

2008-09 K-12 Comprehensive Research Based Reading Plans

District: Duval

Leadership: District Level

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1 What are your measurable district goals for student achievement in reading for the 2008-09 school year as described as a percentage increase from last year's scores?

The goal of DCPS is to improve the reading achievement of ALL students. To accomplish this goal the DCPS collected baseline data during the 05-06 school year. This baseline data was used to establish the Reading Performance Targets for the 06-07, 07-08, 08-09, and 09-10 school years.

Metric: The percent of students in grades 1 - 3 who score at grade level or above on the Spring DIBELS Oral Reading Fluency (DORF) assessment.

DIBELS: Proficient Grades 1 - 3

B'line 2009 2010 2011 2012

69 74 79 85 90

Metric: The percent of FCAT Level 1 and 2 students in grades 4 - 5 who score at grade level or above on the Spring DIBELS Oral Reading Fluency (DORF) assessment.

DIBELS: Proficient Grades 4 - 5

B'line 2009 2010 2011 2012

40 50 60 70 80

Metric: The percent of FCAT Level 1 and disfluent Level 2 students in grades 6 - 8 who achieve a Lexile score that is at or above the independent reading level.

Lexiles: Grades 6 - 8

B'line 2009 2010 2011 2012

31 39 46 54 62

Metric: The percent of FCAT Level 1 and disfluent Level 2 students in grades 9 - 10 who achieve a Lexile score that is at or above the independent reading level.

Lexiles: Grades 9 - 10

B'line 2009 2010 2011 2012

47 51 56 60 65

The percent of students scoring Level 3 or higher on FCAT Reading:

Grades 3-5

B'line 2009 2010 2011 2012

68 73 79 84 89

Grades 6-8

B'line 2009 2010 2011 2012

55 60 65 70 75

Grades 9-10
B'line 2009 2010 2011 2012
34 40 45 51 56

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

In 2007-2008 the district funded 71 reading coaches.

- 3 What is the total estimated number of reading coaches (funded through any source) that will be serving the district for the 2008-09 school year?

The district will maintain the twenty one Reading First Coaches and fund nine reading coaches for high-need elementary Title 1 schools for a total of 30 elementary reading coaches to provide support in K-3. There will be thirty six secondary reading coaches in 2008-2009, fifteen high school reading coaches and twenty one middle school reading coaches. In 2009-2010 the number of elementary reading coaches will decrease by 2 due to the consolidation of three of our elementary schools into one site and the number of secondary reading coaches will decrease by three due to schools that do not have a school grade of "D" or "F" sharing a reading coach and schools with a school grade of "C" or higher will not have a reading coach. The schools with a school grade of "C" or higher will have coaching through school instructional coaches and district literacy coaches that work in Academic Service, the reading and language arts department. In addition, the Schultz Center will offer instructional coaches to schools for 6 to 8 week coaching cycles.

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

Elementary reading coaches are assigned to high need Title I schools. Middle school coaches will be maintained in the schools that were a part of the original Middle School Coaches Grant. High schools will be assigned a reading coach to meet the professional development demands of secondary reading instruction in priority order based on a combination of school grade and the percentage of Level 1 and 2 students to the extent that funding allows.

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

School-based administrators are accountable for the fidelity of the K-12 Reading Plan implementation. The Just Read Florida Conference offers an in-depth look at the components and requirements of the K-12 Plan. Therefore, attendance at the conference will ensure that principals and coaches are equipped with knowledge to make connections between research-based reading practices, state requirements, and the site-based implementation. Principals and reading coaches will be notified of conferences and workshops that offer support for the development of effective reading instruction. In addition to encouraging principals and coaches to attend the Just Read Florida! Leadership Conference. Secondary reading coaches will be expected to participate in monthly district sponsored professional development led by the Executive Director of Reading & Language Arts and Academic Services Secondary Literacy Coaches, and FLARE consultants.

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

All district reading coaches will follow the Just Read! Florida reading coach job description

it will define the role of the reading coach and ensure consistency throughout the district. District leadership will make certain that school administrators are aware of the duties and responsibilities of the reading coach and will be accountable for monitoring assignments, scheduling, and logs to guarantee that coaches are adhering to the job description.

