<u>**Contact Information**</u>

The district contact should be the person ultimately responsible for the plan. This person will be the FDOE's contact for the K-12 Comprehensive Research-Based Reading Plan. Please designate **one** contact for your district.

District Name: Clay
District Contact: Dr. Suzanne K. Herndon
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All information provided in the District K-12 Comprehensive Research-Based Reading Plan should reflect that you will meet the reading needs of all student subgroups identified by the <u>State Board of Education Strategic Plan.</u>

<u>**Leadership**</u>
<u>**District/School Level Leadership**</u>

Many of the school buildings within a district look the same, but the needs of teachers and students within those buildings are diverse. District-level administrators must look at schools on an individual basis and distribute resources based on students' and teachers' levels of need. To describe the district system for monitoring reading instruction that differentiates school-level services, please address the following.

1. What are your measurable district goals for student achievement for each of the following subgroups in reading/English language arts (ELA) for the 2016-17 school year?

<u>American Indian:</u> 5% increase in student achievement as measured by progress monitoring data derived from assessments listed in the elementary and secondary instructional sections of this K-12 Reading Plan.
<u>Asian:</u> 5% increase in student achievement as measured by progress monitoring data derived from assessments listed in the elementary and secondary instructional sections of this K-12 Reading Plan.
<u>Black/African American:</u> 5% increase in student achievement as measured by progress monitoring data derived from assessments listed in the elementary and secondary instructional sections of this K-12 Reading Plan.

Hispanic: 5% increase in student achievement as measured by progress monitoring data derived from assessments listed in the elementary and secondary instructional sections of this K-12 Reading Plan.

White: 5% increase in student achievement as measured by progress monitoring data derived from assessments listed in the elementary and secondary instructional sections of this K-12 Reading Plan.

Economically Disadvantaged: 8% increase in student achievement as measured by progress monitoring data derived from assessments listed in the elementary and secondary instructional sections of this K-12 Reading Plan.

English Language Learners: 10% increase in student achievement as measured by progress monitoring data derived from assessments listed in the elementary and secondary instructional sections of this K-12 Reading Plan. Our data indicate this subgroup is one that has traditionally made the least achievement gains.

Students with Disabilities 8% increase in student achievement as measured by progress monitoring data derived from assessments listed in the elementary and secondary instructional sections of this K-12 Reading Plan. Our data indicate this subgroup does not consistently make gains in learning as compared to other subgroups.

2. What evidence will be collected, at what specific times and by whom, to ascertain that schools are monitoring students and their progress toward the district goals?

All students K-12 will be given periodic assessments to determine if students are on track for meeting academic goals set forth in this reading plan.

K-2 students will be given our district-level assessment (Clay Foundational Skills Assessment) three times per year: August/September; January/February; and May. This assessment focuses upon phonemic awareness, phonics, and comprehension skills. In addition to this assessment, teachers will also use a variety of progress monitoring assessments such as in-program assessments, running records, student portfolios, and teacher-student conference data.

Achievement progress for students in grades 3-12 will also monitored. FSA scores from the previous school year will assist teachers in determining a starting point for targeted instruction. The Performance Matters assessment will be given at the beginning of the first semester (August/September) and again at the beginning of the second semester (January/February) in an effort to track student progress. In addition to Performance Matters, teachers will use a variety of progress monitoring tools such as student portfolios, teacher-student conference data and in-program assessments. For students in grades 7-12 who are enrolled in an intensive reading class, student and class level reports will be utilized from the Achieve 3000 program.

3. If students in any of the identified subgroups are not progressing toward goals based on data collected in question number two, what will be done to facilitate improvement in the intensity of interventions for students both with and without

disabilities who are not responsive to instruction as determined by district monitoring? Elementary/Secondary:

For elementary and secondary students without disabilities, teachers will work with struggling students one-on-one or in a small group setting to target areas of weakness. At the secondary level, struggling readers will be considered for placement in an intensive reading course, utilizing the process described in our curriculum decision tree. If elementary or secondary students do not respond to this type of intervention, the MTSS process will be implemented. For elementary and secondary students with disabilities, an interim IEP meeting will be called in order to update and/or add new goals or services to meet the unique needs of the student.

4. What evidence will be collected, at what specific times and by whom, to demonstrate that instruction is systematic and explicit and is based on data and student needs?

Principals, vice-principals and assistant principals will conduct classroom walkthroughs at least three days per week to observe classroom instruction and to ensure that this instruction is both systematic and explicit. School administrators will also ensure that discussion concerning student achievement and using data to make instructional decisions takes place on a weekly basis in the form of PLCs (Professional Learning Communities) or other regularly scheduled department/grade level meetings.

5. In addition to using texts from core, supplemental and intervention programs, what will the district do to ensure that schools have access to a variety of increasingly complex texts in a variety of mediums? Who will be responsible for monitoring this?

District support and oversight will ensure that students have access to increasingly complex texts in a variety of mediums. Persons responsible for making these texts available to students and monitoring their use include the District Reading Supervisor, District Instructional Materials Supervisor, and District Reading and Content Area Specialists.

