Leadership

District Level Leadership

Question 1: *What are your measurable district goals for student achievement in reading for the 2010-2011 school year as described as a percentage increase from last year's scores?*

The primary reading goal for Clay District Schools for the 2010-2011 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 2009-2010 school year?*

Elementary: 7
Junior High: 7
High School: 6
Alternative: 1

Question 3: *What is the total estimated number of reading coaches (funded through any source) that will be serving the district for the 2010-2011 school year?*

All of our schools will be supported by district staff including the Reading Supervisor, the Reading Development Facilitator and seven curriculum specialists. All seven Title I eligible elementary schools will receive additional support from full-time coaches. All elementary schools, in addition to all of our secondary schools, will receive support from thirteen coaches with each coach assigned to three schools. We are actually increasing our coaching cadre by one coach for the 2010-2011 school year.

Elementary: **7**
Junior High: **0**
High Schools: **1** (assigned to our one school earning a D grade for the 2009-2010 school year)
Alternative: **1** (based upon need due to diversity of student body)
We will also have **13** coaches that will serve multiple schools.

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

Seven (7) full-time coaches at the elementary level are assigned to our Title 1 schools. One (1) full-time coach will be assigned to the high school that received a D school grade for the 2009-2010 school year. One additional full-time coach will be placed at the alternative school. We have built capacity at our secondary schools and have felt a need to provide more coaching support in all of our schools. Therefore, we have thirteen (13) additional coaches who will be assigned to our elementary and secondary schools, each assigned to 3 specific schools. Placement of coaches at particular schools will be decided based upon the specific needs of the schools and the specific strengths of the coaches.

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

The District will strongly encourage key teachers, coaches, curriculum specialists and administrators to attend the regional Just Read, Florida summer professional development training to be held in Duval County. The District is also sponsoring a two-day Administrator Leaderhip Academy for all principals and assistant principals. Topics will include reading intervention, using data to inform instruction, and interpreting FAIR assessment data. In an effort to build the reading background of our administrators, all principals and assistant principals are required to complete the FOR-PD within three years of becoming an administrator. All coaches participate in professional development training during the monthly coaches' meetings and will attend Response to Intervention training within the coming months.

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 coach to school administration, teachers, and coaches?***

All principals have been provided with the job description for the coach. The role of the coach will be discussed throughout the year in principal curriculum meetings and during the summer Administrator Leadership Academies. 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. Coaches cannot be used as resource teachers or substitute teachers. Coaches may only work with students when they are modeling lessons for other teachers. The primary role of our coaches is to assist with intervention efforts , guide teachers when looking at student data and using it to inform instruction, and to provide professional development for all instructional staff members. Coaches will attend monthly meetings and will complete a coaches' log as required by the PMRN.

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

Whole Faculty Professional Development…………………… 10%

Small Group Professional Development …………………….. 15%

Planning ……………………………………………………………………… 10%

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

Coaching ……………………………………………………………………. 10%

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

Student Assessment ……………………………………………………   0%

Data Reporting …………………………………………………………..   2%

Data Analysis ……………………………………………………………..   20%

Meetings …………………………………………………………………..   5%

Knowledge Building …………………………………………………..   10%

Managing Reading Materials ………………………………………   0%

Other …………………………………………………………………………   3%

Note: Areas above noted as 0% of time have intentionally been designated as such since they don't have a direct impact on student achievement. These tasks will be delegated to department chairpersons or other school personnel.

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

Required:
- ✓ Currently possess, or eligible to receive, a valid Florida Educator's Certificate
- ✓ Certified in Primary, Elementary or Secondary Education
- ✓ Endorsed or K-12 certified in the area of reading, or working towards that status by completing a minimum of two (2) reading endorsement competencies of sixth (60) in-service hours each, or six (6) semester hours of college coursework in reading per year. (FS 6A-6053(6).
- ✓ Recommendation from supervising principal
- ✓ Ability to work well with others; good communication skills
- ✓ Data supporting 3 years of successful teaching/coaching resulting in academic success

