

District: Charlotte

Leadership: District Level

Contact Information

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

Since the district data for 2007 is not complete we are unable to identify exact percentages and make predictions. However, upon receipt of this data it will be a priority to enter the data to this plan. District goal for student achievement in reading for 2007- 2008: Student reading achievement will improve as determined by formal and informal reading assessment data (screening, progress monitoring, diagnostic). Strategies to achieve reading goal: Provide both grade level reading curriculum and intervention reading curriculum through differentiated instruction and use of differentiated materials (including technology) in both whole group and small group instructional settings. Identify students in need of reading intervention instruction and place them in required reading intervention programs. Provide quality reading instruction taught by highly qualified teachers. Provide reading teachers and reading leaders easy access to reading data in order to monitor reading improvement and to adjust reading instruction. Increase reading coach support at non-Reading First schools based on need and ability to implement the coach's primary role as an on-site professional developer. Provide ongoing reading professional development to reading leaders and reading teachers that includes follow-up coaching and implementation monitoring. Provide instruction across the curriculum that integrates reading strategies for vocabulary and comprehension. Provide additional time for learning to students in need of continued support and additional reading intervention by providing after school reading intervention and summer reading camps. Implement with fidelity to the K-12 Comprehensive Reading Plan by monitoring the alignment of classroom-school-district reading implementation.

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

Reading First schools will maintain five full time Reading First coaches. One coach has been added at the district level, thus increasing coaching time over the previous year. In addition, two reading coaches are in place at the high school level. Non-Reading First schools will be provided with reading coaches based on need and the ability to implement the role of the reading coach with fidelity to the job description. A plan is set in place to visit all school sites and determine need for the next year (08-09) to continue increasing coaches within the district. PLEASE NOTE: Due to a recent hire, item number 3 will increase to 8 total coaches in district for the 2007-2008 year. We were unable to change the data as it was previously accepted.

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

total: 7 Five Reading First coaches Two high school reading coaches

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

The amount of funding available will determine the allocation of reading coaches. In addition, the school's professional development plan must indicate the ability to implement the reading coach role with fidelity. To make this an on-going process the district will utilize progress monitoring, diagnostics, and final student outcomes as well as professional discourse to factor into a needs assessment at school sites to help determine future needs. These factors will become part of the determination for allocation of reading coaches.

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

Administrators new to the district, administrators who have a reading coach, and other administrators as needed, will acquire additional knowledge about reading at the Just Read, Florida! Leadership Conference held in July. Professional development in reading will continue to be offered by the District, and follow-up to reading training will take place at each District principal meetings. District reading specialists, reading coaches, and reading teachers will also contribute to principals' understanding of reading. Charlotte County Public Schools considers reading a priority. All principals will complete Florida Online Reading Professional Development (FOR-PD), competency 2 of the reading endorsement.. New Assistant Principals will also complete FOR-PD. Several principals who have already completed FOR-PD, have enrolled in Competency 1 of the reading endorsement. All elementary, middle, and high school principals have received training in the Read 180 intervention model being used for students in need of intervention. Principals at Reading First schools received reading training at Reading First academies and regional reading training sessions for Reading First coaches and principals. In addition, all principals will complete professional development on walk-thru observations that include coaching to improve reading, including content reading walk-thru professional development

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

Reading Coach Job Description The district will explain the role of the reading coach to principals and monitor the implementation of the coaching model using quarterly reports. The district will monitor the implementation of the coaching model as a part of the regular school visits by the Directors of Elementary and Secondary Learning. Just Read, Florida! job description of Reading Coach will be implemented at schools. Principals will explain the role of the reading coach to all staff, including the professional development plan that allows systematic access to teachers' classrooms during contract hours for the purpose of modeling and coached follow-up. The principal will also meet with all of the reading teachers at the school to further clarity of the coach's role. The primary role of the reading coach is to provide direct, classroom-based professional development to teachers through conferring about needs, modeling of instruction, observation-coaching feedback, reflection on learning and next steps to continuous improvement. Since this is the primary role of the reading coach, schools will implement a model of professional development that provides access to teachers during the regular school day to systematically train teachers as part of the regular school day--not after contract hours. The primary role of the reading coach is to provide the teachers and principal with expertise in reading. The first responsibility of the coach is to provide direct, classroom-based professional development for teachers through modeling of instruction and feedback to teachers. The reading coaches can assist in

providing leadership at both the district and individual school level. Reading coaches can also assist districts in identifying specific needs for professional development across schools in the district, and coaches can participate in planning such district or multiple school professional development experiences. Coaches can also assist principals in developing instructional teams at each school, monitoring individual and classroom level progress in reading, and contributing ideas to make data-based decisions about instruction. Finally, coaches can assist principals and teachers by helping to coordinate the screening, diagnostic, progress monitoring, and outcome assessments, however this is not a primary responsibility. School-based reading coaches will submit a bimonthly online report to the PMRN, which can be used by District to monitor reading coaches' implementation of the reading coach model. Reading coaches meet regularly with District Reading Curriculum and Instruction Specialist for implementation support of the coaching model, data study, and needs assessment. Principals whose school has a reading coach will monitor the Reading Coach's work so that it conforms to the job description. A quarterly report of approved reading coach tasks with time spent for each task will be monitored by principal and by district, and submitted to the PMRN. (See Quarterly Reading Coach Report in reading plan document.) The first responsibility of the coach is to provide direct, classroom-based professional development for teachers through modeling of instruction and feedback, and to coach teachers to successful implementation. (See Reading Coach job description in the reading plan document.)

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

The following roles of a reading coach align to the Coach's Log online reporting document which is reported regularly to the Just Reading Florida Office and is accessible to District and School Principals for monitoring purposes.

1. Professional Development during contract hours Providing or facilitating professional development sessions such as learning labs, action research, or professional learning communities designed to increase educators' knowledge of reading
2. Planning during contract hours Planning, developing and/or preparing professional development
3. Modeling Lessons during contract hours Demonstrating model lessons in classrooms for teachers, for the purpose of observation with coached implementation feedback
4. Coaching during contract hours Coaching teachers in classrooms (planning conversation, modeling with observation & reflecting conversation)
5. Coach-Teacher Conferences during contract hours Conferencing with teachers regarding lesson planning, grouping for instruction, intervention strategies, and other needs
6. Student Assessment during contract hours Administering or coordinating student assessments. This is NOT the primary role of a reading coach. Principals will identify assessment teams at the school to share this role. The primary role of a reading coach is to provide professional development (plan, deliver, follow-up, evaluate).
7. Data Analysis during contract hours Analyzing student data
8. Meetings during contract hours Attending meetings in school, district or region regarding reading
9. Knowledge Building Building knowledge of reading and assessment through personal study or professional development, including Just Read Florida Leadership Conference in July
10. Other (can only be duties that all teachers may have) The primary role of the reading coach is to provide direct, classroom-based professional development for teachers through modeling of instruction and feedback to teachers. Since this is the primary role of the reading coach, schools will implement a model of professional development that provides access to teachers during the regular school day to systematically train teachers as part of the regular school day. The role of the reading coach is to improve the knowledge base of teachers and implement the principal's school goals for reading. The first responsibility of the coach is to provide direct, classroom-based professional development for teachers through modeling of instruction and feedback to teachers. The reading coaches can assist in providing leadership at both the district and individual school level. Reading coaches can

also assist districts in identifying specific needs for professional development across schools in the district, and coaches can participate in planning such district or multiple school professional development experiences. Coaches can also assist principals in developing instructional teams at each school, monitoring individual and classroom level progress in reading, and contributing ideas to make data-based decisions about instruction. Finally, coaches can assist principals and teachers by helping to coordinate the screening, diagnostic, progress monitoring, and outcome assessments, however this is not a primary responsibility. School-based reading coaches will submit a bimonthly online report to the PMRN, which can be used by District to monitor reading coaches' implementation of the reading coach model. Reading coaches meet regularly with District Reading Curriculum and Instruction Specialist for implementation support of the coaching model, data study, and needs assessment. Principals whose school has a reading coach will monitor the Reading Coach's work so that it conforms to the job description. A quarterly report of approved reading coach tasks with time spent for each task will be monitored by principal and by district, and submitted to the PMRN. (See Quarterly Reading Coach Report in reading plan document.) The first responsibility of the coach is to provide direct, classroom-based professional development for teachers through modeling of instruction and feedback, and to coach teachers to successful implementation. (See Reading Coach job description in the reading plan document.) The district will explain the role of the reading coach to principals and monitor the implementation of the coaching model using quarterly reports. The district will monitor the implementation of the coaching model as a part of the regular school visits by the Directors of Elementary and Secondary Learning.

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

The following roles of a reading coach are required to be reported on the PMRN Coach's Log. The District expectation for the amount of time on each role is listed next to each role: Planning - 10% (equivalent to one day every two weeks or est. 3.5 hours per week) Professional Development Delivery - 20% (equivalent to one day per week or est. 7 hours per week) Modeling as follow-up - 40% (equivalent to two days per week or est. 14 hours per week) Coaching - 20% (equivalent to one day per week or est. 7 hours per week) Student Assessment - 1% (This is NOT the primary role of reading coach; school testing coordinators and assessment teams share implementation of coordinating student assessment.) Data Analysis / Meetings - 5% (equivalent to one day per month or est. 1.5 hours per week) Knowledge building - 5% (equivalent to one day per month or est. 1.5 hours per week) Other - 1% These times are flexible; however the primary role of the reading coach is to provide professional development to teachers during contract hours (plan, deliver, follow-up, evaluate). Time data should align to the prioritized roles. When a coach's time does not align to priorities, the principal will meet with the coach to determine barriers, and will work to remove barriers to priority implementation.

8 What are the requirements/qualifications to become a reading/literacy coach?

Reading Coach Job Description Just Read, Florida! job description of Reading Coach will be implemented. Some requirements/qualifications to become a reading coach: Deep knowledge of reading as demonstrated by K-12 Reading Certification or completion of K-12 Reading Endorsement, or nearing completion of K-12 Reading Endorsement Knowledge and understanding of the K-12 Comprehensive Reading Plan and commitment to implementation with fidelity Knowledge and understanding of the District/School Reading program and commitment to implementation with fidelity Leadership experience or leadership potential to facilitate meetings and communicate and work with others in a collaborative manner Ability to communicate about reading with teachers, principal, and school or district administrative teams Technology skills that include data retrieval and data

analysis for interpretation and use Resourcefulness to acquire and plan lesson ideas for classroom modeling Organizational skills to plan, implement, and coach research-based teaching practices

9 What role will the coach play on the Reading Leadership Team?

The purpose of the RLT will be to create capacity of reading knowledge within the school and focus on areas of reading across the curriculum. The role of the reading coach as a member of the RLT will be to make note of what the school needs in the area of reading professional development, including conducting reading data analysis with the RLT at each progress monitoring stage. The primary role of the reading coach is to provide professional development to teachers during the school day, so the reading coach can solicit ideas from the RLT in order to plan professional development experiences. The reading coach can solicit input from RLT on the best method of delivery, whether it is learning lab, professional study group, or inservice day training.

