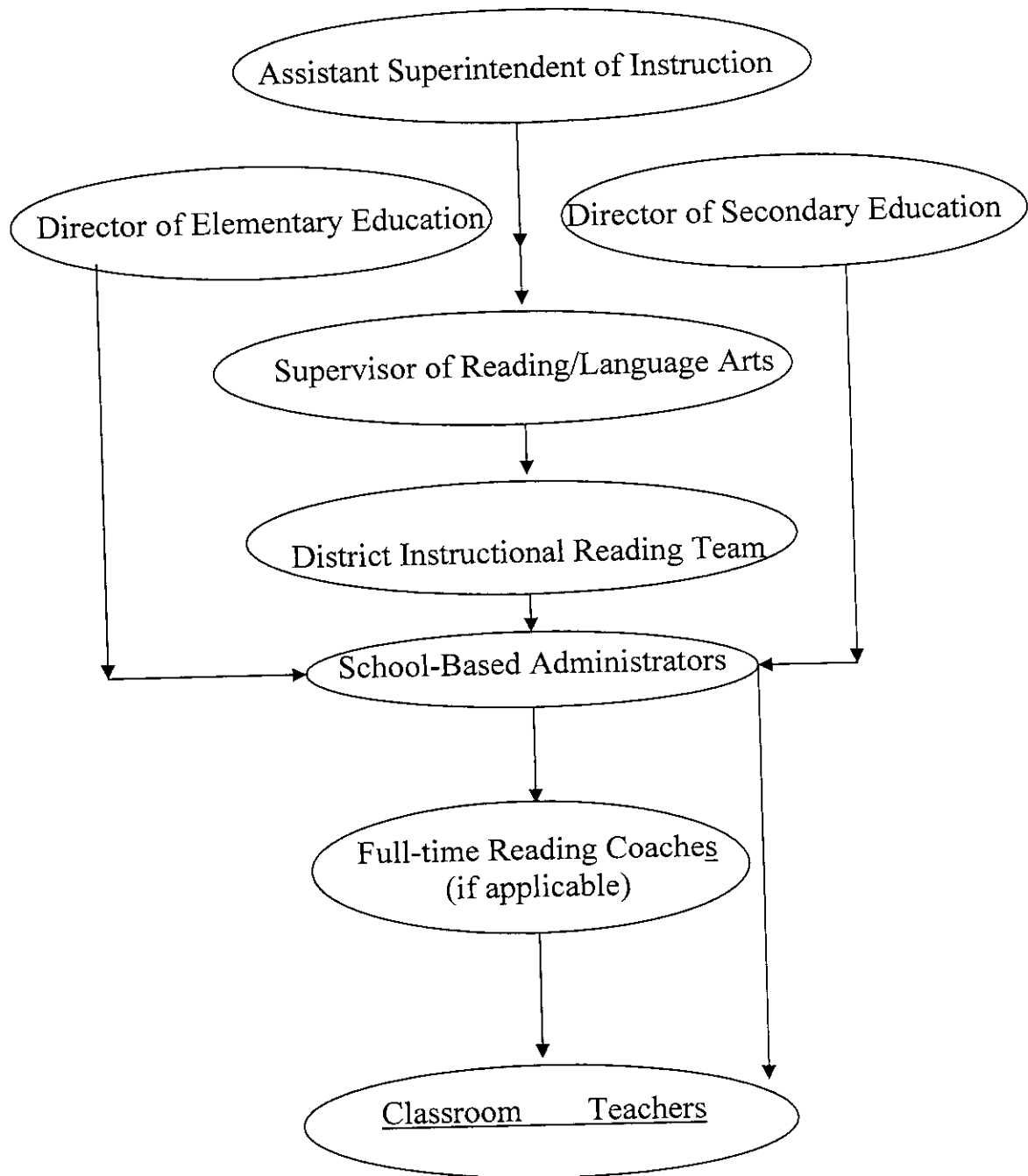
Question 21: How will the district and schools recruit and retain highly qualified reading teachers?

The District will take part in regional and national career fairs to attract highly qualified reading teachers. New teachers are provided opportunities for familiarizing themselves with state curriculum and district policies prior to the start of school. All new teachers participate in a new teacher orientation led by District and school level administrators. Reading teachers who earn the Reading Endorsement receive a $400 bonus for completing the program. The District also utilizes 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 2007-2008 school year. This was an emphasis in the previous school year as well. It is recognized that for teachers to be effective, they must have the proper training and instructional materials to enable them to carry out their duties effectively.

Organizational Chart

District Research-Based Reading Plan
2007/2008

Assistant Superintendent of Instruction

Director of Elementary Education

Director of Secondary Education

Supervisor of Reading/Language Arts

District Instructional Reading Team

School-Based Administrators

Full-time Reading Coaches
(if applicable)

Classroom   Teachers

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 is registered for 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. What process will the principal use to form and continue a Reading Leadership Team?_

Principals will utilize student test 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 also consist of 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 2007-2008 school year.

Question 2.2: _How will membership be selected for the Reading Leadership Team?_

The potential members listed above in question 2a will be requested to serve on the Reading Leadership Team. Members will commit to serve for the entire 2007-2008 school year. In addition to mentor reading teachers, teachers from various content areas in the secondary schools are encouraged to serve as Reading Leadership Team members.

Question 2.3: _How will the principal promote membership on the Reading Leadership Team?_

The principal will promote membership on the Reading Leadership Team by providing ample time for planning meetings that do not interfere with student instructional time. Meetings will be held before or after school to enable all members to attend. Professional development for the Reading Leadership Team members will take place throughout the year.

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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 is to access this log monthly, as well as the District Reading Supervisor.

Question 4: How will the principal provide professional development materials to support the reading coach?

The reading coach will submit request 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.

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

Upon 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 and through analysis of progress monitoring data. The principal will follow-up both formally and informally with teachers to discuss strengths and areas of concerns in relation to reading instruction.

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 reports regularly. Data is to be the driving force in the school. This summer all administrators will attend training that focuses on data analysis and explains how data should drive instruction at the classroom and school level. In the elementary schools, principals will form a Reading Assessment Team in order to improve reliability of data collection. This 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 are to convene at least on a monthly basis.

Question 9: *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)?*

Clay District Schools have three schools that are designated as SINI (Schools in Need of Improvement) with two of these schools in corrective action. All schools in Clay District Schools are strongly encouraged to have teachers include a reading goal on their IPDP (Individual Professional Development Plan). Content area teachers who are not the teacher of record for reading may document the required specific student performance data through teacher observations, informal classroom quizzes and tests,

or more formal assessments such as FCAT. Principals will look at formal data (FCAT) and at progress monitoring data (PMRN) to assist in determining reading goals for teachers within the school. These goals are to be reflected in the teachers' IPDP.

Question 10: 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 even individual development. 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. 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 11: 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. Mentors will be selected based upon administrator observations and student progress monitoring data. Mentors can be considered to be a model for instruction on one or more of the five areas of reading. It should be noted that a mentor teacher 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 12: 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, visiting model classrooms, 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 13.1: 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 13.2: How will follow up with feedback be provided?

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

Question 14: 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 2007-2008 K-12 Comprehensive Research-Based Reading Plan. This meeting will take place by the end of August, 2007 and can be held as a whole group faculty meeting or individual grade level/ content area groupings.

Question 15.1: 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 individual reading.

Question 15.2: 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.

Question 16: **_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 also 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. The will also utilize information gained from classroom walkthroughs to determine other areas of need for professional development.