Examples of complex text sources available to teachers and students include, but are not limited to, the following:

- *Digital texts through Follett Bookshelf*
- *Achieve 3000 non-fiction texts available in 12 different Lexile levels*
- *Web resources such as Discovery Ed and CPALMS*
- *Classroom Strategy Libraries from Collaborative Classroom*
- *Google Apps for Education*
- *Virtual briefcases for coaches, teachers and media specialists allow for sharing of texts and ideas amongst stakeholders and are accessible through the CCSD website.*

- *DBQ (Document Based Question) resources will be used throughout the grade levels as a source of complex, non-fiction text.*
- *At the junior high level, modules created by content area teachers through the LDC (Literacy Design Collaborative) will increase the use of higher level text within Language Arts, Science and Social Studies courses. Access to the LDC "Core Tools" website provide teachers with quality, vetted texts and lesson plans from around the country.*
- *District Science and History Fair research projects will be promoted at all grade levels.*
- *District instructional specialists provide guidance and support in purchasing instructional materials.*

Responsibility for increasing the amount of complex text for students is also evident at the school level.
- *Teachers build and manage their individual classroom libraries*
- *Principals purchase additional texts when funding is available*
- *Media Specialists supplement instructional materials as needed at their site*
- *The District will keep teachers informed of resources available that offer complex texts that can be used for instruction*

6. What evidence will the district collect, at what specific times and by whom, to demonstrate that all classroom instruction is accessible to the full range of learners using Universal Design for Learning (UDL) principles for effective instructional design (planning) and delivery (teaching)?

The district requires all teachers to formulate instructional plans by using the Framework for Intentional Teaching by Fisher and Frey. This framework consists of establishing a clear purpose for learning, providing students with explicit guided instruction, teacher modeling his/her own thinking for complex tasks, collaboration and assigning independent student work that directly relates to the purpose of the lesson. Within this framework, students are engaged in meaningful learning experiences. Collaboration and teacher modeling are effective strategies that engage students and that support the principles of UDL. Other strategies such as text coding, use of graphic organizers, selection of complex text, use of text dependent questions will be implemented in the classroom. ESOL funds will be used to supply classrooms with multi-cultural texts for classroom libraries and reading instruction. The district will provide professional development to support classroom teachers and build their knowledge of the UDL principles. Evidence of implementation of UDL principles will be gathered through weekly administrator classroom walkthroughs and periodic lesson plan review.

7. Describe the alignment between the District's Special Programs and Procedures (SP&P) requirements and the district's K-12 Comprehensive Research-Based Reading Plan to ensure that student response data drives all decision-making, including adjustments to interventions and whether to seek consent to conduct an evaluation to determine eligibility for special education and related services.

The District's Special Programs and Procedures (SP&P) aligns with the District's K-12 Reading Plan in that it requires teachers and students to analyze reading assessment data collected three times a year and subsequently, assess the progress of students in light of the three tiers of instructional intensity.

Tier 1 – Core curriculum; primary interventions consisting of a general education program using evidence-based practices; most often designed for the entire class or school
Tier 2 – Secondary, or supplemental interventions that involve more intensive, relatively short-term interventions designed to address students with moderate delays and often administered in small group settings
Tier 3 – Tertiary interventions that are long-term, intensive, and individually designed.

When the most intensive interventions are needed, the district's Multi-Tiered System of Supports Handbook outlines the procedures and guidelines that must be followed to determine the most appropriate interventions, frequency of progress monitoring, and adjustment of interventions when progress is questionable or poor. When a specified period of time has elapsed and the progress is still questionable or poor, it is considered appropriate to seek consent to conduct an evaluation to determine eligibility for special education and related services.

300 Lowest-Performing Elementary Schools

Please complete Chart 300L if your district has a school(s) on the list of 300 lowest-performing elementary schools.

Not Applicable to Clay County School Disitrict

Reading/Literacy Coaches

Qualifications for coaches	Coaches must be certificated teachers. Coaches are required to complete their Reading Endorsement upon hiring.
Are coaches district based or school based?	• 6 are school based • 11 are District based
Recruitment/Hiring procedure for coaches	Coaches are recruited from within the ranks of highly effective district teachers. Coaches apply to open coaching positions and are interviewed by District Administration. Teachers selected as coaches must have a proven record of student success in the classroom as reflected in student achievement data.
Training provided for coaches	• Weekly whole group training • Monthly individual on-site coaching • Summer coaching camp • Monthly Learning/Coaching walks in classrooms as a coaching team
Criteria for coach placement	• Years of experience in specific content or grade level • Understanding and appreciation of demographic information • Dynamics of faculty and staff • Specific needs of each school • 6 Elementary coaches are placed in schools that have been selected to serve as "model schools" .These 6 schools serve as model schools and are a professional development resource as teachers from across the district visit these schools, observe in their classrooms, and debrief with the coaches.
PD provided by coaches (embedded including classroom modeling; book studies; small group, etc.)	• Monthly whole group professional development • Embedded PD through modeling, co-teaching, feedback cycles.

	● Book studies ● Reflection conversations ● Video-taped lessons and coaching conversations ● Coach PLCs
Tools for collecting evidence of implementation of coach-provided PD	● Google Tools document coaching conversation videos of coaching conversations and serve as a source of PD materials
Tool for determining effectiveness of coach-provided PD	● Teacher retention rates ● Student performance on local and state assessments ● End of year teacher/ administrator surveys

Professional Development

Professional development for all teachers, coaches and administrators must be provided to ensure that all district educators are grounded in the essential components of reading instruction. Providers of professional development (internal and external) must base training in reading instruction on evidence-based reading research. Professional development options must be provided to address the following.