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

A reading coach cadre will be established and maintained by regularly scheduled meetings with District Reading Specialist to clarify roles, assess implementation of the reading coach model of professional development, interpret data, and plan, deliver, follow-up and evaluate professional development. The primary purpose of the meetings will be to provide coached support from District level to successfully implement the school level reading coach role. Regularly scheduled weekly meetings will be convened for the purpose of coaching successful implementation of the reading coach model, articulation of District reading progress and improvement goals, planning District-wide professional development in reading, and providing long-term professional development in reading to reading coaches

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

Evaluation: The reading coach log will be used to evaluate the effectiveness. A principal survey will be used to evaluate effectiveness. A teacher survey will be used to evaluate effectiveness. A reading coach self-evaluation will be used to evaluate effectiveness. Input at District Reading Meetings with reading coaches will be used to evaluate effectiveness. Areas of Concern: The District Reading Meetings will be used to address areas of concern in regards to implementation of the reading coach model. District reading leaders will identify areas of concern through school RLTs and from principals. The District Directors and Assistant Supt. will address areas of concern in regards to implementation of the reading coach model.

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

The use of the coach's log is required. District Learning Directors and District Curriculum Specialists will review the log each month as part of monitoring the reading program implementation.

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

The information in the log will be compared to the percentage of time expected to be spent on each area. When time spent does not align to the district priorities (see question 7.2), the principal will seek solutions at the school level to remove barriers and make necessary adjustments so that greatest impact on student achievement will be achieved through coaching. The reading coaches' primary role is to provide professional development in

reading to teachers in the school for the purpose of increasing student achievement. This will be explained to school principals at the summer leadership training, and will be reiterated when meeting with school level administrators at district leadership meetings. The reading coaches' role will be explained to the teachers. Some coaching practices include workshop, demonstration lesson, co-teach, confer/observe/debrief instruction, study group facilitation, action research. The reading coach will have accessibility to teachers for ongoing professional development opportunities as part of the regular school day, based on school need. Administrators will be provided with a model of systematic professional development that includes demonstration teaching with modeling, collaborative learning experiences, one on one coaching to successful implementation, and reflective discussions about student learning as a result of the professional development learning experiences. Professional development will be provided to the staff in a manner that successfully implements the Protocol Standards of professional development: plan, deliver, follow-up, evaluate.

- 13 How will the district monitor the implementation of the coaching model and assure communication between the district, school administration, and the reading coach throughout the year?

A quarterly report of approved reading coach tasks with time spent for each task will be monitored by principal and by district, and submitted to the PMRN. (See Quarterly Reading Coach Report in reading plan document.) The first responsibility of the coach is to provide direct, classroom-based professional development for teachers through modeling of instruction and feedback, and to coach teachers to successful implementation. (See Reading Coach job description in the reading plan document.) The district will explain the role of the reading coach to principals and monitor the implementation of the coaching model using quarterly reports. The district will monitor the implementation of the coaching model as a part of the regular school visits by the Directors of Elementary and Secondary Learning. Principals whose school has a reading coach will monitor the Reading Coach's work so that it conforms to the job description. The district will monitor the implementation of the coaching model as a part of the regular school visits by the Directors of Elementary and Secondary Learning.

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

District level administrators and school level administrators will monitor reading instruction at the school level. The district will monitor principals and schools to determine how well they are meeting the requirements of the K-12 Comprehensive Research-Based Reading Plan. This will be achieved by on-going progress monitoring results as well as walk-thru observations. The district will enforce that all schools will have an uninterrupted reading block. The district will monitor this by requiring school principals to submit their master schedules for review. Additionally, classroom walk-thrus will validate the implementation of the scheduled 90-minute reading blocks for elementary level. The district will conduct fidelity checks of reading instruction in schools using checklists for classroom observation, including a lesson plan for reading instruction that aligns to the components of reading. These fidelity checks include regular walk-throughs ranging from once per week for schools C or lower to once every 15 school days, for A and B schools showing consistent implementation. The district reading leaders will use District fidelity checklists as instruments to be utilized when visiting schools. The frequency of these checks will be differentiated. FIDELITY CHECK FREQUENCY Schools C or lower: Every 15 days until grade B or better as determined by the next FCAT A and B schools: Once each month based on

evidence of consistent implementation

- 15 According to s. 1011.62 (9), Florida Statute, each district school superintendent shall certify to the Commissioner of Education that the district school board has approved a comprehensive staff development plan that supports fidelity of implementation of instructional materials programs. The report shall include verification that training was provided and that the materials are being implemented as designed. Fidelity of implementation is of utmost importance when using research-based programs. The research evidence that most programs use to support the use of their program is based upon strict adherence to a particular model. Failure to utilize the programs under the same conditions as the original research will limit the success with the program.

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

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

Professional development in reading program instructional strategies and reading program instructional materials will be provided. The fidelity of professional development implementation will be monitored by professional developers through a system of follow-up requirements aligned to the training. In addition, administrator walk-thru fidelity checks will be made in each classroom to ensure successful implementation of reading practices. When programs are not being implemented with fidelity, principals, curriculum specialists, and professional developers will provide variance data to Directors. Directors will determine next steps, which may call for additional training, additional modeling by the reading coach, removal of barriers to implementation, or adjustments to the program as needed.

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

Director of Learning will make direct contact with the principal of any school that is not implementing with fidelity. The principal will be in communication with the Director regarding what is needed to implement with fidelity, meet those needs, conduct new fidelity checks with the Director, and will report verification data to the Director.

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

Director of Elementary Learning will review each elementary school's instructional schedule to verify uninterrupted 90 minute reading block for core reading instruction, and time in addition to the 90 minutes for immediate intensive intervention (iii). A 90 minute block will not include "pull out" for any reason. Students are with the same reading teacher 90 minutes uninterrupted. The classroom reading teacher provides 90 minutes of core reading instruction, including providing differentiated instruction for students who need iii. Students in need of iii receive differentiated instruction as part of their core reading instruction. These iii students also receive additional reading instruction time outside of the 90 minutes.

- 17.2 How will the district ensure extended intervention time is provided for disfluent students at

the middle and high school level?

Director of Secondary Learning will review each middle and high school's instructional schedule to verify uninterrupted 90 minute reading block for reading intervention instruction. 90 minute block provides extended time for middle school and high school students whose FORF fluency scores for level one students indicates deep intervention is needed as part of immediate intensive intervention (iii). A 90 minute block will not include "pull out" for any reason. Students are with the same reading teacher 90 minutes uninterrupted.

18 How will the district facilitate improvement in schools that are not making academic improvements as determined by fidelity checks and student performance data?

A formal process for developing the varied levels of intensity of district intervention for schools not experiencing academic improvement is also developed. A District AYP team is established for schools not making AYP, and in the Supplemental Education Services process. A regular schedule of assistance meetings focus on data study, as well as program adjustments and instructional strategies for reading. The formal process and varied levels of intensity of intervention is described in the next question / answer (#19).

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

DISTRICT WILL INTENSIFY INTERVENTION FOR SCHOOLS BASED ON PROGRESS MONITORING DATA: Low Risk 5: Review of progress monitoring data with principal, who reviews data report with individual teachers; Instructional review Low-Moderate Risk 4: Review of progress monitoring data with Core Team and Principal, who reviews data with individual teachers; Instructional review quarterly. Moderate Risk 3: Review of progress monitoring data with principal, who reviews data with individual teachers; Instructional review quarterly until grade B or better; Reading Coach assist teacher based on progress monitoring data. Moderate-High Risk 2: Quarterly review of progress monitoring data with principal, who reviews data with individual teachers; Instructional review until grade B; Reading Coach assist teacher based on progress monitoring data. High Risk 1: Quarterly review of progress monitoring data with principal, who reviews data with individual teachers; Instructional review, including AYP assistance meetings until grade B ; Reading Coach assist teacher based on progress monitoring data.

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

Schools develop School Success Plans (SSP). A formal process for facilitating improvement plans for schools not making academic improvement is developed. The district trains principals on classroom walk-through strategies, including how to give feedback to teachers. Florida DELTA program is used. All district principals and assistant principals have been trained in the use of walk-through observation strategies and clinical educator training. In addition, the district offers The Four Roles of Leadership training to principals and assistant principals. The K-12 Comprehensive Reading Plan includes walk-through documents specific to reading instruction, including grade level/whole group instruction; differentiated small flexible group instruction; grade level, supplemental, and intervention materials; reading technology; mulit-level classroom level libraries and print rich environments. What follows is a copy of the checklists utilized for this specificity in reading. 3. The following checklists can be used by district leadership to monitor Elementary and Secondary schools' reading implementation practices. **ELEMENTARY INSTRUCTIONAL REVIEW** School: _____ Date: _____ Review Team Members: _____

I. Data Analysis –

Assessment Drives Instruction ? DIBELS data analysis (K–2 Reading First) Schools ? DIBELS data analysis (K-1) all CCPS Schools ? AGS GRADE data analysis (1-5) all CCPS Schools KAPLAN ACHIEVEMENT PLANNER 3-5 all CCPS Schools ? SRI grade 4 and 5 / READ180 Reports data analysis ? FCAT data analysis (3-5) all CCPS Schools ? Harcourt program data analysis (K-5) ? Other evidence of ongoing data analysis How is diagnostic assessment information used to form small flexible groups for differentiated instruction? _____

II. High Quality, Explicit, and Systematic Reading

Instruction Classroom Observations: ? 90-minute uninterrupted reading block minimum ? Whole group instruction using core reading program (ii) ? Differentiated instruction with use of supplemental materials ? Immediate intensive intervention (iii) when progress is stalled ? Literacy centers in use ? Lesson Plans reflect reading as a process, using a wide range of texts. Lesson plans reflect instruction in components of reading: ? Phonemic Awareness ? _____ Phonics ? Fluency ? _____ Vocabulary ? _____ Comprehension III. Research-Based Instructional Reading Materials in Use Classroom Observations: ? Comprehensive Core Reading Program (CCRP) ? Supplemental Reading Program (SRP) materials ? Intervention reading materials ? Technology to supplement (not supplant) reading instruction III. Progress Monitoring Plans (PMP) / Individual Educational Plans (IEPs): ? Student list by grade level ? Possible retention list by grade level ? Overview of school's tracking procedures Notes/Comments: _____

_____ Classroom

Observation Checklist Teacher: _____ Grade: _____

_____ School: _____ Date: _____ v

or N/A 1. Designated area for whole group instruction _____ 2. Designated area for small group instruction _____ 3. Visible collection of books _____ 4. Evidence of differentiated instruction _____ 5. Visible class schedule or agenda _____ 6. Visible variety of genres _____ 7. Instructional plans available _____ 8. Student work samples available _____ 9. Analyzed assessments available _____ 7. Visible word walls (primary) _____ 11. Visible words charts (intermediate and secondary) _____ 12. Visible literacy workstations (primary) _____ 13. Visible literacy resource stations (intermediate and secondary) _____ 14. Reference materials available (e.g. dictionaries & thesauruses) _____ 15. Variety of reading levels available _____ Note: Depending on the grade level being observed, some items may not be applicable. Florida K-12 Reading Endorsement FLARE 10/2004 A Project of the Florida Department of Education Lesson Plan Sheet Focus-lesson: (1 or 2 teaching points that reflect reading as a process) 1. 2. Materials: (should include assessment for progress monitoring) Instructional practice: (e.g., think aloud, guided reading, shared reading, etc.) Indicator/s demonstrated: (The indicators of Competency 6 of the Reading Endorsement) Procedures: Introduction – Activity – Closing – SECONDARY INSTRUCTIONAL REVIEW School: _____ Date: _____ Review Team Members: _____

IV. Data Analysis –

Assessment Drives Instruction ? KAPLAN ACHIEVEMENT PLANNER ? SRI / READ180 Reports data analysis ? FCAT data analysis ? Oral Reading Fluency data analysis (WCPM) ? Other evidence of ongoing data analysis How is diagnostic assessment information used to form small flexible groups for differentiated instruction? _____

V. High Quality,

Explicit, and Systematic Reading Instruction Classroom Observations: ? 90-minute uninterrupted reading block ? Whole group instruction using core reading program (ii) ? Differentiated instruction with use of supplemental materials ? Immediate intensive intervention (iii) when progress is stalled ? Literacy centers in use ? Lesson Plans reflect reading as a process, using a wide range of texts. ? Lesson plans reflect instruction in components of reading: (instructional needs are driven by assessment) 1. Phonemic Awareness 2. _____ Phonics 3. Fluency 4. _____ Vocabulary 5. _____ Comprehension III.