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

The District Reading Development Facilitator will continue to hold monthly meetings with all coaches. The focus of these meetings will be using data to inform instruction and planning interventions for struggling students. 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, in addition to district benchmark data, 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 Reading Leadership Team, composed of district administrators, will analyze PMRN reading coaches' logs to determine the impact that 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 coaches through discussions that will take place during the periodic District Reading Leadership Team visits, monthly coaches' 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 Reading Leadership Team via school/classroom visits. Members of this team will meet with the principal and coach (if applicable) of each school and will visit a minimum of four classrooms, spending a minimum of twenty minutes in each classroom. The focus of the visits will be to determine the effectiveness of the core reading program and iii instruction and also to monitor the implementation of the K-12 Comprehensive Research-Based Reading Plan. Information gained from classroom walk-throughs will be shared with the school principal. Data will be collected to determine the needs of specific schools and to plan professional development opportunities for teachers. Student achievement will be monitored through the use of the FAIR assessment and the PMRN database. Each principal will maintain a K-12 Reading Audit Box to collect documentation of compliance with 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?

The District Reading Leadership Team will ensure fidelity of all reading programs by conducting classroom walk-throughs in all schools. PMRN reports will be used to determine the effectiveness of the core program and intervention strategies in place during the reading block and during iii time. This data will be reviewed with principals. We will be implementing RtI in all schools during the 2010-2011 school year. This process requires that school-based leadership teams use universal data to determine the effectiveness of core instruction.

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 communicated?*

If the District Reading Leadership Team observes that a school is not implementing the K-12 Reading Plan with fidelity, the Assistant Superintendent for Instruction, the Director of Assessment and School Improvement, and the Director of Secondary Education 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 by members of the District Reading Leadership Team when school visits are made. Members of the District Reading Leadership 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 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 Assistant Superintendent of Instruction. 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). Instruction during the 90-minute block will address the needs of students receiving Tier 1, 2 and 3 intervention as outlined in our District RtI plan.

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 students must be placed in accordance with this student placement chart and the

curriculum decision trees included in the 2010-2011 K-12 District Comprehensive Reading Plan. Guidance counselors are required to follow the placement chart and decision tree when creating student schedules. Principals will be required to certify that all level one and two students have been placed in accordance with these guidelines. TERMS, the data base used by Clay District Schools for maintaining student records, will be used at the school and district levels to monitor student placement. Intervention strategies will be in place for students needing Tier 1, 2 and 3 instruction as outlined in our District RtI Plan.

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 Reading Leadership 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
- Periodic reviews of Reading Leadership Team meeting minutes will serve as a topic of conversation between school administrators and District administrative staff members
- District Reading Leadership 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 for all school-based administrators on classroom walk-through strategies. All administrators have received a district-developed classroom walkthrough checklist that focuses on elements of literacy in both reading and content area classrooms. Guidelines for providing feedback to teachers have also been addressed in administrator training sessions.

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

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

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 2010-2011 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, 2010. The new plan will be posted on our district's website.

School Level Leadership

__Question 1:__ How will principals strongly encourage all reading coaches to attend the professional development opportunities including Just Read, Florida! summer professional development, if available?

The District will prioritize attendance at the Just Read, Florida! summer professional development training.   Priority will be given to coaches, district curriculum specialists and to key district administrators who have the ability to impact the most teachers in our district.

__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 should meet at least once a month. What process will the principal use to form and continue a Reading Leadership Team?

Principals will select teachers from various grade levels and other educational professionals (i.e. mentor reading teachers, coaches, media specialists, guidance counselors, etc.) who demonstrate expertise in their area of concentration and who are willing to support the school's student achievement goals. Those selected should be able to contribute expertise and interest in the area of interventions. The team will meet at least once per month to discuss progress monitoring data and the progress of the school in relation to the District's goals for student achievement for the 2010-2011 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 coach will serve on the committee as well to provide his/her expertise in data analysis, reading instruction, and intervention strategies. The coach will also plan school-wide and small group professional development based upon student data and the goals of the Reading Leadership Team.

Question 2.3: How will the principal promote the Reading Leadership Team as an integral part of the school literacy reform process to build a culture of reading throughout the school?

The principal will promote the Reading Leadership Team as an integral part of the school literacy reform process by sharing the goals and findings of the team with all educational stakeholders on a regular basis. The principal will earmark funds (when available) to promote instructional goals of the team. A special focus will be placed upon reading across all content areas. The team will assist in planning reading professional development for all teachers, thereby promoting a culture of reading throughout the school.

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 for teachers?