- Implementation of all instructional materials, all reading programs and strategies based on evidence-based reading research, including early intervention, classroom reading materials and accelerated programs. Immediate intensive intervention (iii), UDL and multi-sensory instructional strategies should also be addressed.

- Instruction in the use of screening, diagnostic and classroom-based progress monitoring assessments, as well as other procedures that effectively identify students who may be at risk of reading failure or who are experiencing reading difficulties.

- Professional development should include job-embedded opportunities, such as modeling in classrooms, books studies, data analysis, small group professional development, etc. provided by a reading/literacy coach.

Further, for professional development to be considered comprehensive, it must address the body of knowledge grounded in scientifically-based reading research and

must be in alignment with the <u>National Staff Development Council Standards (NSDCS)</u> and <u>Florida's Professional Development System Evaluation Protocol</u>.

In order to assure that each individual teacher has the level of intensity needed for professional growth based on student achievement data, **professional development must be individualized.** All teachers, paraprofessionals and substitutes and even mentors can benefit from differentiated professional development – providing more information for less experienced teachers and advanced activities for those who are at a mentor level. Ensure that all teacher populations are included in the professional development schedule, including those who serve students with disabilities and ELL.

1. Provide the district professional development schedule for ALL reading professional development, including those funded through the FEFP and non-FEFP reading allocation, for the 2016-2017 school year through Chart A. This chart will be completed through the web-based system. Repeat this process within the application as many times as necessary for each professional development offering in reading offered by your district. ALL reading endorsement professional development offerings should be described in Chart A and should reflect courses that are aligned with the 2011 Reading Endorsement. Please be sure to include job-embedded professional development provided by reading coaches. Address the reading endorsement professional development first in your charts. **To create and edit all professional development charts for Chart A, use the link provided within this section online.**

See Chart A - All professional development is listed.

Elementary Assessment, Curriculum and Instruction

State Board Rule 6A-6.053 requires that students be taught utilizing an evidence-based sequence of reading instruction. Research shows that children benefit from reading instruction that includes explicit and systematic instruction in skills and strategies and opportunities to apply those skills and strategies while reading text.

Schools must offer daily classroom instruction in reading in a dedicated, uninterrupted block of time of at least 90 minutes. All reading instruction is based on the English Language Arts Florida Standards (LAFS), including access points and English Language Development (ELD) standards which address the individual instructional needs of all students and curricular guidelines. In addition to, or as an extension of, the 90-minute reading block, the classroom teacher, special education teacher or reading resource teacher will provide immediate intensive intervention (iii) on a daily basis within the multi-tiered system of supports wherein student-centered response data gathered through progress monitoring and other forms of assessment informs instructional adjustments.

All information provided in this section should detail how you will meet the reading needs of all student subgroups identified in the State Board of Education Strategic Plan.

1. Each district will be given one school user log-in and password so that each school may enter their own information into Chart C by using the web-based template. It is recommended that districts create a timeline for school users to enter this information for their school. Districts will be able to review and revise the school-based information before submitting Chart C on April 15, 2016. School-level users should select all applicable adopted reading instructional materials from the lists provided and add any other materials in the text boxes. Information regarding materials specifically for ESE and ELL students should be listed in the text box labeled "Other." In addition, schools should identify the method used for progress monitoring K-2 and 3-5. Schools may select the Florida Assessments for Instruction in Reading-Florida Standards (FAIR-FS) for grades 3-5 ONLY. To review and edit all school information for Chart C before submitting, use the link provided within this section online.

2. What evidence will be collected, at what specific times and by whom, that demonstrates teachers are providing reading instruction in the 90-minute reading block that meets the Florida Standards for ELA, including access point and ELD standards?

Clay County Schools require a 120-minute literacy block for all K-5 classrooms. *Ninety of those 120 minutes must be uninterrupted. Evidence of standards-based instruction (including Florida Standards for ELA, access points for ESE and ELD standards for ELL students) this will be based upon*
   - *School and classroom master schedules*
   - *Teacher lesson plans that document standards taught*
   - *Walk throughs by principals and assistant principals where there is verified use of curriculum maps that guide teachers' instruction of ELA FL standards*
   - *Review of student data (Foundational Skills Assessment K-2; Performance Matters 3-10; OneClay Writes K-11)*

3. What evidence will be collected, at what specific times and by whom, to demonstrate that reading intervention provided to students performing below grade level, to students with disabilities and ELL is meeting their unique needs and effectively closing the gap?

   - *The ELL Plan will be revisited at least quarterly by the LEP committee to determine if goals for individual ELL students are being met. Progress*

monitoring for ELL students will take place at the beginning of each semester using the Foundational Skills Assessment or the Performance Matters assessment. Report card grades will also be reviewed every nine weeks. Teachers of non-English speaking students will review data from supplemental programs (Imagine Learning - Elementary and DynEd - Secondary) on at least a bi-weekly basis to determine areas of weakness and to plan targeted instruction. If ELL students are not progressing towards individual academic and social goals, the ELL committee and parents will be called to revisit accommodations. If the area of weakness does not seem to be related to a language barrier, struggling ELL students will be referred for MTSS.