Research-Based Instructional Reading Materials in Use Classroom Observations: ? Comprehensive Core Reading Program (CCRP) ? Supplemental Reading Program (SRP) materials ? Intervention reading materials ? Technology to supplement (not supplant) reading instruction IV. Student Success Plans (SSP)/Individual Educational Plans (IEPs): ? Student list by grade level ? SSP strategies identified and implemented ? School's tracking procedures Notes/Comments:

_____ Classroom Observation

Checklist Teacher: _____ Grade: _____

School: _____ Date: _____ v or N/A 1.

Designated area for whole group instruction ____ 2. Designated area for small group instruction ____ 3. Visible collection of books ____ 4. Evidence of differentiated instruction ____

5. Visible class schedule or agenda ____ 6. Visible variety of genres ____ 7.

Instructional plans available ____ 8. Student work samples available ____ 9. Analyzed

assessments available ____ 10. Visible word walls (primary) ____ 11. Visible words charts

(intermediate and secondary) ____ 12. Visible literacy workstations (primary) ____ 13.

Visible literacy resource stations (intermediate and secondary) ____ 14. Reference

materials available (e.g. dictionaries & thesauruses) ____ 15. Variety of reading levels

available ____ Note: Depending on the grade level being observed, some items may not

be applicable. Florida K-12 Reading Endorsement FLARE 10/2004 A Project of the Florida

Department of Education. Lesson Plan Sheet Focus-lesson: (1 or 2 teaching points that

reflect reading as a process) 1. 2. Materials: (should include assessment for progress

monitoring) Instructional practice: (e.g., think aloud, guided reading, shared reading, etc.)

Indicator/s demonstrated: (The indicators of Competency 6 of the Reading Endorsement)

Procedures: Introduction – Activity – Closing –

21 How will the district and schools recruit and retain highly qualified reading teachers?

Charlotte County Public Schools is committed to recruiting high quality teachers for our students. We employ several methods to meet the demand for teachers college recruiting, tuition reimbursement for support staff, and using the internet. We send recruiters to colleges in Florida and in states where we have had success in the past. We track the success of college recruiting fairs to ensure that we get the best results for our money. For example, if we are not able to get teachers from a recruiting effort two years in a row, that job fair will not be listed on the recruitment tour for the third year. We encourage principals, assistant principals, and community members to participate. We are especially proud of the tuition reimbursement program instituted several years ago. A number of teachers were once teacher aides or secretaries who took advantage of the program to complete their teaching degrees. We give tuition reimbursement at the state rate after the support employee has passed the class with a "C" or better. Growing our own teachers has proven to be a valuable resource. The internet has also been a useful tool. We have added an on-line application system to the district's website. Candidates may complete the application, browse available positions, and apply for a specific teaching job on-line. Principals can review the applicant files online 24/7, which cuts down the amount of time needed to fill vacancies. We also post positions on other websites such as TeachInFlorida.com and on college websites. An incentive of \$1000 will be given to teachers who successfully complete the requirements of the reading endorsement.

Leadership: School Level

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

Reading First Coaches are required to attend the Just Read Florida! Leadership Conference as part of the requirements of the Reading First plan. Non-Reading First Coaches will be

strongly encouraged to attend the summer conference, even though it is offered a time outside of their contracted work days. A reading coach's principal will also be in attendance at the conference and to establish a support partnership with the reading coach. Possible barriers to attendance will be removed: The importance of Leadership Conference attendance will be discussed as part of a job interview with reading coaches. In addition, principals will speak individually with reading coaches about the importance of attending well in advance of the date of the conference, so that personal plans can be made ahead of time. Finally, all travel funding for the conference will be provided to reading coaches through District reading professional development funds. Incentives will be provided. Professional development inservice points will be conferred to reading coaches attending the conference based on follow-up implementation. Support for this follow-up implementation will be provided through District reading coach meetings. Also, the Leadership Conference can become a teacher's strategy for professional growth on an Individual Professional Development Plan (IPDP).

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

All district Principals will form or continue a Reading Leadership Team (RLT). The purpose of this Reading Leadership Team is to create capacity of reading knowledge within the school building. The process to form or continue a RLT is that all principals will define the purpose of the RLT, establish its importance as a strategy for increasing student reading achievement, and invite specific members representative of varied areas to participate at regularly scheduled meetings. Members are appointed by the principal.

- 2.2 How will membership be selected for the Reading Leadership Team?

Principal, Assistant Principals, Reading Coach, mentor reading teachers, Media Specialist, Guidance Counselor, ESE Liaison, and other principal appointees can be included on a Reading Leadership Team (RLT), although representation will vary from school to school. Members are appointed by the principal. Selection will represent varied areas across the school.

- 2.3 How will the principal promote membership on the Reading Leadership Team?

Reading Leadership Team (RLT) membership will be promoted by each school principal by assuring RLT members that their membership and participation is integral to meeting the reading improvement goals of their school. Principal attendance at each meeting of the RLT will promote the importance of the RLT as a strategy to increase student achievement in Reading. Promotion of RLT membership will also occur when RLT members provide updates at all department meetings, at faculty meetings, and to parents and community through website or other communication publications. The message is that reading is important, and the entire staff works to achieve the goal of reading improvement.

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

In order to ensure that the reading coach is used in an appropriate capacity, the principal will monitor the reading coach's approved use of time through the required coach's log. The role of the reading coach is to provide professional development in reading during the school day. This means that every teacher can participate in reading coaching as part of their work day. This role of the reading coach and expectation that teachers participate in

coaching, will be presented to the entire staff during preschool. The principal will establish the importance of the coach's role to meet school reading improvement goals. Coaches will not teach a class, except for the purpose of modeling for the teacher, to coach the teacher's implementation. Coaches will not perform tasks of a substitute, an administrator, a resource teacher, or any other non-approved roles.

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

The principal will establish a budget for professional development materials to support the reading coach. Discussion at District Reading Meetings and at School Reading Leadership Meetings will determine needs. Only professional development materials that target need, and are aligned with the professional development guidelines of the District K-12 Comprehensive Reading Plan will be considered.

5.1 How will the principal ensure that the reading coach uses the online coach's log on the PMRN?

The principal will require the coach to use the reading coach online coach's log on the progress monitoring (PMRN) website. The principal will monitor the coach's use of the online coach's log on the PMRN website each time it is submitted (twice monthly).

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

The principal will monitor the reading coach's appropriate use of time according to the roles listed on the coach's log. The roles of the reading coach align to the expected professional development cycle: plan, deliver, follow-up, evaluate. The time spent on each role of the reading coach is aligned to greatest possible impact on student achievement, so the principal will refer to the log as a way of monitoring greatest possible impact on student achievement. Time spent is a District expectation: Planning 10% (1 day every 2 weeks, equivalent to 3.5 hours per week) Professional Development delivery 20% (1 day per week, equivalent to 7 hours per week) Modeling as follow-up to PD delivery 40% (14 hours per week, equivalent to 2 days per week) Coaching to confer with teachers about needs/observe teacher implementation/reflect with teacher 20% (1 day per week, equivalent to 7 hours / week Data Analysis/Meetings 5% (1 day per month, equivalent to 1.5+ hours per week) Knowledge Building for personal growth 5% (1 day per month, equivalent to 1.5+ hours per week) Student Assessment <1% (organizing, distributing, and collecting assessments is not a primary role of the reading coach; a school assessment team, inclusive of test coordinator and reading coach, are appropriate resources) Other <1%

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

Teacher implementation of READING IN LESSON PLANS will be monitored by the principal at each school. Lesson plans will be collected systematically. Lesson plans will be monitored as part of principal walk-thrus. Reading teacher lesson plans will include reading concepts and reading interventions described in the Curriculum Assessment Decision Tree, included in the District K-12 Comprehensive Reading Plan. Content teachers' lesson plans will indicate when reading strategies are integrated into lessons that are reliant on text. The inclusion of writing as evidence of the reading process can also be part of lesson plans: when writing is used BEFORE reading to access prior knowledge or set purpose for reading; when writing is used DURING reading to predict/clarify/summarize/question (the reader's metacognitive process); when writing is used AFTER reading to make connections to previous learning or demonstrate comprehension. Writing that models FCAT extended (ER) and short (SR) responses is an appropriate AFTER reading lesson plan activity. Essay

writing in the form of Florida Writes! is not aligned to reading purposes, so is not an appropriate reading lesson plan activity.

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

Quarterly assessment report will be used to monitor collection and utilization of assessment data, including progress monitoring data. Data will be used to determine intervention and support needs of students. Assessment data can be used to identify needs for professional development, too. Some assessment retrieval tools available: School Administrator Student Information (SASI); Performance Matters data mining; Kaplan Achievement Planner; Academic Achievement Advancement (A3); READ 180 reports; FLDOE website for progress monitoring data (PMRN); FLDOE website for middle school Florida Oral Reading Fluency (FORF) data; high school FORF data; Achieve 3000 high school reports.

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)?

Assessment data will be communicated by the principal or principal designee to teachers through data study teams, weekly grade level meetings, vertical team meetings, or any combination of these. A reading coach or principal designee will confer with teachers about assessment data. The names of students in need of most reading support will be available to every teacher in the school. The reading coach or principal designee will target instructional strategies from the Curriculum Assessment Decision Tree in the K-12 Reading Plan to be implemented.

8.2 How often will this occur?

Informal assessment data meetings will occur monthly or as often as needed. Formal assessment data meetings will occur after each progress monitoring assessment, for the purpose of tracking student progress and adjusting instruction for individual students not making accelerated progress.

9 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 their 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 inservice to assist them in accomplishing their stated goals.

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

Principals will present the school reading data to the staff during preschool, and will explain how the school-wide professional development plan has been developed to meet the reading needs of students. The school-wide long term professional development plan that targets improvement of reading, will be shared in detail with teachers. Teachers who choose to state an IPDP reading goal, may apply the school-wide professional development in reading as their strategy for achieving their IPDP reading goal. District professional development in reading can also be a teacher's strategy. Performance Matters provides student data to assess needs.

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

The principal will meet with individual teachers whose students are not making progress, to reflect on reading progress monitoring data and possible strategies for targeting accelerated improvement. Principals will encourage reflection, honest feedback, mutual support, and collaborative problem solving when meeting with teachers whose students are not making progress. Teachers who have not participated in reading professional development (PD), will be required to participate on the next scheduled date during contract hours. Teachers who have participated in reading PD, will be coached by the reading coach, or by the professional developer, to implement with fidelity to the training.

11 Mentor teachers, based on successful student data, should serve in the capacity of model classroom teachers. A model classroom should only be used for demonstration purposes in the area of strength of the mentor teacher. There could possibly be a different model classroom for different areas of reading instruction. How will the principal identify mentor teachers and establish model classrooms within the school?