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

Whole Faculty PD	5
Small Group PD	5
Planning	5
Modeling Lessons	20
Coaching	20
Coach-Teacher Conferences	10
Student Assessment	2
Data Reporting	1
Data Analysis	2
Meetings	10
Knowledge Building	10
Managing Reading Materials	5
Other	5

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

Secondary reading coaches in Duval County will have a Florida Teaching Certificate and have earned or are working on K-12 Reading certification or the Reading Endorsement. Elementary reading coaches will have appropriate elementary certification. All reading coaches will have demonstrated knowledge of effective reading instructional practices and an intense interest in improving teaching and learning for teachers and students.

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

The current district-wide coaching model provides train-the-trainer opportunities, monthly meetings, and site-based visits by district personnel who are charged with organizing, leading, and instructing school-based coaches.

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

Use of the online coach's log is included in the job description and is an expectation of every reading coach. The log is monitored by the principal and at the district level.

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

The log is reviewed and adjustments in time allocation are made to address teacher and student performance.

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

Principals, coaches, and teachers provide feedback on the quality and relevance of the staff development through online surveys, focus groups, and analysis of student data. The evaluation process targets district level training as well as site-based training.

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

In addition to periodic informal visits, Cluster Chiefs and a member of the district support

team visit each school twice annually for a formal review of the district's standards-based reform model which includes required elements of the K-12 Comprehensive Research-based Reading Plan. The visit includes three major components: review and discussion of school self-assessment, a focus walk to observe evidence of levels of instructional implementation, and follow-up discussion of previous goals and establishing strategies for the next steps.

Progress monitoring data will be made available to the responsible Cluster Chief and Executive Director three times annually. Each elementary school will administer DIBELS as a progress monitoring assessment for reading deficient students in grades K-5. Secondary schools will administer FORF to all Level 1 and disfluent Level 2 students during the three state-determined testing windows. Fluent Level 2 students who receive a reading intervention from a content area teacher will be administered MAZE during the three state-determined testing windows. Through reports provided by the PMRN, the data will inform decision-making and serve as a focus of discussion in determining the effectiveness of the K-12 Reading Plan implementation.

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

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

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

The district administrators and support team members are well-versed in the reading programs and strategies identified by the district for school use. The district provides professional development and technical support that outlines the non-negotiable elements which define the program(s). These teams also provide technical support to coaches and teachers to assist them in implementing the components of the programs/strategies that are flexible as well as the context in which the flexibility is appropriate.

In addition to periodic informal visits, Cluster Chiefs and a member of the district support team visit each school twice annually for a formal review of the district's standards-based reform model which includes required elements of the K-12 Comprehensive Research-based Reading Plan. The visit includes three major components: review and discussion of school self-assessment, a focus walk to observe evidence of levels of instructional implementation, and follow-up discussion of previous goals and establishing strategies for the next steps.

Low achieving schools that have been identified by the state or district as being in need of intensive support receive more frequent informal visits to ensure fidelity of program implementation.

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

Concerns with the implementation of the K-12 Reading Plan will first be addressed with the principal by a member of the Language Arts/Reading district staff. If challenges persist, the Cluster Chief will be called on to address issues and determine solutions. Refer to the District Organizational Communication Reporting Chart in the Appendix.

14.2 District Organizational Communication Reporting Chart

[Reporting Chart](#)

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

An uninterrupted reading block for core reading instruction and additional time for immediate intensive intervention is an expectation in all elementary classrooms. District administrators and district level staff developers are aware of this requirement and provide a consistent message to teachers and principals. Principals monitor class schedules at the school level and Cluster Chiefs and Executive Directors monitor schools.

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

All disfluent students in grades 6-12 have an extended time of at least 90 minutes in an Intensive Reading course with the exception of 11th and 12th graders who have met graduation requirements.

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

District administrators will facilitate improvement by employing several strategies based on the identified reason that academic improvements are not being made. These strategies include: providing additional staff development, increase the time the coaches spend in classrooms, provide strategies to the site-based administrators and/or reading coaches to assist in monitoring and providing instructional feedback, assist reading leadership teams with reviewing their school improvement plans and current data to ensure that the identified targets are appropriate and prioritized.

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

District administrators provide principals with training on classroom reading walk-through strategies and providing feedback through monthly principal meetings, professional development opportunities, and modeling. In addition to formal teacher evaluations, district administrators ensure that principals frequently and consistently utilize the district implementation rubric (see appendix), and site-developed observation tools and check lists to monitor the implementation and fidelity of the district's K-12 Reading Plan.