- *Students who are performing below grade level and who are not in an ESE program will begin the MTSS process, receiving Tier 2 and Tier 3 interventions as needed. Progress towards personal goals will be monitored by general education teachers on a weekly basis.*
- *For Students with Disabilities, the IEP goals are monitored every four and half weeks by the general education teacher and the ESE teacher. Teachers of SWD use weekly curriculum based measurements, in-program mastery tests and rubrics to assure students are mastering skills. District assessments given 3 times a year are used to monitor student's academic progress toward grade level benchmarks.*

4. Schools must diagnose specific reading difficulties of students who do not meet specific levels of reading performance as determined by the district school board to determine the nature of the student's difficulty and strategies for appropriate intervention and instruction.

Create an Assessment/Curriculum Decision Tree (Chart D1) to demonstrate how assessment data from progress monitoring and other forms of assessment will be used to determine specific reading instructional needs and interventions for students in grades K-2.

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

5. Schools must diagnose specific reading difficulties of students scoring at Level 1 and Level 2 on the FSA for ELA to determine the nature of the student's difficulty and strategies for appropriate intervention and instruction. Schools must also consider the individual needs of students with significant cognitive disabilities who take the Florida Alternate Assessment (FAA).

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

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

6. How will teachers match students to texts and provide ongoing access for all students (via universal design principles) to leveled classroom libraries of both literary and informational text focused on content area concepts throughout the day? Who is responsible for monitoring this?

Teachers will incorporate both literary and informational texts on a variety of levels, which will include the leveled readers from the content area textbook resources in their classroom libraries. When purchasing new additions to classroom library materials, teachers and administrators are encouraged to select a higher percentage of informational (and therefore more complex) texts. Students will have access to classroom libraries that include a variety of genres, multicultural in nature, and consisting of fiction and non-fiction works of high interest. Students will also have access to e-books and eReaders. During the 150-minute literacy block, students will select, read, and practice reading strategies using books on their independent and/or instructional reading level during the Individualized Daily Reading (IDR) time. Teachers will conference with students daily about their books to provide individualized instruction, assess reading comprehension, and to help ensure that students are matched to the appropriate level of text. Additionally, these texts may be the basis of small group instruction depending on the topic and skills taught. Outside the 150-minute reading block, a variety of leveled texts are available to students for independent reading, content area support reading, and informal literature circles. Media centers at most elementary schools have book bins that can be rotated among the classrooms to further enhance book selections for students and teachers. Lexile levels for all classroom library books are available either on the book itself or through referencing the book on www.lexile.com. Teachers will have access to charts that show how different leveling systems compare (Lexile, guided reading, AR, DRA and Rigby). Teachers may use one or more of the following methods to match students to appropriate levels of texts:
- *Grade level as determined by DAR (if administered)*
- *Fluency and accuracy checks (5 errors per 100 words attempted suggests backing up to a lower level)*
- *Teacher-student conference notes*

- *Running records*
- *Destiny (accessible to all teachers)*

7. Describe how the district and schools will provide an altered instructional day as a means of further increasing instructional intensity for those K-3 students who have received intensive intervention for two or more years, have been retained for a total of two years and still demonstrate a reading deficiency. Describe how the altered instructional day is organized and designed to further intensify instruction and, thereby, meet the reading needs of these students throughout the school year per section 1008.25 (6)(b), F.S. The district school board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low-performing readers including students with disabilities.

Reading instruction for general education and ESE students who have received intensive intervention for two or more years or who have been retained twice but still show a reading deficiency will look very different than for other students. The District Intervention Specialist will devote her efforts towards ensuring that a specialized instructional plan is tailored to meet the specific needs of these students. The 120-minute literacy block allows for more time to be devoted to reading instruction. For these severely struggling students, additional time is needed to provide reading remediation. In this instance,, science and social studies instruction would be suspended and the main focus of instruction would be reading. Science and social studies content would be infused into the reading instruction. Instruction would be provided by a highly effective teacher possessing strong knowledge in reading remediation, utilizing curriculum that is not used for regular Tier 1 instruction. Diagnostic and progress monitoring assessments will be analyzed to pinpoint the specific areas of focus. District curriculum specialists will assist in selecting instructional materials to use with these high-risk students in an effort to close the reading gap. ESE Support Facilitators will further support ESE students who are low-performing readers. For ESE students, a push-in or pull-out ESE teacher will provide targeted instruction. Non-ESE students will be targeted for MTSS. Additional opportunities for reading remediation will exist in after school tutoring where available.

8. What supportive reading opportunities will be provided beyond the school day? Include criteria for student eligibility and how these opportunities are linked to reading instruction provided during the school day.