The principal will identify reading mentor teachers using student reading data and reading classroom walk-thru data. In addition, a reading coach may identify a teacher's model classroom reading practices when conferring or observing in a teacher's classroom. Reading Leadership Team may also problem-solve to identify model classroom reading practices as part of their reading goal "to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school". Once identified, the principal will invite the teacher to participate in the school's model classroom learning program, by setting a window of time for teachers to see the successful reading practice being modeled. Such classrooms could serve to model a print rich environment, explicit instruction, a vocabulary strategy, small group instruction, a comprehension strategy, independent reading with accountability, organization of materials, or any other instruction practice that supports reading achievement. Model classrooms provide other teachers with an opportunity to see it, try it, and reflect on it. Opportunity for teachers to share and reflect with others on their learning experience from visiting a model classroom should be provided. These model classroom experiences could be a strategy for teachers' IPDPs or follow-up to professional development.

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

Weekly reading professional development will be scheduled as part of a school's ongoing professional development. A school's reading professional development plan can include

weekly professional development experiences through teachers' visits to model classrooms, PD reading training during regularly scheduled weekly meetings, or one on one coaching. Professional study groups in reading may also be formed and meet weekly, as a form of professional development. A reading coach at a school provides weekly professional development to teachers during the school day by conferring with teachers about needs, providing learning labs to deliver training, modeling in classrooms, co-teaching for implementation, observing implementation, reflecting with the teacher.

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

The principal will use weekly classroom walk-thru data and lesson plan data to monitor implementation of the K-12 Comprehensive Reading Plan. The K-12 Comprehensive Reading Plan includes walk-thru documents specific to reading instruction, including grade level whole group instruction; differentiated small flexible group instruction; grade level, supplemental, and intervention materials; reading technology; multiple level classroom libraries; and print rich environment.

- 13.2 How will follow up with feedback be provided?

Follow up with reflective questioning feedback will be provided to teachers on their implementation of the K-12 Comprehensive Reading Plan. Walk through data collected on the palm pilots is shared with each teacher weekly, since the walk through is required to be monitored by the principal weekly. The data is readily available from the Palm pilot for conferencing. When the teacher is not implementing with fidelity as the principal observes, he or she will implement strategies to implement as prescribed. A further check of implementation will be carried out in the next classroom visit and the cycle of conferencing will continue where it left off, offering time for internalization by the teacher for further enrichment to implement strategies in the classroom.

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

All teachers on staff at a school will meet together and will be provided with the information about the K-12 Comprehensive Reading Plan during pre-school. The principal or reading coach will explain the organization and contents of the K-12 Comprehensive Reading Plan which includes: District and school leadership and monitoring of reading; professional development in reading; and student reading achievement and instruction. Teachers will be provided with an online copy of the K-12 Comprehensive Reading Plan, and will meet in small groups to identify and reflect on their role in the implementation of the reading plan. Teacher support for the implementation of the reading plan includes such things as weekly ongoing professional development in reading, individual professional development (IPDP) considerations, model classroom participation, reading instruction based on data analysis, and reading coach participation for teachers in designated schools.

- 15.1 How will the principal increase the amount of student reading inside and outside of school?

The principal will increase the amount of student reading inside and outside of school by identifying this as one of the goals for the school Reading Leadership Team to study, plan, implement, and evaluate progress. Some ideas to consider include: Time spent reading is research-based. Time spent reading is one data point on the NAEP national assessment of reading. Academic reading will increase inside school because every teacher systematically provides a text-based learning experience during class time. Academic reading will increase outside of school when teachers hold students accountable to text-based homework assignments. Academic text can be from textbook or other print resources. Pleasure reading from trade books will increase inside school by including independent

reading with accountability as part of the instruction schedule. Pleasure reading from trade books will increase outside of school by including independent reading with accountability as homework. An accountability measure for independent reading can be as simple as a reading log of date, title, time spent reading, and a coach-monitor's signature.

15.2 How will the principal increase media center circulation?

The principal will increase media center circulation by identifying this as one of the goals for the school Reading Leadership Team to study, plan, implement, and evaluate progress. Some ideas to consider include: Media circulation will increase when students are provided with access to the media center on a regular basis. Media circulation will increase when learning tasks across the curriculum require text-based resources for reports or research projects. Media center circulation will increase when award winning books are show-cased. Media center circulation will increase when students are held accountable to daily time spent reading.

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

The principal is established as a literacy leader in their school by taking an active role in understanding and monitoring the implementation of the K-12 Comprehensive Reading Plan; including reading goals in the School Learning Plan (SLP); establishing systematic communication with staff regarding reading data, reading needs, and reading progress; aligning funding to meet reading needs; actively participating in Reading Leadership Conference; completing FOR-PD professional development in reading; advocating the role of the reading coach by setting professional development expectations for staff; communicating the importance of the Reading Leadership Team; making reading a priority in all content areas; meeting regularly to discuss reading with staff in both large group or small group settings; establishing a school culture of readers.

Please view Chart A for the professional development offerings for the 2007-08 school year.

Elementary Student Achievement and Instruction

All information provided in this section details how this district will meet the reading needs of all student subgroups identified under No Child Left Behind.

1 Please view Chart C for the instructional materials utilized in each elementary school in this district.

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.

All students are instructed on grade level with Core Reading materials. The Core reading program used in elementary schools is an approved state-adopted reading program, the Harcourt Trophies reading program. The program's curriculum, instructional methods, and assessments align to all five components of reading, as described by Scientifically-Based Reading Research (SBRR). The core program guides initial instruction (ii) explicitly and systematically. In addition, READ 180 is a Core reading intervention program available for

grade four and five students who are below proficiency level on FCAT Reading. Core instruction in READ 180 is whole group grade level instruction that precedes small group differentiated instruction. 5 + 3 + ii + iii 5 Major Components: Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension 3 Types of Classroom Assessments: Screening, Progress Monitoring, Diagnostic Initial Instruction: Explicit (explanation/teacher modeling/scaffolded practice/independent practice), Scaffolded support (i.e. difficult task=use of easy text; easy task=use of difficult text; buddy paired reading support, teacher read-aloud support, audio support), Differentiated, Systematic, Print-rich (word walls, immersion in the written word, relevance to authentic reading purposes and authentic reading practice; inclusive of choice, high interest, and wide range of genres, literary, and non-fiction.) Immediate Intensive Intervention: flexible grouping, accommodations, assessment-driven targeted instruction followed by assessment to determine specific curriculum accomplishments and/or continued need

- 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).

Supplemental materials aligned to the components of reading are included with the core program, and in addition, are selected by schools based on the need for additional student practice, or a need to differentiate instructional materials. Need is determined by classroom-based assessment or by progress monitoring assessment. Supplements are integrated into the overall instructional design as determined by assessments (Decision Tree).

Supplemental materials represent Sunshine State Standards benchmarks for reading, the five components. 5 + 3 + ii + iii 5 Major Components: Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension 3 Types of Classroom Assessments: Screening, Progress Monitoring, Diagnostic Initial Instruction: Explicit (explanation/teacher modeling/scaffolded practice/independent practice), Scaffolded support (i.e. difficult task=use of easy text; easy task=use of difficult text; buddy paired reading support, teacher read-aloud support, audio support), Differentiated, Systematic, Print-rich (word walls, immersion in the written word, relevance to authentic reading purposes and authentic reading practice; inclusive of choice, high interest, and wide range of genres, literary, and non-fiction.) Immediate Intensive Intervention: flexible grouping, accommodations, assessment-driven targeted instruction followed by assessment to determine specific curriculum accomplishments and/or continued need. Please note that Stars, Cars, and Measuring Up have been removed from the SIRP and are not utilized.

- 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.

Intervention programs are specially developed to close the achievement gap in reading proficiency and are used for immediate intensive intervention (iii). The core reading program includes a companion intervention reading program in alignment with the components of reading. Schools select an intervention program that meets the need of the student. Need is determined by diagnostic assessment. 5 + 3 + ii + iii 5 Major Components: Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension 3 Types of Classroom

Assessments: Screening, Progress Monitoring, Diagnostic Initial Instruction: Explicit (explanation/teacher modeling/scaffolded practice/independent practice), Scaffolded support (i.e. difficult task=use of easy text; easy task=use of difficult text; buddy paired reading support, teacher read-aloud support, audio support), Differentiated, Systematic, Print-rich (word walls, immersion in the written word, relevance to authentic reading purposes and authentic reading practice; inclusive of choice, high interest, and wide range of genres, literary, and non-fiction.) Immediate Intensive Intervention: flexible grouping, accommodations, assessment-driven targeted instruction followed by assessment to determine specific curriculum accomplishments and/or continued need

- 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.

Educational software contributes to student achievement in reading. Educational software provides differentiated, individualized practice in the components of reading, and does not supplant ii or iii teacher instruction. Schools select a variety of software programs in alignment with the components of reading. District supports the use of Compass Learning reading pathways and FCAT Explorer. Some schools also implement READ 180, an intervention reading program that includes a strong research-based instructional technology program. Strong District support for use of educational software ensures teachers that programs will run smoothly. Read 180 is a true intervention program. One component of Read 180 is an independent use of technology, one on one, targeted instruction to support a student's learning. The technology provides the teacher with detailed assessment to monitor and adjust instruction.

- 3 Please view this district's Assessment/Curriculum Decision Tree (Chart D1) to find how assessment data from progress monitoring and other forms of assessment will be used to determine specific interventions for students at grades K-3.

- 4 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. Please view this district's Assessment/Curriculum Decision Tree (Chart D2) to find how assessment data from progress monitoring and other forms of assessment will be used to determine specific interventions for students at grades 4-5(6).

- 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.

All students are provided 90 minutes reading block, Core material and differentiated material that enhances initial instruction (ii). Extensions of reading can include inquiry (research) and writing that extends understanding of a selection. Readers workshop and literature circles can meet needs of proficient students. Progress monitoring is ongoing (from Core or Supplemental programs, timed readings, observations). Instruction emphasizes comprehension and vocabulary for both informational and literary text, including content literacy strategies. Wide reading provides reading practice. Students engage as active readers by interacting with the text, such as use of graphic organizers. Response to reading includes presentations, reports, and research. Proficient readers can serve as cross-age tutors, like a cross-age mentoring program outside of the regularly scheduled reading instruction. Students will receive high-quality explicit and systematic instruction in the classroom. A 90-minute uninterrupted block of whole group and small, flexible groups instruction in the components of reading, plus time for independent reading practice will be provided. The 90-minute reading block will be used to organize planned instruction. Whole group ii will use the core. Differentiated instruction in small groups will be determined by assessment, and will build on the reading concept being taught in Core instruction. Intervention iii will be determined by diagnostic assessment. Students in need of iii will also be provided more instructional time in small group as well as time in addition to the 90 minute block for iii using the same intervention materials. (Small group instruction in itself is one strategy to add instructional time.) 90 minute block: Teachers will use the Comprehensive Core Reading Program (CCRP) for the majority of student in the class. An initial lesson from the CCRP will consist of 30-40 minutes per day of the 90-minute per day uninterrupted reading block. For the remainder of the block, the teacher will differentiate instruction, focusing on the need of the students using the CCRP or Supplemental reading program (SRP). See individual school charts for listing of the Supplemental reading program materials. Differentiation: Small flexible groups rotate in a 45-65 minute time block. Teacher-led small group time for small groups is 20-30 minutes. Assessment determines the instruction for students. See the Assessment Decision Matrix for details about how assessment drives instruction. This is a continuous process of decision-making that is driven by progress monitoring. Additional time for iii instruction: In addition to the 90+ minutes, the classroom teacher, special education teacher, or reading resource teacher will provide iii immediate intensive intervention to students in need as determined by diagnostic assessment. Time in addition to the 90 minute block is provided for students in need of immediate intensive intervention for 30 minutes. A print-rich environment will include classroom libraries with leveled text, word wall, reading stations. Independent reading practice makes use of classroom libraries. Word walls will make use of words from the text for use in reading and writing, and will include frequently used words as well as words that represent spelling patterns. The word wall is actively used on a daily basis. Reading stations are literacy learning centers that reinforce learning by practice and application of instruction, especially making connections to content areas. Students are accountable for the work at a literacy learning center. Student work is part of a print rich environment, too.