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

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

The principal and the coach will meet during preplanning to discuss the professional development focus for the 2010-2011 school year. Data will determine the focus of professional development at each school. In addition to this initial meeting, the principal and the 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 coach will submit requests for professional development materials to the school principal. These requests will be reviewed by the principal and will be accommodated as funding allows. Requests can also be sent to the K-12 Reading Supervisor. Professional development offerings 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 the PMRN online reading coaches' log to impact student learning?

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. Lesson plans should include provisions for Tier 1, 2 and 3 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. FAIR & benchmark data) during each assessment window. The principal and the Reading Leadership Team will use data from the FAIR assessment to determine the effectiveness of instruction and intervention strategies in place. Decisions concerning professional development needs, as well as other forms of instructional support, will be based upon the data gained from the FAIR assessment and upon the RtI problem solving approach. Data will be the driving force in the school.

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. Assessment data will also be used by teachers when meeting to discuss particular students and when planning interventions within the RtI process.

Question 8.2: *How often will this occur?*

All meetings (with the exception of vertical team meetings) will convene at least on a monthly basis. Vertical team meetings will occur at least once per semester. The RtI problem solving model requires teachers to meet on a regular basis to determine if strategies are working for individual students and to determine if the strategies need to be altered or replaced.

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, in collaboration with the instructional employee, will use FAIR and benchmark data, along with data from classroom walk-throughs, 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 differentiate and intensify professional development for teachers based on progress monitoring data?

The principal will work with the Reading Leadership Team and the coach 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 and/or district staff will provide professional development to the entire faculty and will cover topics such as the six areas of reading and content area reading. (Note: Oral language has been added as a critical component of reading instruction.) The coach and/or district staff 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 six areas of reading. It should be noted that mentor teachers need not be a model in all six areas. Principals will arrange schedules to provide opportunities for teachers to observe best teaching practices in model teachers' classrooms.

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 schedule for these types of meetings 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?_**

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 coach and/or district staff 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 coach will meet with teachers at the beginning of the school year to discuss the contents of the 2010-2011 K-12 Comprehensive Research-Based Reading Plan. This meeting will take place by mid-September, 2010 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 2010-2011 school year, elementary and secondary schools will have the opportunity to participate in the "Battle of the Books" competition. This district-sponsored event promotes reading outside of school.

Many schools require students to read over the summer and provide specific reading lists for students.

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 and School Based Leadership Team. They will incorporate reading goals in the School Improvement Plan and will facilitate 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 be encouraged to attend the Just Read, Florida! summer professional development training held in neighboring Duval County. All administrators are required to complete the FOR-PD in order to build their own background knowledge of effective reading instruction.

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 2010-2011 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 available at all junior high and high schools. Numerous coaches around the district, as well as the District Reading Development Facilitator, have been trained to facilitate the CAR-PD program. During the 2010-2011 school year, interested and qualified teachers will have the opportunity to extend their knowledge and gain the reading endorsement by completing the CAR-PD Plus program.

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 for completion of the program.

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

In the 2008-2009 school year we were able to offer a substantial incentive package for content area teachers to complete the CAR-PD program. We are not able to duplicate this offer for the 2010-2011 school year due to budgetary constraints.

Question 7: ***Please describe your district plan for providing professional development for the new Florida Assessments for Instruction in Reading. If your district will not move forward with the new assessment system for the 2010-2011 school year, please respond with a NA.***

All schools have at least one FAIR master trainer on staff. Administrators at all schools have received FAIR training. The district will encourage key reading leaders at various schools to attend the FAIR Master training offered by Just Read, Florida during the summer in an effort to build capacity of FAIR trainers. Our District Reading Facilitator has met all requirements to serve as a train-the-trainer for the FAIR assessment. Additional FAIR training for new administrators and coaches will be offered prior to AP1.

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. All teachers will implement the core reading program with fidelity utilizing its instructional tools to provide high quality instruction to students during the 90-minute reading block, which includes designated time for whole group and small group instruction. Teachers will provide systematic, explicit instruction through the CCRP that is targeted on student needs as determined by in-program assessments as well as other assessments required by the district and state.   The *Macmillan/McGraw-Hill Treasures* program will serve as the basis of instruction for students receiving tier 1, 2 and 3 interventions. Teachers will follow the RtI problem solving approach to meet the needs of individual students.

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 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.