All elementary schools will provide opportunities for before and/or after-school tutoring. Title 1 schools will use Waggle software and have set up labs which are utilized during the day. Many of these schools make use of the Waggle software in labs for before and after school tutoring purposes as well. Some elementary schools offer a "Saturday Scholars" tutoring opportunity on weekends prior to the administration of the state standardized test. Student attendance at tutoring opportunities is prioritized by academic need as indicated by student performance data . All schools send home

reading resources for use by parents and students. Many schools devise a summer reading incentive program to motivate students to read over the summer and to combat "summer slip". All schools will communicate with parents in the spring concerning the importance of reading over the summer. In order to ensure that students are continually reading, all students are expected to read the equivalent of one book every two weeks. Eligibility for before and after school tutoring will be based upon academic need. Summer reading camp will be offered to all third grade students scoring below grade level on the FSA ELA. Students in grades K-2 who demonstrate a reading deficiency and students in grades 4-5 who score at Level 1 on the FSA ELA will be offered the opportunity to attend Summer Reading Camp as funds are available.

9. For the following unique student populations, which screening and progress monitoring tools are used to determine instructional needs in reading and subsequent placement in intervention.

- Non-English speaking ELL

When an ELL student enters a school in our district, the guidance counselor administers the IPT test, which is designed to test the level of proficiency in English in the areas of reading, writing, listening and speaking. Students who are determined to be non-English speaking are given access to a supplemental program (Imagine Learning) that addresses language acquisition, reading and writing. Students work on this program for approximately 20 minutes per day, making sure that this program does not interfere with regular ELA/reading instruction.   Classroom teachers review the data from this program at least every two weeks.   Upon entry into the ESOL program, non-English speaking students are placed on an ELL plan and an LEP committee - along with parents- devise an instructional plan consisting of accommodations and instructional strategies intended to help the student acquire English and excel in reading, writing, listening and speaking.   The LEP plan directly supports the ELD standards.

The ACCESS 2.0 (which replaced the CELLA) is also given to students during the spring of each school year. Since the results are not available until the end of the school year, this data is used to make placement and instructional decisions for the following year.

ELL students may be given any other assessments administered to the general student population as deemed appropriate (Performance Matters, Clay Foundational Skills Assessment, teacher-created assessments, in-program assessments, etc.) Within the classroom, teachers use a variety of instruments to determine accurate reading instructional levels for their students. These instruments vary by school.

- Students with significant cognitive disabilities who take the FAA:

The performance of students with significant cognitive disabilities and who take the Florida Alternative Assessment is monitored in several ways. Teachers use curriculum based assessments,   in-program assessments to determine academic growth and

mastery of skills taught. The Brigance Assessment is also used. If appropriate, some district assessments such as Clay Foundational Skills Assessment, Performance Matters and OneClay Writes are used. Teachers also monitor students' progress towards IEP goals.

- **Students with a severe speech impairment (i.e. severe articulation or speech fluency)**

Students who exhibit severe speech impairment are assessed using curriculum based assessments, in-program progress monitoring tools and rubrics,as well as the Goldman Fristoe Test of Articulation with conversational probing tools and rubrics, and district assessments which are used for progress monitoring. The MTSS process is implemented for students who are identified with academic deficits in reading. Students with stuttering impairments are screened using the Stuttering Severity Instrument. Teachers also monitor students' progress towards IEP goals.

- **Students who are deaf or hard-of-hearing**

Curriculum based assessments, in-program progress monitoring tools and rubrics, and appropriate district assessments are used for monitoring the progress of students who are deaf or hard-of-hearing. The MTSS process is implemented for students who are identified with academic deficits in reading. The district employs seven sign language interpreters who can support students who need this service. FM equipment is provided for students who need this technology to filter out background noises and distractions. Headphones are available for online testing. Teachers also monitor deaf and hard-of-hearing students' progress towards IEP goals.

- **Students with a severe visual impairment**

Students with a severe visual impairment are assessed using a Functional Vision and Learning Media Assessment, as well as in-program progress monitoring tools and rubrics, and district progress monitoring assessments. Assessments and texts in Braille, large print, and enlarged print are provided for students who need an alternate format. Large print assessments and texts are available in paper form and on-line. Teachers also monitor students' progress towards IEP goals.The MTSS process is implemented for students who are identified with academic deficits in reading.

Grade 4/5 transfer students who come to our district will be assessed in several ways. First, the teacher will listen to the student read. If the student struggles with grade level text, a DAR will be administered to determine specific areas of weakness. These new students will also be given our district reading comprehension assessment (Performance Matters) which pinpoints students strengths and needs in relation to the Florida Standards. Teachers will also use in-program assessments to further determine these new students' reading ability.

10. Please list the qualifications for teachers who provide intervention in elementary schools.

Elementary teachers providing intervention must be highly qualified per State requirements. When placing teachers in intervention classrooms, principals make a strong effort to select those teachers who have gained their reading endorsement or who are working towards their endorsement. They also strongly consider teachers with experience in providing intervention and for whom data indicate increased reading achievement amongst their students in previous classes.

Third-Grade Summer Reading Camp

Please complete Chart SRC regarding Summer Reading Camp.

Please upload your daily schedule for Summer Reading Camp.

Additional data will be requested following the completion of Summer Reading Camp.

Middle School and High School (Grades 6-12) Assessment, Curriculum and Instruction

The goal of the K-12 Comprehensive Research-Based Reading Plan is to ensure that students are reading at or above grade level. Although there is no legislative requirement that students who are not reading on grade level be enrolled in intensive reading courses or provided intervention in the midst of a content area course, teachers/schools/districts are still obligated to provide instruction that enables students to meet grade-level standards so they are college and career ready upon graduation from high school. Students entering middle school or high school who are not reading on grade level have a variety of reading intervention and learning needs. A single program or strategy is not sufficient for remediation and, likewise, remediation is not sufficient for low-performing middle school and high school students.