5.2 How will students targeted for immediate intensive intervention receive services?

Additional time for iii instruction: In addition to the 90+ minutes, the classroom teacher, special education teacher, or reading resource teacher will provide additional iii immediate intensive intervention to students in need as determined by diagnostic assessment. Intervention time, in addition to the 90 minute block, is provided for students in need of immediate intensive intervention for 30 minutes. In addition, after school programs provide additional time for iii intervention.

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

Intrinsic motivation factors include student interest, authentic purpose for reading, access to wide range of texts, student choice, and self-efficacy. Reading instruction will incorporate these motivation factors. Teachers will also include teacher read-alouds as models of authentic semantic and syntactic representations of language through the use of high interest texts connected to the unit theme, and provide opportunities for students to demonstrate the social nature of reading through discussion that allows readers to make connections (text to text, text to self, text to world). Opportunities for students to use text for problem solving purposes adds to intrinsic motivation as well.

- 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?

Students will be provided with opportunities to apply reading through relevant and rigorous inquiries using accessible text. Classrooms are print-rich environments that provide multi-level classroom libraries as well as other language displays intended to scaffold student learning. These multilevel libraries provide for the practice and implementation of skills and strategies coming from targeted instruction provided by the CCRP, including comprehension, vocabulary, fluency enrichment and enhancement. Student choice in the selection of high interest reading material is a motivation factor in the independent reading program. School libraries also provide access to a wide range of reading materials as multi-level classroom text sets accessible in classrooms.

- 6.2 How will these classroom libraries be utilized?

Authentic literature will be utilized in the reading program. Students will engage with authentic literature by scaffolded reading, including teacher read aloud, shared reading with big books, paired reading, dictation language experiences for creating classroom messages and class news. Classroom libraries will be used as part of independent reading with monitoring and accountability, including book talks, connection journals, vocabulary journals, or quick writes. Parent accountability can be tied to home reading through reading logs that include time spent reading. Classroom libraries will include authentic, authored text supported by pictures and predictable language patterns. Text set of themed books that provide multiple levels of text will be available in literature circles. Award winning children's picture books will be featured as part of book talks and will be available for library check-out. b. Classroom libraries will include leveled text sets as well as multi-level text sets that are related to content concepts. District media services will coordinate classroom library check out to classroom teachers. c. Content teachers will work in conjunction with reading teachers and reading coaches to understand the concept of "just right" reading and the role of motivation in reading a challenging text. In addition monitoring and accountability will be a part of classroom library independent reading.

- 6.3 How will books be leveled?

Leveling will be provided by vendors of classroom libraries, and teachers will be knowledgeable about the features of leveled text as a way to match reader to text—or "just right" reading, as determined by motivation to read the book, as well as by an oral reading fluency check as part of conferring with a student.

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

A teacher will match students with the appropriate level of text by having students sample books representative of a range of levels. Students will be instructed in the process of leveling, and why it is important. A teacher will ask the student to read aloud from the student-selected text and ask comprehension questions. Students ability to read fluently with comprehension will be the determining factor for appropriate match.

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.

All content area teachers will incorporate reading into subject areas, including use of leveled text. Disciplinary teachers will apply before/during/after reading strategies for use with content area text. Teachers will use strategies for concept vocabulary and comprehension of content text. Content literacy will ensure that each student experiences engagement with authentic text—especially informational text—every day all day. Teachers provide scaffolded support in every class for readers who struggle. Professional development in content literacy, and reading coaching will be provided to content area teachers. Schools that have a reading coach will be supported by demonstration lessons that include explicit modeling and coached implementation. Classroom libraries will include leveled text sets as well as multi-level text sets that are related to content concepts. District media services will coordinate classroom library check out to classroom teachers. Content teachers will work in conjunction with reading teachers and reading coaches to understand the concept of “just right” reading and the role of motivation in reading a challenging text. In addition monitoring and accountability will be a part of classroom library independent reading.

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.**

The actual instruction of the writing process does not occur in the reading block. It is the application of the writing process that occurs in the reading block. Writing in the 90 minute reading block is used to set a purpose and access prior knowledge about before reading a text; engage metacognitively with a text during reading; or make connections and use the text to accomplish a task after reading. Writing during the reading block supports the reading process. A reading block will include writing as a way for readers to communicate the meaning they have constructed from reading a text. Writing in the reading block is for the purpose of clarifying, questioning, summarizing, explaining, connecting, or extending what has been read. Some forms of writing include quick writes, learning logs, reflection journals, brochures, paragraphs, and reports. Writing in a reading block is used as a way to respond to text, which makes it an integral part of the “after reading” phase of the reading process, including writing after chunks of reading. Other than through discussion, writing is the only way that the invisible process of reading can be made visible. It is important that writing is included as part of a reading block because it provides a teacher with another form of assessment of reading comprehension. Writing “before reading” can serve the purpose of recording background knowledge or making predictions based on a text preview. It can take the form of post-it note interaction with text, or brainstorming (K,W). However, most of the time “before reading” practices like these are part of a discussion. Writing “during reading” is more notemaking than it is composing continuous written text. It can include completion of graphic organizers or metacognitive questioning. The most important phase of the reading process to apply writing is the “after reading” phase of the reading process. Reading is receptive language; writing is expressive language. Writing provides an opportunity to express meaning constructed from text. Writing also provides an opportunity to inquire about ideas generated from text, and can serve as an integral component of inquiry.

9.1 The district and school site designees for the Third Grade Summer Reading Camp must create a reading camp schedule that facilitates intensive reading intervention for all third grade students scoring a Level 1 on FCAT. The plans for the Third Grade Summer Reading Camps are **due Friday, March 30, 2007** for the Just Read, Florida! Office to review and provide feedback by **April 13, 2007**. For more guidance on Third Grade Summer Reading Camps and

to submit the district's Summer Reading Camp Plan, visit <http://www.justreadflorida.com/camps/>.

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

Immediate Intensive Reading (iii) materials will continue to be used in before/after school programs for students who are not making continuous progress as determined by progress monitoring assessment data. Compass Learning reading pathway is a technology program that individualizes instruction at K-5 in the research-based components of reading. These components align directly with the Core Reading Program and reading benchmarks. Growth is measured by Compass Learning pre/post assessments. Teachers meet with small groups to tutor, enrich, or reinforce instruction in one or more components of reading that are identified by assessment. FCAT Explorer is available as after school instruction linked to instruction. The AGS activities align to the five components of reading and are used in after school. Mentors provide additional reading support to readers by reading with the students. Each school can establish its own mentoring or tutoring program for the purpose of providing additional instructional time to students.

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

Assessment data will be used to link before/after activities to reading instruction taking place during the school day. Summer activities will be linked to the end of year reading instruction as determined by assessments.

Middle School Student Achievement and Instruction

All information provided in this section details how this district will meet the reading needs of all student subgroups identified under No Child Left Behind.

1 Please view Chart F for the instructional materials utilized in each middle school in this district.

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

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

Research-based Instructional Materials Used to Provide Reading Instruction in Middle School: Developmental The READER HANDBOOK is the research-based instructional material used for teaching the skills and strategies aligned with Sunshine State Standards for Reading at grade level, and these skills and strategies are transferred to content courses across the curriculum. All core area teachers receive professional development from courses that provide reading knowledge and implementation support to integrate reading as part of content instruction, with a focus on critical thinking, vocabulary, and comprehension aligned to the SSS benchmarks that are assessed by FCAT Reading. Reading coaches provide implementation support with classroom modeling for teachers. All teachers have access to their students' progress monitoring plan. The plan is computerized so that all teachers can

make instructional decisions based on the screening data, progress monitoring data, diagnostic data, and instructional strategies. Teacher teams meet regularly to review the progress monitoring plan for their students and revise the plan based on progress monitoring data, which gives assessment of the components (comprehension, vocabulary, fluency, decoding). Specific reading strategies aligned to the areas of need are taught by the Intensive Reading Teacher, and Core curriculum teachers (Mathematics, Science, Social Studies, English Language Arts) plan lessons that integrate the application of appropriate reading strategies in the context of their content. This transfer of reading skills to content courses across the curriculum is supported by reading coach classroom modeling and professional development offerings in Reader Handbook content reading strategies. Many teachers also teach and apply Project CRISS reading strategies, or reading strategies included as part of their content textbook materials.

- 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.

Research-based Instructional Materials Used to Provide Reading Instruction in Middle School: CIRP The research-based INITIAL INSTRUCTION (ii) instructional materials used in the stand-alone middle school Comprehensive Intervention Reading Program (CIRP) are listed with a description of how they are integrated into the overall instructional plan. The use of initial instruction (ii) materials fulfills the requirement for grade level reading curriculum for all students. FCAT Reading assesses grade level reading benchmarks. Initial Instruction (ii) Materials: McDougal Littell Interactive Reader and Reader's Handbook Students enrolled in a single class period of reading (not a 90 minute reading block) are provided initial instruction from Interactive Reader or Reader's Handbook. Interactive Reader provides instruction in reading comprehension and vocabulary building. It includes fiction and non-fiction, and includes social studies connections. Reader Handbook is a handbook of reading that provides instruction in the reading process, comprehension, vocabulary, and content literacy. The Reader Handbook is aligned to the SSS benchmark clusters assessed on FCAT Reading. Teachers are provided with a curriculum alignment chart. The Reader Handbook provides a variety of literary and informational text representative of FCAT Reading, with relevant application of reading strategies specific to various content areas. Teacher materials include transparencies, lesson plans, assessments, and other instructional resources. Teachers may also instruct grade level initial instruction from resources provided in graduate level reading courses or reading endorsement training courses. Initial Instruction (ii) Materials: READ 180 Students in need of decoding, fluency, vocabulary and comprehension are enrolled in READ 180, a 90 minute block of intensive reading instruction taught by one teacher, with whole group, differentiated small flexible groupings, and independent reading practice. Fidelity implementation of Scholastic Read 180 reading intervention program is monitored. Initial instruction in a READ 180 classroom may come from READER HANDBOOK or from READ 180 grade level curriculum lessons. Teachers may also instruct grade level initial instruction from resources provided in graduate level reading courses or reading endorsement training courses. The grade level

reading concepts taught as initial instruction (ii) serve as the launch for differentiated instruction. By connecting the grade level concept into differentiated instruction rotations, the teacher provides seamless reading concept attainment. The research-based differentiated instruction model of reading intervention used in READ 180 is the organizational model applied to the single class period reading intervention course: whole group grade level instruction followed by small, flexible group rotations that include word study, independent reading practice with accountability, and individualized teacher-led intervention. The differentiated materials integrated into the reading program in small flexible groups, are described in the Supplemental Intervention Reading Program (SIRP).

- 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.