Question 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 did not provide a separate Comprehensive Intervention Reading Program (CIRP) for all students. The SRA Reading Mastery Plus program will continue to be used in the majority of the self-contained ESE classrooms. All other students will use the *Macmillan/McGraw-Hill Treasures* Core Reading Program. Students receiving tier 2 interventions will be provided instruction using strategies within this core program, as well as other supplemental materials as deemed appropriate. For students in need of tier 3 interventions, teachers may also utilize the *Triumphs* intervention materials in conjunction with the *Macmillan/McGraw-Hill Treasures* program. These students are identified as those who continue to struggle and for whom progress monitoring data indicates a need for increased intensity of instruction. All students scoring in the FAIR Red Success Zone and selected students in the FAIR Yellow Success Zone will receive intensified interventions as an extension of the 90-minute reading block.

Question 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, SuccessMaker, Academy of Reading, Accelerated Reader, and *Macmillan/McGraw-Hill Treasures* technology support. These programs are used to support teacher-led instruction presented during the 90-minute reading block. One school with intensive ESE reading classes also 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 (tier 1 instruction). During this time, teachers will implement the following five strategies for success: modeling, explaining, guided practice, supported application, and independent practice. Teachers will plan lessons that contain these five steps. After initial instruction, teachers will provide small group differentiated instruction based upon student needs. All elementary schools will use the district-selected CCRP as indicated in Chart C. Initial instruction constitutes 40-45 minutes of the 90-minute reading block. At the conclusion of the whole group session, students will work in small groups engaged in independent, meaningful activities or participate in teacher-led small group instruction. Teachers will form these fluid groups of 4-7 students using available assessments and teacher observations. Some groups will meet with teachers on a more frequent basis. High performing students will receive challenging assignments with slightly less teacher direction and more independent

practice. Some small groups of students with a higher level of need will receive more time involved in teacher-led instruction (tier 2 interventions).

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

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

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 allow them to work in groups, with a partner, or individually. Teachers will implement strategies for motivating students to read (i.e. reader's theatre, book passes, etc.)

A majority of the elementary schools participate in "Brock's Battle of the Books. This is a district initiative that allows students to read from selected book lists, become experts on the book, and

compete at the school and district level. This has been highly motivating in past years and has become an important part of our reading program.

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?

The acquisition of books for classroom libraries has been a priority of school and district level administrators. Book purchases reflect both fiction and nonfiction selections and represent multiple genres and reading levels. The *MacMillan* core program includes leveled readers to enable students to read independently at their own reading level. During the 90-minute reading block, classroom library books constitute the bulk of independent reading practice and may be the basis for some targeted small group instruction depending upon topic and skills taught. Outside of the 90-minute reading block, a variety of leveled texts are available to students for independent reading, content area support reading and informal literature circles. Media centers at most elementary schools have book bins that are rotated among the classrooms to further enhance book selections for students and teachers.

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.   In 2007, substantial funding was provided by the county for elementary schools to purchase books to enhance classroom libraries and support content area knowledge building. These sets of books are divided into bins and are available for check out from the media center. The contents of each bin include a variety of topics and reading levels. These bins are shared among teachers and grade levels as we continue to build capacity for classroom library materials. Other books that make up classroom libraries are leveled and/or organized by genre for easy student access.

Question 6.3: How will books be leveled?

Classroom library materials are leveled using the Lexile or the Fountas & Pinnell Guided Reading Leveling Systems. *Destiny* also provides Lexile information and is accessible to all teachers.

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 have access to charts that show how the different leveling systems compare (Lexile, Guided Reading, AR, DRA, Rigby). Teachers may use one or more of the following methods to match students to appropriate levels of text:

- Grade level as determined by 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

- Lexile level determined by the FAIR assessment in grades 3-12

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 _Macmillan/McGraw-Hill_ 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. All Title I schools offer free tutoring through Supplemental Educational Services (SES) in partnership with the Clay County School District. The Title I schools use *SuccessMaker* software and have set up *SuccessMaker* labs which are utilized during the day. Many of those schools make use of the *SuccessMaker* labs for before and/or after school tutoring purposes as well. Some elementary schools offer a "Saturday Scholars" tutoring opportunity on weekends prior to the administration of the FCAT. 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 reading teacher. The reading teachers will inform the tutors of the concepts being taught during the school day and will share assessment data that will help highlight students' academic strengths and weaknesses. In turn, tutors will communicate with the teacher concerning the progress that each student is making during the tutoring sessions. The tutoring sessions will consist of instruction and practice that reinforces the skills being taught in the reading block.