The availability and access to texts of various types, topics and complexity levels are necessary for integrated, interdisciplinary instruction to occur. Accessible instructional materials (i.e. accessible software, text-to-speech, braille, enlargeable text) are an important consideration. Districts and schools will need to consider how to differentiate challenging learning opportunities for low-performing and high-performing students alike.

1. Each district will be given one school user log-in and password so that each school may enter their own information into Chart F and Chart I by using the web-based template. It is recommended that districts create a timeline for school users to enter this information for their school. Districts will be able to review and revise the school-based information before submitting Chart F and Chart I on April 15, 2016.

School-level users should select all adopted reading instructional materials from the lists provided and add any other materials in the text boxes. Information regarding materials specifically for ESE and ELL students should be listed in the text box labeled "Other."

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

   a) Describe what evidence the district will collect, at what specific times and by whom, to demonstrate that reading intervention services meet the needs of low-performing students, students with disabilities (including students who take the FAA) and ELL and facilitate their college-career readiness by high school graduation;

Reading benchmark data (Performance Matters) will be analyzed at the school and district level provided at least two times per year. Observational data based on classroom walkthroughs will be analyzed by school level administrators once per month. 7th - 10th Grade FSA Reading Data from the 2015-2016 school year will serve as a screener and will be used- along with other measures-to make decisions concerning intensive reading placement. All students - including ELL and ESE students taking the FAA- who are enrolled in intensive reading use the Achieve 3000 curriculum and are given a level set test at the beginning of the year and at the end of the first semester. Intensive reading teachers will analyze Achieve 3000 student data bi-weekly to provide instructional paths that will meet students' needs. The Achieve 3000 program provides teachers and administrators with a multitude of reports that will track student time on task, reading achievement level towards individual reading goals, and student achievement towards personal college/career goals. All non-ESE students needing tier 3 interventions will be targeted for the MTSS process. Regular IEP reviews (every 4 ½ weeks) will monitor the progress of current ESE students and these plans will be modified as needed.

What evidence the district will collect, at what specific times and by whom, to demonstrate that the reading development of students performing on or above grade level continues to progress toward college-career readiness by high school graduation;

Teachers will monitor the reading development of students performing at or above grade level using the Performance Matters reading benchmark assessment which is administered at least two times per year (fall and spring). Administrators will use observational data based on classroom walkthroughs once a month to help determine the level of support offered to these students. 2015-2016 FSA data will be used as a screener to support placement in advanced classes. AP/AICE/IB exam data will be used to determine the reading development of students scoring at or above grade level in relation to college-career readiness goals.

3. To effectively use assessment data, districts and schools must carefully craft protocols that efficiently differentiate student reading/literacy needs and offer an appropriate

array of intervention options that meet various individual student learning needs, including the needs of students with disabilities and ELL.

Students not meeting the school district or state requirements for proficiency in reading must be progress monitored in order to appropriately plan for subsequent instruction and ensure student learning progress over time. This progress monitoring should include a baseline, mid-year and end-of-the-year assessment.

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

Each identified struggling reader must be provided instruction that best fits his or her needs. Districts must establish criteria beyond the ELA FSA for placing students into different levels of intensity for reading intervention to be certain that students are sufficiently challenged but not frustrated in relating to text of varying complexity.

Coaches and district specialists – including one specialist dedicated solely to ESE students and another dedicated solely to ELL students - will work directly with school administrators and teachers to assist in modeling effective instruction and to help teachers tailor intervention plans that align with individual student or classroom needs. The assignment of the specialists will be based upon needs as determined by student data. An on-site ESE Support Facilitator will work with ESE students who are not making academic improvement. Individual student and parent conferences will be held to review the academic concerning/learning gains of students. Tutoring utilizing classroom teachers, assistants and ESOL aides (where available) will be provided to students. Close monitoring of the IEP/504/ELL plan will be expected. (Note: The use of our new ELL plan – ELLevation – will assist teachers in selecting and monitoring the implementation of quality interventions for ELL students.) If a student is not identified as receiving any type of special services (ESE, ESOL, etc.), then an initial parent conference will be held and MTSS strategic interventions might be put in place to support these students. A professional development track pertaining to intervention development and implementation will be offered to all teachers.

After using District protocol to identify those students who are performing below grade level and are in need of decoding and text reading efficiency instruction,

these students will be placed in an intensive reading class where explicit instruction will be provided for remediation of foundational skills. Students will also receive meaningful vocabulary instruction of academically transferable Tier 2 words to support reading comprehension. Teachers will provide targeted scaffolded instruction with focused mini-lessons and opportunities for students to practice the strategies and skills they are learning independently with individualized feedback through regular conferencing. Teachers will provide opportunities for students to engage in texts at their independent and instructional level, as well as at a grade-level complexity with scaffolding that does not absolve students of the reading and thinking required of the task. The curriculum selected for junior high and high school intensive reading students is Achieve 3000. With this program, students are engaged in independent reading at their own independent reading level. When working with students in small group, the teacher targets individual student needs as well as exposes students to grade level texts and vocabulary. Teachers, coaches and administrators will review Achieve 3000 data on a regular basis. This data includes the use of College and Career Readiness Reports and Lexile Growth Reports. The Achieve 3000 program allows for accommodations for students with disabilities such as reading text aloud to students when appropriate, extended time, large print, etc. English language learners can access the texts in Spanish and Haitian Creole when appropriate. (These two languages are the two most prevalent in Clay County.) Regular progress monitoring will informally take place through such means as teacher-student conferences and text-based discussions and writing tasks. Formal progress monitoring will occur using Performance Matters at the end of each of the three assessment periods.