Supplemental intervention reading programs (SIRP) are used to differentiate instruction in small flexible groups. Supplemental Intervention Reading Program (SIRP) materials provide differentiated reading instruction, as identified by diagnostic assessment (see assessment chart), program-based assessment, and progress monitoring. Intervention materials are developed to close the achievement gap in reading proficiency and are used for immediate intensive intervention (iii). Supplemental Intervention Reading Program (SIRP) materials are integrated with Comprehensive Intervention Reading Program (CIRP) materials. Need for intervention is determined by diagnostic assessment. Support for appropriate use of intervention materials is provided by professional development with coached implementation. MATERIALS: Supplemental intervention reading programs (SIRP) for grades 6, 7, 8 students in need of comprehension and vocabulary instruction, as determined by assessment, include 100 Book Challenge, Project CRISS reading strategies, fluency strategies, Reader Advantage. 100 Book Challenge: This program is at all middle schools and is used to apply reading concepts that were taught in whole group instruction as well as develop a culture of readers. 100 Book Challenge consists of leveled classroom libraries with monitoring and accountability measures. 100 Book Challenge program provides circulating leveled classroom libraries of fiction and non-fiction; leveling system; scope and sequence; reading standards and benchmark goals; teacher-coached independent reading with monitoring and accountability; parent-supervised home reading with reading log signature; accountability with data collection, analysis and strategic intervention; milestone incentives; professional development with coached implementation follow-up. Project CRISS: before/during/after reading strategies for critical thinking, comprehension, and vocabulary FCAT reading preparation includes application of CRISS strategies for words and phrases in context; main idea, plot and author's purpose; comparison/contrast and cause/effect; reference and research skills, including synthesis and drawing conclusions. Fluency strategies: Fluency strategy instruction includes timed repeated readings, assisted repeated readings, phrased text markings, choral repeated readings, echo reading, tape-assisted readings, modeled reading with think-aloud, prosody instruction, and daily fluency practice at instructional level. Reader Advantage: Reader Advantage includes interventions that use differentiated materials that are leveled. Great Source Reading Advantage intervention reading materials are in alignment with the components of reading, are differentiated in

content, and provide opportunity for small group intervention differentiated instruction. It is intended for small group teacher-led explicit instruction, including modeling and skills practice in the components of reading. Reader Advantage is research-based for struggling adolescent readers, and includes vocabulary and comprehension instruction, with additional opportunities for practice in fluency and decoding. Word study, including spelling pattern sorting activities, is included in Reader Advantage, to supplement the decoding needs of below grade level readers. MATERIALS: Supplemental Intervention Reading Program (SIRP) for grades 6,7,8 students in need of comprehension, vocabulary, fluency, and decoding instruction: READ 180, Wright Group Fast Track Phonics, Wright Group Fast Track Decodable Plays READ 180: READ 180 is a comprehensive reading intervention program that meets the requirements of differentiated instruction based on assessment, and includes differentiated materials. Whole group instruction is followed by small group rotations of independent reading from leveled libraries that also include cognitive modeling audio libraries; computer assisted instruction (decoding, fluency, vocabulary, and comprehension); and teacher- led small group instruction. READ 180 provides differentiated iii instruction as part of flexible small group instruction, as determined by READ 180 diagnostic assessment and ongoing progress monitoring assessment. Explicit intervention instruction (iii) takes place in teacher-led small group instruction, and is supported with differentiated materials that scaffold independent reading, and provide individualized computer assisted instruction in all components of reading. Teacher resources include reading strategies, phonics, and syntax lessons for small group iii intervention instruction. Wright Group Fast Track Phonics Lessons: Wright Group Fast Track phonics lessons are used for iii instruction in phonics patterns. Assessment determines which phonics pattern is in need of instruction. Wright Group Fast Track Decodable Plays: Decodable plays aligned to specific phonics patterns are used to scaffold practice in applying phonics pattern lessons to connected text, and for developing fluency. Educational Technology MATERIALS: Educational software contributes to student achievement in reading. Educational software provides differentiated, individualized practice in the components of reading, and does not supplant ii or iii teacher instruction. Software programs are in alignment with the components of reading and are in use because of their direct link to teacher instruction. The district provides support for the use of these reading technology programs. Strong District support for use of educational software ensures teachers that programs will run smoothly. Technology support is available on site and at district level. READ 180 technology: differentiated, individualized, adaptive technology for word level phonics decoding, comprehension, and fluency instruction. Compass Learning: Compass Learning reading pathways provide instruction and support for comprehension, vocabulary, and word level decoding. FCAT Explorer: The software provides individualized instruction and practice in the assessed reading benchmarks. It is used to supplement whole group reading benchmark instruction and to provide student independent practice. E-Zines: technology accessible magazines for application and practice related to iii instruction using Reader's Advantage.

- 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.

Instructional technology is integrated as part of a comprehensive reading program. While individual student targeted practice is utilized, educational technology without a teacher-led instructional component is not used in the district, because educational technology cannot supplant instruction by a highly qualified reading teacher.

- 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

No exit criteria is allowable for Level 2 students in K-12 Comprehensive District Reading Plans for 2007-08.

One of the following courses must be used to provide reading intervention to all Level 1 students and those Level 2 students not being served through a content area reading intervention course:

- 1000000 M/J INTENSIVE LANGUAGE ARTS
- 1000010 M/J INTENSIVE READING
- 1002180 M/J DEVELOPMENTAL LANGUAGE ARTS THROUGH ESOL (MC)
- 7810020 READING: 6-8

***All courses require reading endorsement or certification

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.

Please view this district's Assessment/Curriculum Decision Tree (Chart G) to find how assessment data from progress monitoring and other forms of assessment will be used to determine specific interventions for students at each grade level.

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.

Middle school Comprehensive Intervention Reading Programs (CIRP) are guided by Florida's formula for reading success: 5 + 3 + ii + iii 5 Major Components: Comprehension, Vocabulary, Fluency, Phonics, Phonemic Awareness 3 Types of Classroom Assessments: Screening, Progress Monitoring, Diagnostic Initial Instruction: Explicit, Systematic, Scaffolded, Differentiated, Print-rich Immediate, Intensive Intervention: Flexible Grouping, Accommodations Decisions for instruction in the middle school reading program are based on the requirements of grade level curriculum in reading, as provided in the Sunshine State Standards (SSS), as well as based on curriculum interventions, as determined by deepening assessment probes. The reading intervention program is guided by explicit, systematic, scaffolded, differentiated instruction in the context of a print rich environment. Explicit instruction is a cycle of instruction that includes teacher explanation of the reading concept; teacher modeling of the reading concept; teacher guided support for students practicing the reading concept; student independent application of the reading concept; teacher assessment of student learning. Every intervention reading teacher is required to follow the explicit instruction model, and reading coaches provide classroom modeling for the teachers to be successful in this explicit instruction model. Initial instruction (ii) in a reading concept is followed by assessment of learning. If initial instruction in a reading concept has not been successful, instruction plans are adjusted to include diagnostic assessment probes that

identify deeper interventions to meet students' below grade level curriculum needs. Deepest levels of below grade level reading intervention for middle school students include phonics and phonemic awareness. Instruction in these areas is based on assessments that determine a specific curriculum path that targets instruction needed to accelerate learning toward grade level curriculum. For example the phonics assessment determines exactly which phonics pattern (of 12 patterns) is not understood. The teacher teaches lessons for that specific phonics pattern. Instruction time is not wasted by teaching what students already know. Description of the middle school reading classroom and all levels of intervention: Assessment/Curriculum decision tree Instruction in the five components of reading, reflects reading as a process to construct meaning from text. The reading process includes before/during/after strategies to access prior knowledge, motivate, make connections, and set purpose; to actively engage while reading and rereading; and to respond, make connections, and reflect. Teacher instruction continues and student progress is monitored regularly. All middle schools offer courses in Intensive Reading based on needs of students as determined by assessment, including screening FCAT Reading, progress monitoring by AGS GRADE or KAPLAN, and SRI (progress monitoring three times per year), and diagnostic assessment using AGS GRADE and READ 180 diagnostic reports. Diagnostic information includes decoding (phonics), vocabulary, fluency, sentence comprehension, comprehension of informational text, comprehension of literary text, metacognitive strategies: predict, clarify, summarize, and question, listening comprehension. Intervention reading courses include on a daily basis: whole group explicit instruction small group differentiated instruction independent reading practice monitored by the teacher SSS reading benchmark instruction informational text at a ratio matching FCAT reading Students in need of comprehension and vocabulary instruction receive a daily class period of intensive reading instruction that includes whole group, daily vocabulary routines, differentiated small group instruction, and independent reading practice using materials that represent research-based reading instruction, including leveled independent reading, differentiated materials for intervention. Comprehension, vocabulary, and fluency integrate as part of a reading lesson. Instruction in all three of these components occur in each lesson. When progress in reading is no longer being made, even though explicit, systematic instruction is taking place, a teacher will conduct a diagnostic assessment intended to provide insight into what component of reading needs intervention. An area of intervention can be in any of the five components of reading, as determined by diagnostic assessment. If no progress is being made in comprehension/vocabulary, then a teacher will administer diagnostic assessment for fluency and provide iii instruction in fluency; if no progress in fluency, then a teacher will administer diagnostic assessment for phonics and provide iii instruction in specific phonics patterns; if no progress in phonics, then a teacher will administer diagnostic assessment for phonemic awareness and provide iii instruction in phonemic awareness. These assessments are included in the Assessment/Curriculum decision tree. By design, this deepening assessment peels back the layers of understanding of adolescent struggling readers. Adolescents do bring literacy knowledge to a reading classroom, because they are not emergent readers, and this reverse model recognizes adolescent students' literacy knowledge. In the reverse assessment model, based on diagnostic assessment followed by instruction, instruction goes deeper. For example, when fluency is below target even after instruction has occurred, the instruction deepens to focus on phonics. An assessment and instruction cycle must be in place for progress to occur. Immediate intensive intervention (iii) takes place in small flexible groups, each group determined by diagnostic assessment. Instruction must be explicit and systematic, including modeling and practice. Formal progress monitoring takes place three times a year. Intensive reading instruction over time will result in student growth. There are no exit criteria from an intensive reading course for FCAT Level 2 students. See the grades 6-8 Assessment /Curriculum decision tree chart included in the K-12 Comprehensive Reading Plan.

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?

Middle school reading students are provided access to authentic fiction and non-fiction independent reading texts through the 100 Book Challenge independent reading system, the READ 180 independent reading libraries, and school media centers. Each of these sources of reading provide a range of levels, interests, genres, and cultures. HOW STUDENT ACCESS TO AUTHENTIC FICTION AND NON-FICTION IS PROVIDED: District-provided classroom libraries are part of each intensive reading program. Students have access to 100 Book Challenge, READ 180 classroom libraries, and school media centers.

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

Daily independent reading practice, with monitoring and accountability, is part of the intervention reading program. Independent reading is one of the student rotations. Independent reading is connected to instruction because a reading concept taught in whole group instruction becomes the focus for independent reading (setting a purpose for reading) that day. Students are accountable to what they read each class by "think pair share" strategies that allow focused and synthesized discussion. Students are also held accountable by "accountable talk" about what they have read, and the teacher structures 100 Book Challenge program functions as a partnership between reading teachers and a school's media specialist. New, multiple level libraries are rotated to reading classrooms every two-three weeks as part of the reading program. The 100 Book Challenge is a collection of leveled books in baskets, color coded to a reading level, representing fiction and non-fiction, in various genres. In addition, themed text sets are included with each 100 Book Challenge library rotation, for example, Environment, Civilizations, and Sports. Scholastic READ 180 independent libraries are provided as part of the differentiated instructional model, which includes independent reading with monitoring and accountability.