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

Question 10.2: Students with severe speech/auditory impairments?

All oral/auditory assessments (FAIR, 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 any fluency assessment, students are not penalized for errors due to problems with speech, dialect or articulation. In grades 3-6, the FAIR assessment and related progress monitoring assessments are completed on the computer and do not require oral responses. By using this assessment, teachers in grades 3-6 will be able to determine a student's reading ability without regard to oral or auditory limitations.

Question 10.3: Students with severe vision impairments?

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

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

All 6th graders who score a level 3 or above on FCAT Reading are enrolled in a 50-minute developmental reading course five days per week. The core materials used in the developmental 6th grade reading program are from the *MacMillan Treasures* series. 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 in need of more intensive interventions (tier three) will be placed in a double block of reading. (Refer to Chart G for placement guidelines.) During this double block, 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 six areas of reading. Level one and two students needing less intensive intervention (tier two) will receive one period of intensive reading instruction using the *Voyager Expanded Learning Voyager Passport – Florida Edition* which focuses on fluency, vocabulary and comprehension. The RtI problem solving approach will be followed to match all students to appropriate instructional strategies.

***Question 2.3:** Supplemental Intervention Reading Programs (SIRP): Supplemental Intervention Reading Programs provide instruction in one or more areas of reading skill. They are intended for flexible use as part of differentiated instruction or more intensive interventions to meet student learning needs in specific areas (phonological awareness, phonics, fluency, vocabulary, and comprehension). They may be used with almost all students in the class because the Comprehensive Intervention Reading Program (CIRP) does not provide enough instruction and practice in a given area for the majority of the students*

in the class or to provide targeted, intensive interventions for smaller groups of struggling readers. These programs provide targeted instruction designed to fill in gaps in student knowledge or skill. These programs can be used to provide either additional instruction, additional practice, or both.

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.*

__Question 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.

Technology- based support opportunities for students include FCAT Explorer, PLATO, Academy of Reading, New Century and Compass .   Students will also use the technological support that is part of the *Voyager* series. 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 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_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. This will serve as the basis for RtI interventions for tier 2 and 3 students. Student placement will be determined by the Just Read, Florida! Student Reading Placement Chart for 2010-2011 and Chart G of this reading plan. 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 meet the criteria for placement as indicated on Chart G 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 not meeting the placement criteria in Chart G must be placed in an intensive reading class.

Students without FAIR AP3 scores from the previous year will be tested at the beginning of the AP1 testing window for the 2010-2011 school year 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 2010-2011 school year.

All intensive reading and CAR-PD students will take the FAIR assessment three times per year in order to allow teachers to formally monitor student progress. Based upon the results of this assessment, teacher observation, and student performance in class, each student will be provided with instruction that best fits his or her specific needs. All instruction will support the needs of tier 2 and 3 students, based upon progress monitoring and following the RtI problem solving approach.

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 (Tier 2 or 3) that is needed for each individual student to succeed. Once students have been placed in a classroom, the teacher will perform progress monitoring on a regular basis. Students will also take the FAIR assessments provided by the state. These formal assessments will occur three times during the school year to serve as baseline, mid-year and end-of-year assessments. All FAIR scores will be transferred electronically to the PMRN and will also be available on Data Star.

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

 Students who are in need of more intensive intervention will have two blocks of reading during which they will receive instruction in all six areas of reading. Other intensive reading students will have one

block of reading in which the focus will be fluency, comprehension and vocabulary. In all intensive reading and CAR-PD classrooms the RtI problem solving approach will guide intervention efforts.

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?

The junior high reading classroom will provide students with the appropriate level of support (Tier 2 or 3) that is needed for each individual student to succeed. Once students have been placed in a classroom, the teacher will perform progress monitoring on a regular basis. Students will also take the FAIR assessments provided by the state. These formal assessments will occur three times during the school year to serve as baseline, mid-year and end-of-year assessments. All FAIR scores will be transferred electronically to the PMRN and will also be available on Data Star.

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

 Students who are in need of more intensive intervention will have two blocks of reading during which they will receive instruction in all six areas of reading. Other intensive reading students will have one block of reading in which the focus will be fluency, comprehension and vocabulary. In all intensive reading and CAR-PD classrooms the RtI problem solving approach will guide intervention efforts.