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

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

4. How will teachers match students to texts and provide ongoing access for all students (via universal design principles) to leveled classroom libraries of both literary and informational text focused on content area concepts throughout the day? Who is responsible for monitoring this?

Secondary intensive reading students using the Achieve 3000 curriculum have access not only to texts on their independent reading level but also to stretch texts which are on grade level as well. In the secondary setting, students reading below grade level and/or working on access points use stretch texts with close guided and explicit instruction from the teacher during small group instruction. Classroom libraries as well as eBook collections will be expanded to include grade level appropriate texts- with an emphasis on non-fiction texts. C-PALMS resources will be used as instructional models.

Secondary intensive reading students are matched to text through the use of the Achieve 3000 program. Initial Level Set Tests provide teachers with an individualized Lexile level for each student and this level is adjusted on a monthly basis within the program. A second Level Set Test is given at the beginning of the second semester. With the Achieve 3000 program teachers use "stretch texts" that are written on or above grade level when working with small groups of students. When working independently, students are presented with text that is on his/her own reading level. Intensive reading teachers meet with students mid-way through each quarter to discuss individual reading goals and the achievement towards those goals. Principals review teacher and school level Achieve 3000 data to keep a pulse on students' progress.

Other genres of texts will be incorporated in the English/Language Arts classrooms. All secondary schools have provided for a 15-20 minute reading time during which all students are required to read independently. Students will choose texts for independent reading from classroom libraries or from the media center collection. These collections should include both literary and informational texts written on a variety of levels. When purchasing new additions to classroom library materials, teachers and administrators are encouraged to select a higher percentage of informational and more complex texts. Students can access a wide variety of texts through eBooks and other web-based programs. Outside the intensive reading class, a variety of leveled texts is available to students for independent reading, content area support reading, and informal literature circles. Media centers will further enhance book selections for teachers and students. Teachers will be encouraged to check out books from the media center to increase the amount of texts available to students and to support content knowledge. Title III funds will be used to increase the accessibility of books with a multi-cultural focus. ELL students have access to texts in Spanish and Haitian Creole through the Achieve 3000. The DynED curriculum is utilized by non-English speaking ELL students and serves to build English language proficiency. Texts within this program can be accessed in numerous languages. Our district provides a Braille service to convert regular texts to Brailed texts for students with visual impairments. Achieve 3000 curriculum and Performance Matters assessments have a feature that allows for the enlargement of text.

5. Students' college-career readiness is dependent upon high quality learning opportunities in content area and elective classrooms. What evidence will be collected, at what specific times and by whom, to demonstrate that instructional practices are used to help students develop literacy skills for critical thinking and content area

mastery? Describe how teachers are implementing text-based content area instruction in:

- **English language arts**-*All students will receive instruction through the use of complex texts throughout all content area classes. The Florida Standards will be infused throughout every content area course. Student engagement will be prevalent in the junior high classrooms. Every junior high school in Clay County – in conjunction with the Literacy Design Collaborative grant – has formed teacher cohorts that have written cross-curricular modules based upon the reading and comprehension of complex texts and the expansion from reading to writing. These teams will continue to create instructional modules that support the new standards, including the use of high level text, writing and student engagement. Through the STEM project, college and career benchmarks will be infused into various content area courses, ensuring that students are ready for high school and beyond. Teachers will use Performance Matters benchmark assessments and OneClay Writes assessments to monitor students' progress.*

- **History/social studies** - *Seventh grade Civics and 11th grade US History students take benchmark assessments three times a year to evaluate progress through the benchmarks. In addition, our common curriculum maps include resources that are aligned to both content-area benchmarks as well as LAFS (such as Stanford History Education Group's "Reading Like a Historian" document-based lessons and DBQ Project) Teachers who implemented DBQ Project for the first time this year submitted their proficiency data to the Social Studies Specialist. Finally, once a month a group of administrators observes, evaluates and provides feedback to one junior high and one high school social studies teacher.*

- **Science/technical subjects;** *Performance Matters Assessments will be administered in grades 5, 6, 7, 8 and Biology at the semester mark and again at the year's end, unless assessed on a state assessment. Science teachers will utilize the appropriate content area curriculum map and pacing guide and secondary will implement Argument Driven Inquiry (ADI) in content area classrooms that support text-based content area instruction. Curriculum maps content standards are hyperlinked to cpalms.org resources.*

- **Mathematics;** *Mathematics Performance Matters assessments are administered for grades 6-8, Algebra I, Geometry, and Algebra II at least twice a year. These assessments are standards based and require students to understand and apply academic language appropriate to the level of mathematical content being assessed. Upper level IB Mathematics courses require students to complete mathematics projects incorporating research and referenced based writing according to a rubric. All content area teachers are*

expected to blend literacy strategies into their specific subject area. In mathematics, word problems set in the context of real world scenarios, a focus on mathematical practice standards, and a district initiative promoting writing across all content areas in order to validate student thinking work together to support literacy.