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

District administrators will work with principals to employ a variety of strategies to identify current highly qualified teachers and encourage them to seek reading endorsement or reading certification so that they can become highly qualified reading teachers. District administrators will work with local colleges and universities to provide multiple streams for attaining reading certification and continuously advertise FOR-PD opportunities. The Schultz Center for Teaching and Learning will support the districts efforts by providing timely and regularly scheduled reading endorsement classes to meet the needs of teachers seeking endorsement.

The district has implemented aggressive recruitment practices outside of the district for high need areas, such as reading, that include:

a) Focus on Recruitment Targets, with an emphasis on pre-college and international

candidates in order to rebuild and sustain the pool of school of education prepared candidates.

Pre-college Candidates - Create an attractive overall package of the advantages of teaching to direct our youth to consider education as a future career. (Teacher Cadet and Future Educator Programs)

Second Career Candidates (Transition to Teaching and ACP)

International Candidates – Utilize an international cultural exchange program to expand our recruiting efforts around the globe. (Visiting International Faculty)

b) Increase the number of recruiting events and efforts at colleges and universities with larger minority populations including Historically Black Colleges and Universities and colleges with Hispanic/Latino student populations.

c) The district will recruit earlier in the recruitment cycle. Fall Recruitment efforts to capitalize on fall graduates to fill vacancies that come available in December and January as opposed to waiting only on spring recruitment opportunities.

d) We will market and accentuate the positive aspects of teaching as a career choice to our pre-college potential candidates as well as those who are eligible for teaching as a second career to cultivate interest in teaching. Strategies such as testimonials of teachers who have chosen to stay in the teaching profession will be utilized.

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

District administrators will provide principals with information on the K - 12 Comprehensive Research-Based Reading Plan during their summer meeting. The plan is located on the district's website for easy access by principals, coaches, and teachers.

Leadership: School Level

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

Reading coaches are a vital part of professional development at the school site and, as such, must keep informed of the latest reading research, teaching practices, and state guidelines. Principals will emphasize the expectation that the reading coach will attend the Just Read Florida Leadership Conference and other professional development opportunities, as appropriate. Support for attending conferences and training sessions will be provided by notifying reading coaches of opportunities, granting TDE (temporary duty elsewhere), and allocating necessary funds.

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, content area teachers, and other principal appointees should serve on this team which should meet at least once a month. What process will the principal use to form and maintain a Reading Leadership Team?

To ensure widespread knowledge of literacy concerns and create a team capable of effective problem-solving, it is necessary to identify team members who represent all faculty groups. The Reading Leadership Team will include administrators, teachers recognized as having reading expertise, and representatives from a cross-section of the grade levels and subject areas in order to facilitate vertical teaming.

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

The principal and coach will make sure that all stakeholders are represented on the Reading Leadership Team. They will schedule regular meetings to address literacy concerns by identifying needs and problem-solving to improve literacy instruction and student achievement.

The principal will use the rubrics from the Model Classroom Academies to monitor the implementation of new CCRP and share data from classroom observations to help the leadership team identify next steps for teacher professional development. The principal will lead the decision making process to identify areas if need in reading and help to identify resources to meet those needs.

The reading coach will model lessons, plan with teachers and provide professional development to support the teachers as they improve their reading instruction and implementation of the new CCRP. Based on the reading coaches work in the school and monthly reading coach meetings the coach will help the leadership team to: analyze student data, develop the school's action plan to address students' instructional needs, develop the school-wide reading professional development plan, write the reading section of the school improvement plan, plan school-wide literacy events and schedule time for all teachers to visit the reading model classrooms.

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

The Reading Leadership Team will hold regularly scheduled meetings and will report committee activities by posting agendas and minutes or making oral reports at faculty meetings.

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

The principal ensures that all administrators and members of the school leadership team are aware of the job description of the reading coach and understand the responsibilities of the position. The reading coach is expected to keep a log of daily activities and make it available for monitoring purposes.

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

The principal and reading coach will review student performance data and conduct reading walk throughs together in order to identify the professional development needs of the staff. They will use district provided rubrics and learning schedules to monitor the fidelity of reading implementation and plan appropriate professional development.

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

The principal collaborates with the reading coach on a regular basis to maintain knowledge of current needs of students and teachers for effective teaching and learning. Professional development materials are provided through school improvement funds and other funding sources when available.