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. Student lexile scores can be obtained from FAIR data.

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.   Lexile levels will be used to match students to appropriately leveled text. Lexile levels can be acquired through:

- FAIR assessments (grades 3-12)
- SRI (Scholastic Reading Inventory)
- *Voyager Passport* series

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. The district will offer professional development in content area reading.

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

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 (FAIR, FCAT, etc.) 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 (FAIR, 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 any fluency assessment, students are not penalized for errors due to problems with speech, dialect or articulation. The FAIR assessment and related progress monitoring assessments are completed on the computer and do not require oral responses. By using this assessment, teachers will be able to determine a student's reading ability without regard to oral or auditory limitations.

Question 9.3: Students with severe vision impairments?

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

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 another school-selected assessment to determine the level of reading ability. Students can also take the FAIR assessment, even if it is not within the normal AP testing windows.

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 tier 2 and tier 3 ninth grade students who would benefit from a double block of intensive reading as determined by FAIR assessment data (see chart J). The *Read 180* program is

research-based and covers all six areas of reading and enables teachers to differentiate instruction based upon student need and supporting data.

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. FAIR 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 school 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 2010-2011 and with Chart J of this reading plan.   Students in need of tier 2 interventions will be placed in a single period of reading (50 minutes) on a daily basis. Students needing greater intensity of intervention (tier 3) will receive additional instruction.   Additional instruction is defined as at least 20 additional minutes of structured daily reading *instruction* over and above the one class period of intensive reading. There are two options for tier 3 intervention at the ninth grade level: placement in a double block in the Read 180 program or placement in a single block intensive reading class with an additional 20 minutes for instruction as defined above. Some Level 2 students are eligible for placement in a CAR-PD classroom where reading strategies are infused with content area curriculum. Chart J outlines requirements for CAR-PD placement. (Note: Level one students MUST be placed in an intensive reading course. CAR-PD is not an option for Level one students.)

 Students without a 2010 AP3 FAIR 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. Tier 2 and 3 students should receive intervention following the guidelines of the RtI problem solving approach.

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 to remain in compliance with Florida State Statutes. Schools may use the FAIR

assessment to satisfy this requirement. 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. Tier 2 and 3 students will receive intervention following the guidelines of the RtI problem solving approach. Once students have been placed in a classroom, the teacher will monitor the progress of each student on a regular basis. All intensive reading and CAR-PD students will take the FAIR assessment three times during the school year to serve as baseline, mid-year and end-of-year assessment.

Teachers will use the specified Developmental and/or Intervention program materials (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. Progress monitoring will take place throughout the year to allow a closer look at student progress. (An example would be using the *Jamestown Fluency Series* to track student progress in the area of fluency). Teachers will also provide students with strategies for comprehension and will make connections to other content area classes.

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 sets and libraries. Emphasis was placed on ordering non-fiction books and books that correlate with content area courses. We will continue to support 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.

Media centers have been instrumental in providing student access to a wide variety of reading levels and genres. Special attention has been paid to building a collection of books that highlight the various

cultures represented in our student body. All students have access to eBooks and online data bases at all times via district technology purchases.

Secondary schools will be encouraged to participate in "Brock's Battle of the Books. This is a district initiative that allows students to read from selected book lists, become experts on the book, and compete at the school and district level. This has been highly motivating in past years and has become an important part of our elementary reading program. We are working to expand this initiative into the secondary schools. As an incentive for schools to participate, copies of the books used in the contest are provided to schools that wish to participate.

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 utilize screening and progress monitoring data to determine appropriate independent and instructional reading levels for each student.   Lexile levels will be used to match students to appropriately leveled text. Lexile levels can be acquired through:

- FAIR assessments (grades 3-12)
- SRI (Scholastic Reading Inventory)
- *Hampton Brown Edge* series

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. The district and also coaches assigned to the high schools will be responsible for providing professional development in content area reading. Plans are in place to offer CAR-PD Plus training to interested and qualified teachers.

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 (FAIR, FCAT, etc.) 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 (FAIR, 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. The FAIR assessment and accompanying progress monitoring assessments are completed on the computer and do not require oral responses. By using this assessment, teachers will be able to determine a student's reading ability without regard to oral or auditory limitations.

Question 9.3: Students with severe vision impairments?

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

Question 9.4: _Students in grades 9 and above with no FCAT scores?_

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