- **Elective classes;** *Teachers of elective classes will incorporate complex level texts into their instructional plans to support their content standards.*

All teachers are also required to plan lessons that contain all parts of the Framework for Intentional Teaching (Fisher & Frey). This framework supports literacy and critical thinking. At the high school level, students are also targeted for reading remediation based upon their performance on the PERT test given spring of their junior year. Students not passing the PERT are not considered to be college or career ready and are placed in a year-long ELA intervention and/or mathematics for college readiness intervention course.

6. What supportive reading opportunities will be provided beyond the school day? Include criteria for student eligibility and how these opportunities are linked to reading instruction provided during the school day.

Secondary schools will offer before or after school tutoring at each school site. Students targeted for tutoring will reflect a need for intervention/additional support as evidenced in progress monitoring assessments and daily class work. FSA scores will also be used to target students in the spring in an effort to help students prepare for the assessment. Teachers offering the tutoring will communicate with classroom teachers concerning what skills need to be addressed and what is currently being taught in the classroom.

7. For the following unique student populations, which screening and progress monitoring tools are used to determine instructional needs in reading and subsequent placement in intervention.

- Non-English speaking ELL

When an ELL student enters a school in our district, the guidance counselor administers the IPT test, which is designed to test the level of proficiency in English in the areas of reading, writing, listening and speaking. Students who are determined to be non-English speaking are given access to a supplemental program (Imagine Learning) that addresses language acquisition, reading and writing. Students work on this program for approximately 20 minutes per day, making sure that this program does not interfere with regular ELA/reading instruction. Classroom teachers review the data from this program at least every two weeks. Upon entry into the ESOL program, non-English speaking students are placed on an ELL plan and an LEP

committee - along with parents- devise an instructional plan consisting of accommodations and instructional strategies intended to help the student acquire English and excel in reading, writing, listening and speaking. The LEP plan directly supports the ELD standards.

The ACCESS 2.0 (which replaced the CELLA) is also given to students during the spring of each school year. Since the results are not available until the end of the school year, this data is used to make placement and instructional decisions for the following year.

ELL students may be given any other assessments administered to the general student population as deemed appropriate (Performance Matters, Clay Foundational Skills Assessment, teacher-created assessments, in-program assessments, etc.) Within the classroom, teachers use a variety of instruments to determine accurate reading instructional levels for their students. These instruments vary by school.

- Students with significant cognitive disabilities who take the FAA

Students with significant cognitive disabilities who take the FAA: The performance of students with significant cognitive disabilities and who take the Florida Alternative Assessment is monitored in several ways. Teachers use in-program assessments determine academic growth and mastery of skills taught. The Brigance Assessment is also used. If appropriate, some district assessments such as Performance Matters and Clay Writes are used. Teachers also monitor students' progress towards IEP goals.

- Students with a severe speech impairment (i.e. severe articulation or speech fluency)

Students who exhibit severe speech impairment are assessed using curriculum based assessments, in program progress monitoring, as well as the Goldman Fristoe Test of Articulation with conversational probing tools and rubrics, and district assessments used for progress monitoring, The MTSS process is implemented for students who are identified with academic deficits in reading. Students with stuttering impairments are screened using the Stuttering Severity Instrument. Teachers also monitor students' progress towards IEP goals.

- Students who are deaf or hard-of-hearing

Curriculum based assessments, in-program progress monitoring tools and rubrics, and appropriate district assessments are used for monitoring the progress of students who are deaf or hard-of-hearing. The MTSS process is implemented for students who are identified with academic deficits in reading. The district employs seven sign language interpreters who can support students who need this service. FM equipment is provided for students who need this technology to filter out background noises and distractions. Headphones are available for online testing. Teachers also monitor deaf and hard-of-hearing students' progress towards IEP goals.

- Students with a severe visual impairment

Students with a severe visual impairment are assessed using a Functional Vision and Learning Media Assessment, as well as in-program progress monitoring tools and rubrics, and district progress monitoring assessments. Assessments and texts in Braille, large print, and enlarged print are provided for students who need an alternate format. Large print assessments and texts are available in paper form and on-line. Teachers also monitor students' progress towards IEP goals. The MTSS process is implemented for students who are identified with academic deficits in reading.

- Grades 6 and above transfer students who do not have FSA ELA scores and/or other standardized reading scores. NOTE: If no scores are available, appropriate assessments should be administered to determine the overall reading ability of the student and to identify appropriate placement.

When students enter our secondary schools with no FSA or other standardized test scores, several measures are taken to ensure proper placement. First, any available records or report cards from the previous school would be analyzed. If this information isn't available at the time of registration, the ELA teacher, an administrator or coach could assess the student with a one-minute fluency assessment using the NAEP rubric and could also use the district-created comprehension assessment and/or Performance Matters comprehension assessment (See Curriculum Decision Tree). If additional data is needed, ELA teacher or the coach dedicated to the school will administer the DAR test.