5.3 How will classroom libraries be utilized?

For the purpose of building intrinsic motivation as well as providing accountable independent reading practice, reading classrooms are print-rich environments that include classroom libraries as well as other language displays intended to scaffold student learning. Student choice is part of a school's independent reading program. Each reading classroom contains a leveled classroom library (American Reading Company) that rotates through the classrooms every 3-4 weeks. These classroom libraries are utilized to remediate or enrich the students' reading abilities using various genres. Using literature that is targeted for the individual student choice creates internal motivation, which facilitates success. Read 180 also provides students with a classroom library that is leveled and utilized for practice for specific focus lessons and part of instruction. It is exhibited through the strategy of think-pair-share that is utilized by students in this program. Professional development on the effective use of classroom libraries includes leveling, instructional connections, and monitoring with accountability. In addition, many classrooms include teacher-provided classroom libraries, charts, magazines, newspapers, word walls, among other collections.

5.4 How will the books be leveled?

Scholastic READ 180: The classroom libraries are leveled by lexile. Book lexiles are matched to reader lexile. 100 Book Challenge: The books are leveled with color coded stickers on books in color coded baskets.

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

Scholastic READ 180: The teacher is trained on lexile leveling, and how to match reader to appropriate text. 100 Book Challenge: The teacher is trained in leveling books, and how to

assist a student in matching to the appropriate independent reading level using a range of levels. The criteria "fast, fun, and easy" is also applied, which accounts for fluency, intrinsic motivation, and independence. Teachers are trained to listen to a reader read orally from the text, and also ask and determine a reader's comprehension of text.

- 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 teachers will apply before/during/after reading comprehension strategies for use with content area text. Teachers will use strategies for concept vocabulary and comprehension of content text, for example Project CRISS and Reader Handbook content strategies with graphic organizers. Reading in content classrooms will be monitored through lesson plan reading integration, and administrator walk-thru's. It will also be monitored through library check-out circulation data. Content literacy will ensure that each student experiences engagement with authentic text—especially informational text—every day in each class. Reading across the curriculum also provides scaffolded support in every class for readers who struggle. Professional development in content literacy, including use of classroom leveled libraries and themed text sets to study concepts, is provided to content area teachers so that implementation of reading experiences across the curriculum is successful. Content teachers work in conjunction with reading teachers to understand the concept of "just right" reading for independent reading, and their role in understanding motivation and support needed to read a challenging text. Teachers offer scaffolded support to read a wide variety of texts, including internet, magazines, or text supplements. Content teachers provide opportunities for discussion as a way to support the social nature of reading. In addition, monitoring and accountability to reading will be a part of classroom independent reading practice in content classrooms.

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

Teachers across the curriculum will include writing as a way for readers to communicate the meaning they have constructed from reading a text. Writing across the curriculum is for the purpose of clarifying, questioning, summarizing, explaining, connecting, or extending what has been read. Some forms of writing include quick writes, learning logs, reflection journals, brochures, paragraphs, short and extended FCAT Read/Think/Explain responses, and reports. Writing across the curriculum is used to respond to text, which makes it an integral part of the "after reading" phase of the reading process, including writing after chunks of reading. Other than through discussion, writing is the only way that invisible thinking can be made visible. It is important that writing is included as part of reading instruction across the curriculum. Writing "before reading" can serve the purpose of accessing background knowledge, setting a purpose for reading, or making predictions based on a text preview. However, most of the time "before reading" practices like these are part of a discussion. Writing "during reading" is only an engagement with the text at text breaks, using graphic organizers, or notemaking. Writing "during reading" is not for the purpose of composing continuous written text. A reader's cognitive reading process should not be interrupted by writing. The most important phase of the reading process to apply writing is the "after reading" phase of the reading process. "After reading", writing is used to make connections and respond to ideas. Reading is receptive language; writing is expressive language. Writing provides an opportunity to express meaning constructed from text. Writing also provides an opportunity to inquire about ideas in text and can serve as an integral component of inquiry. The actual instruction of the writing process and how to write essays occurs in an English class--not in a reading class. It is the application of the writing process that occurs across the curriculum. Professional development in content literacy includes writing training that

serves the reading process.

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

Before and after reading tutoring and mentoring is provided by each school as needed. A summer reading "Jump Start" camp is held in June for incoming 5th, 6th, 7th, and 8th graders who are low performing readers. The camp provides targeted assessment to focus on the components of reading and provides motivating texts, classroom libraries, and innovative inquiry as response to reading. The Fast Track (Wright Group) summer curriculum is used because of its assessment- acceleration model, and employs a research-based organization of whole group, small flexible group differentiated instruction, independent reading practice, and literacy centers. That instructional model is used with a variety of coordinated materials. The Jump Start reading camp provides 30 hours of intensive reading instruction over a two-week period in June and repeats in August. Teachers receive professional development in the implementation of the program prior to teaching summer Jump Start. District pupil progression plan requires student attendance at a Jump Start Reading Camp for promotion of low performing readers.

- 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?

Before, after, and summer school reading activities are linked to reading instruction by use of assessment data provided at the end of school. Instructional need in the five components of reading is identified. Instruction is accelerated by formation of small flexible groups, targeted instruction based on assessment, and progress monitoring to determine growth and need to adjust instruction.

High School Achievement and Instruction

All information provided in this section details how this district will meet the reading needs of all student subgroups identified under No Child Left Behind.

1 Please view Chart I for the instructional materials utilized in each high school in this district.

- 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.

Research-based Instructional Materials Used to Provide Reading Instruction in High School: CIRP The research-based INITIAL INSTRUCTION (ii) instructional materials used in the stand-alone high school Comprehensive Intervention Reading Program (CIRP) are listed with a description of how they are integrated into the overall instructional plan. The use of initial

instruction (ii) materials fulfills the requirement for grade level reading curriculum for all students. FCAT Reading assesses grade level reading benchmarks. Initial Instruction (ii) Material: Reader's Handbook Students enrolled in a single class period of intensive reading paired with Language Arts (a 90 minute instruction block) are provided initial instruction from Reader's Handbook. Reader Handbook is a handbook of reading that provides instruction in the reading process, comprehension, vocabulary, and content literacy. The Reader Handbook is aligned to the SSS benchmark clusters assessed on FCAT Reading. Teachers are provided with a curriculum alignment chart between Reader Handbook and benchmark clusters assessed on FCAT Reading. The Reader Handbook provides a variety of literary and informational text representative of FCAT Reading, with relevant application of reading strategies specific to content areas (science, social studies, mathematics, language arts). Critical reading of websites is also part of the Reader Handbook instructional plan. Teacher materials include transparencies, lesson plans, assessments, and other instructional resources. Instruction from Reader Handbook is whole class explicit instruction (explanation, teacher modeling, student scaffolded practice, student independent application, teacher adjustment of instruction based on assessment of learning). The Reader Handbook serves as the launch of reading concepts, and is integrated with supplemental intervention resources (SIRP) used in small flexible group intervention instruction, so as to provide seamless, connected lessons on reading concepts, with emphasis on targeted instruction that aligns to essential FCAT Reading benchmarks. Teachers may also instruct grade level initial instruction (ii) from resources provided in graduate level reading courses or reading endorsement training courses. Initial Instruction (ii) Materials: READ 180 Students in need of decoding, fluency, vocabulary and comprehension are enrolled in READ 180, a 90 minute block of intensive reading instruction taught by one teacher, with whole group, differentiated small flexible groupings, and independent reading practice. Fidelity implementation of Scholastic Read 180 reading intervention program is monitored. Whole group initial instruction (ii) in a READ 180 classroom may come from READER HANDBOOK or from READ 180 grade level curriculum lessons. Teachers may also instruct grade level initial instruction from resources provided in graduate level reading courses or reading endorsement training courses. The grade level reading concepts taught as initial instruction (ii) serve as the launch for differentiated instruction. By connecting the grade level concept into differentiated instruction rotations, the teacher provides seamless reading concept attainment. The research-based differentiated instruction model of reading intervention used in READ 180 is the organizational model applied to the single class period reading intervention course: whole group grade level instruction followed by small, flexible group rotations that include word study, independent reading practice with accountability, and individualized teacher-led intervention. The differentiated materials integrated into the reading program in small flexible groups, are described in the Supplemental Intervention Reading Program (SIRP).

- 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.

Supplemental intervention reading programs (SIRP) are used to differentiate instruction in

small flexible groups that form following initial whole group explicit instruction (ii). Supplemental Intervention Reading Program (SIRP) materials provide differentiated reading instruction, as identified by diagnostic assessment, program-based assessment, and progress monitoring assessment. Intervention materials are developed to close the achievement gap in reading proficiency, and are used for immediate intensive intervention (iii). Supplemental Intervention Reading Program (SIRP) materials are integrated with Comprehensive Intervention Reading Program (CIRP) materials. For example, a grade level reading concept taught in whole group initial instruction (ii) is scaffolded by small group instruction (iii) that provides practice with below grade level text to accelerate learning the grade level reading concept. Students receive the support they need to apply the reading concept to grade level text. Need for intervention is determined by diagnostic assessment. Support for appropriate use of intervention materials is provided by professional development with coached implementation. MATERIALS: Supplemental intervention reading programs (SIRP) for high school students in need of comprehension and vocabulary instruction, as determined by assessment, include Project CRISS reading strategies, fluency strategies, and Kaplan intervention lessons. Project CRISS: before/during/after reading strategies for critical thinking, comprehension, and vocabulary FCAT reading preparation includes application of CRISS strategies for words and phrases in context; main idea, plot and author's purpose; comparison/contrast and cause/effect; reference and research skills, including synthesis and drawing conclusions. Fluency strategies: Fluency strategy instruction includes timed repeated readings, assisted repeated readings, phrased text markings, choral repeated readings, echo reading, tape-assisted readings, modeled reading with think-aloud, prosody instruction, and daily fluency practice at instructional level. Kaplan intervention lessons: Differentiated Kaplan lessons aligned to FCAT reading benchmarks are supplemental intervention lessons. MATERIALS: Supplemental Intervention Reading Program (SIRP) for high school students in need of comprehension, vocabulary, fluency, and decoding instruction: READ 180 READ 180: READ 180 is a comprehensive reading intervention program that meets the requirements of differentiated instruction based on assessment, and includes differentiated materials. Whole group instruction is followed by small group rotations of independent reading from leveled libraries that also include cognitive modeling audio libraries; computer assisted instruction (decoding, fluency, vocabulary, and comprehension); and teacher- led small group iii instruction. READ 180 provides differentiated iii instruction as part of flexible small group instruction, as determined by READ 180 diagnostic assessment and ongoing progress monitoring assessment. Explicit intervention instruction (iii) takes place in teacher-led small group instruction, and is supported with differentiated materials that scaffold independent reading, and provide individualized computer assisted instruction in all components of reading. Teacher resources include reading strategies, phonics, and syntax lessons for small group iii intervention instruction. Educational Technology MATERIALS: Educational software contributes to student achievement in reading. Educational software provides differentiated, individualized practice in the components of reading, and does not supplant ii or iii teacher instruction. Software programs are in alignment with the components of reading and are in use because of their direct link to teacher instruction. The district provides support for the use of these reading technology programs. Strong District support for use of educational software ensures teachers that programs will run smoothly. Technology support is available on site and at district level. READ 180 technology: differentiated, individualized, adaptive technology for word level phonics decoding, comprehension, and fluency instruction. Achieve 3000 Teen Biz technology: Achieve 3000 Teen Biz provides independent reading practice with scaffolded support. The integration of e-mail writing to set purpose for reading and make predictions, and e-mail writing to respond critically to current event articles, provides added motivation for students. Choice of article and age appropriate text are also motivators. Authentic, connected text from newspaper articles is lexile-leveled to a student's

independent level. Each lesson provides application and practice on assessed FCAT reading benchmarks., as well as providing benchmarked assessment data. PLATO: PLATO reading pathways provide instruction and support for comprehension, vocabulary, and word level decoding. FCAT Explorer: The software provides individualized instruction and practice in the assessed reading benchmarks. It is used to supplement whole group reading benchmark instruction and to provide student independent practice.

- 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.

All reading technology is part of teacher-led instruction. Technology does not supplant the teacher.

- 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.

High 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

No exit criteria is allowable for Level 2 students in K-12 Comprehensive District Reading Plans for 2007-08.

One of the following courses must be used to provide reading intervention to all Level 1 students and those Level 2 students not being served through a content area reading intervention course:

- 1000400 INTENSIVE LANGUAGE ARTS
- 1000410 INTENSIVE READING
- 7910100 READING: 9-12
- 1002380 DEVELOPMENTAL LANGUAGE ARTS THROUGH ESOL
- 7910400 LIFE SKILLS READING: 9-12

***All courses require reading endorsement or certification

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.

Please view this district's Assessment/Curriculum Decision Tree (Chart J) to find how assessment data from progress monitoring and other forms of assessment will be used to determine specific interventions for students at each grade level.

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.

High School Comprehensive Intervention Reading Programs (CIRP) are guided by Florida's

formula for reading success: 5 + 3 + ii + iii 5 Major Components: Comprehension, Vocabulary, Fluency, Phonics, Phonemic Awareness 3 Types of Classroom Assessments: Screening, Progress Monitoring, Diagnostic Initial Instruction: Explicit, Systematic, Scaffolded, Differentiated, Print-rich Immediate, Intensive Intervention: Flexible Grouping, Accommodations Decisions for instruction in the high school reading program are based on the requirements of grade level curriculum in reading, as provided in the Sunshine State Standards (SSS), as well as based on curriculum interventions, as determined by deepening assessment probes. The reading intervention program is guided by explicit, systematic, scaffolded, differentiated instruction in the context of a print rich environment. Explicit instruction is a cycle of instruction that includes teacher explanation of the reading concept; teacher modeling of the reading concept; teacher guided support for students practicing the reading concept; student independent application of the reading concept; teacher assessment of student learning and possible adjustment of instruction. Every intervention reading teacher is required to follow the explicit instruction model, and reading coaches provide classroom modeling for the teachers to be successful in this explicit instruction model. Initial instruction (ii) in a reading concept is followed by assessment of learning. If initial instruction in a reading concept has not been successful, instruction plans are adjusted based on diagnostic assessment probes that identify deeper interventions to meet students' below grade level curriculum needs. Deepest levels of below grade level reading intervention for high school students include phonics and phonemic awareness. Instruction in these areas is based on assessments that determine a specific curriculum path that targets instruction needed to accelerate learning toward grade level curriculum. For example the phonics assessment determines exactly which phonics pattern is not understood. The teacher provides differentiated instruction for that specific phonics pattern. Instruction time is not wasted by teaching what students already know. Description of the middle school reading classroom and all levels of intervention: Assessment/Curriculum decision tree Instruction in the five components of reading, reflects reading as a process to construct meaning from text. The reading process includes before/during/after strategies to access prior knowledge, motivate, make connections, and set purpose; to actively engage while reading and rereading; and to respond, make connections, and reflect. Teacher instruction continues and student progress is monitored regularly. All high schools offer courses in Intensive Reading based on needs of students as determined by assessment, including screening FCAT Reading, progress monitoring by AGS GRADE or KAPLAN, SRI (progress monitoring three times per year), and diagnostic assessment using AGS GRADE and READ 180 diagnostic reports. Diagnostic information includes decoding (phonics), vocabulary, fluency, sentence comprehension, comprehension of informational text, comprehension of literary text, metacognitive strategies: predict, clarify, summarize, and question, listening comprehension. Intervention reading courses include on a daily basis: whole group explicit instruction small group differentiated instruction independent reading practice monitored by the teacher SSS reading benchmark instruction informational text at a ratio matching FCAT reading Students in need of comprehension and vocabulary instruction receive a daily class period of intensive reading instruction that includes whole group, daily vocabulary routines, differentiated small group instruction, and independent reading practice using materials that represent research-based reading instruction, including leveled independent reading, and differentiated materials for intervention. Comprehension, vocabulary, and fluency integrate as part of a reading lesson. All three of these components weave into each lesson, but a teacher's instructional target is on one. When progress in reading is no longer being made, even though explicit, systematic instruction has taken place, a teacher will conduct a diagnostic assessment intended to provide insight into what component of reading needs intervention. An area of intervention can be in any of the five components of reading, as determined by diagnostic assessment. If no progress is being made in comprehension/vocabulary, then a teacher will administer diagnostic assessment for fluency

and provide iii instruction in fluency; if no progress in fluency, then a teacher will administer diagnostic assessment for phonics and provide iii instruction in specific phonics patterns; if no progress in phonics, then a teacher will administer diagnostic assessment for phonemic awareness and provide iii instruction in phonemic awareness. These assessments are included in the Assessment/Curriculum decision tree. By design, this deepening assessment peels back the layers of understanding of adolescent struggling readers. Adolescents do bring literacy knowledge to a reading classroom, because they are not emergent readers, and this reverse model builds on the strengths of students' literacy knowledge. In the reverse assessment model, based on diagnostic assessment followed by instruction, instruction goes deeper. For example, when fluency is below target even after instruction has occurred, the instruction deepens to focus on phonics. An assessment and instruction cycle must be in place for progress to occur. Immediate intensive intervention (iii) takes place in small flexible groups, each group determined by diagnostic assessment. Instruction must be explicit and systematic, including modeling and practice. Formal progress monitoring takes place three times a year. Intensive reading instruction over time will result in student growth. There are no exit criteria from an intensive reading course for FCAT Level 2 students. See the grades 9-12 Assessment /Curriculum decision tree chart included in the K-12 Comprehensive Reading Plan.

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?

High school reading students are provided access to authentic fiction and non-fiction independent reading texts through the independent libraries of READ 180, and from a wide range of text in school media centers. Each of these sources of reading provide a range of levels, interests, genres, and cultures accessible to students. HOW STUDENT ACCESS TO AUTHENTIC FICTION AND NON-FICTION IS PROVIDED: District-provided classroom libraries are part of each intensive reading program. Students have access to READ 180 classroom libraries, and school media centers.

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

Daily independent reading practice, with monitoring and accountability, is part of the intervention reading program. Independent reading is one of the student small group rotations. Independent reading is connected to instruction because a reading concept taught in whole group instruction becomes the focus for independent reading (setting a purpose for reading) that day. Students are accountable to what they read each class by "think pair share" strategies that allow focused and synthesized discussion. Students are also held accountable by "accountable talk" about what they have read, in group discussion and in conferences with the teacher. Independent reading is a partnership between reading teachers and a school's media specialist. Multiple level libraries can be checked out to reading classrooms as part of the reading program. In addition, multi-level themed text sets can be created. Scholastic READ 180 independent libraries are provided as part of the differentiated instructional model, which includes independent reading with monitoring and accountability.

5.3 How will classroom libraries be utilized?

For the purpose of building intrinsic motivation as well as providing accountable independent reading practice, reading classrooms are print-rich environments that include classroom libraries as well as other language displays intended to scaffold student learning. Student choice is part of a school's independent reading program. The teacher will implement whole group, yet differentiated instruction (choice) through the use of the classroom library, focusing on comprehension, vocabulary and fluency. This will be initiated through both silent

and oral readings, shared discussions, and the use of graphic organizers and classroom dialogue to teach and implement skills and strategies. School libraries provide access to all reading materials. Professional development on the effective use of classroom libraries includes leveling, instructional connections, and monitoring with accountability is provided. In addition, many classrooms include teacher-provided classroom libraries, charts, magazines, newspapers, word walls, among other collections.

5.4 How will the books be leveled?

Scholastic READ 180: The classroom libraries are leveled by lexile. Book lexiles are matched to reader lexile.

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

Scholastic READ 180: The teacher is trained on lexile leveling, and how to match reader to appropriate text. The teacher is trained in using classroom libraries and how to assist a student in choosing a book appropriately matched to his independent reading level. The criteria "fast, fun, and easy" is also applied, which accounts for fluency, intrinsic motivation, and independence. Teachers are trained to listen to a reader read orally from the text, and also ask and determine a reader's comprehension of text.

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 teachers will apply before/during/after reading comprehension strategies for use with content area text. Teachers will use strategies for concept vocabulary and comprehension of content text, for example Project CRISS and Reader Handbook content strategies with graphic organizers. Reading in content classrooms will be monitored through lesson plan reading integration, and administrator walk-thru's. It will also be monitored through library check-out circulation data. Content literacy will ensure that each student experiences engagement with authentic text—especially informational text—every day in each class. Reading across the curriculum also provides scaffolded support in every class for readers who struggle. Professional development in content literacy, including a print rich environment and use of themed text sets to study concepts, is provided to content area teachers so that implementation of reading experiences across the curriculum is successful. Content teachers work in conjunction with reading teachers to understand the concept of "just right" reading for independent reading, and their role in understanding motivation and support needed to read a challenging text. Teachers offer scaffolded support to read a wide variety of texts, including internet, magazines, or text supplements. Content teachers provide opportunities for discussion as a way to support the social nature of reading. In addition, monitoring and accountability to reading will be a part of classroom independent reading practice in content classrooms.

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

Teachers across the curriculum will include writing as a way for readers to communicate the meaning they have constructed from reading a text. Writing across the curriculum is for the purpose of clarifying, questioning, summarizing, explaining, connecting, or extending what has been read. Some forms of writing include quick writes, learning logs, reflection journals, brochures, paragraphs, short and extended FCAT Read/Think/Explain responses, and reports. Writing across the curriculum is used to respond to text, which makes it an integral part of the "after reading" phase of the reading process, including writing after chunks of reading. Other than through discussion, writing is the only way that invisible thinking can be made visible. It is important that writing is included as part of reading instruction across the

curriculum. Writing "before reading" can serve the purpose of accessing background knowledge, setting a purpose for reading, or making predictions based on a text preview. However, most of the time "before reading" practices like these are part of a discussion. Writing "during reading" is only an engagement with the text at text breaks, using graphic organizers, or notemaking. Writing "during reading" is not for the purpose of composing continuous written text. A reader's cognitive reading process should not be interrupted by writing. The most important phase of the reading process to apply writing is the "after reading" phase of the reading process. "After reading", writing is used to make connections and respond to ideas. Reading is receptive language; writing is expressive language. Writing provides an opportunity to express meaning constructed from text. Writing also provides an opportunity to inquire about ideas in text and can serve as an integral component of inquiry. The actual instruction of the writing process and how to write essays occurs in an English class--not in a reading class. It is the application of the writing process that occurs across the curriculum. Professional development in content literacy includes writing training that serves the reading process.

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

Before and after school reading tutoring and mentoring is provided by each school as needed. A summer FCAT Boost camp is held in June for high school students retaking the FCAT reading test. The camp provides targeted instruction and practice on FCAT reading benchmarks, as well as familiarity with testing format.

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?

Before, after, and summer school reading activities are linked to reading instruction by use of assessment data provided to teachers. Instructional need in the five components of reading is identified. Instruction is accelerated by formation of small flexible groups, targeted instruction based on assessment, and progress monitoring to determine growth and need to adjust instruction.