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

Regular use of the online coach's log is a requirement of the reading coach position. The principal communicates accountability of PMRN reporting to the coach and monitors the coach's log for appropriate use of time.

5.2 How will the principal use the information obtained from the PMRN online reading coach's log to impact student learning?

The principal monitors the coach's log on the PMRN to determine if patterns exist that impact student achievement positively or negatively. The principal and reading coach analyze student reading performance, conference on a regular basis, and determine if the coach's tasks and activities support student and teacher needs.

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

The principal monitors teacher implementation of lesson plans through classroom visits, observations, focus walks, lesson plan reviews with teachers, and grade level meetings.

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

Data assessment notebooks are maintained by teachers for the collection and efficient analysis of student data. In addition, each school reports DIBELS (elementary) or FORF (secondary) results to the state through the PMRN or Maze (secondary) results through the Automated Reporting System. The principal monitors PMRN reports and data notebook usage through classroom observation and conferencing with teachers to ensure that safety nets and intervention programs/instructional materials support students' needs as determined by the data.

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)?

Elementary: Reading Leadership Team, grade level meetings, data study teams, vertical team meetings, Academic Interpretation & Data Evaluation system (AIDE) reviews.

Secondary: Reading Leadership Teams, department teams, data study teams, Academic Interpretation & Data Evaluation system (AIDE) reviews.

8.2 How often will this occur?

Regularly scheduled opportunities for discussing assessment data occur in each school. Meetings occur weekly, bi-weekly, or monthly. Early release days scheduled on alternate Wednesdays also afford teachers the opportunity to call informal meetings among colleagues to share data, exchange ideas, and collaborate on instruction.

9.1 Note that all instructional employees must have Individual Professional Development Plan (IPDP) goals that are a reflection of the goals in the School Improvement Plan (SIP) pursuant to s.1012.98, F.S. Since reading is a required SIP goal for Schools In Need of Improvement (SINI) and schools with a grade of F, all instructional employees in those schools are **strongly encouraged** to have a reading goal as one of the several goals in 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)?

The principal and instructional employees study school data and individual class data to identify professional development needs of individuals and the faculty as a whole. Each teacher's Individual Professional Development Plan includes individual goals and goals that support the School Improvement Plan.

9.2 How will the principal **differentiate** and intensify professional development for teachers based on progress monitoring data?

There is a district expectation that an annual review be conducted of each teacher's professional development. Following the annual review and/or when progress monitoring reveals a need to intensify or modify a teacher's professional development plan, the principal ensures that differentiated training sessions and/or mentoring is provided. It is the principal's responsibility to determine if the quality or quantity of support is sufficient to accomplish the goals set forth in a teacher's professional development plan.

When progress monitoring data reveal that an area of student performance consistently falls below expectations, the principal initiates a modification of the school's or an individual teacher's professional development plan.

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

The principal identifies mentor teachers through classroom and grade level observations, focus walks, and recommendations by the reading coach and/or standards coach. A variety of coaching models, such as the DeSensi Coaching Model and the Collaborative Coaching Model, support the use of mentors and model classrooms in the schools.

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

Time is provided in the teacher's schedule for professional development as determined by the teacher contract. Teachers are given the opportunity to meet during planning time and on early release days (bi-weekly) to collaborate, conference, share successful teaching strategies, and participate in teacher initiated training sessions.

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

As the instructional leader in the school, it is the principal's responsibility to regularly monitor the implementation of the district's reading plan and seek solutions to the discrepancies. Principals receive training and support from the district reading staff regarding the content of the plan prior to the start of the school year. In addition, principals have access to project managers who specialize in the effective implementation of vital programs and interventions included in the plan.

Equipped with that knowledge, principals conduct frequent reading walk-throughs and establish and implement a system for monitoring reading instruction in classrooms. Monitoring includes classroom/teacher observations, program fidelity checks, review of data reports provided by the Progress Monitoring and Reporting Network (PMRN), and examination of coaches' logs, if applicable.

12.2 How will follow up with feedback be provided **based on monitoring**?

Through conferencing, meetings, written and oral communications, and professional development, the principal provides specific feedback to individuals, grade levels, content area teachers, other school-based administrators, and the faculty in general, as needed, to implement the reading plan with fidelity. When appropriate, the principal may work with the Reading Leadership Team to determine a course of action intended to make a schoolwide impact.

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

The K-12 Comprehensive Research-based Reading Plan is presented to the faculty during a pre-planning workshop session at the school. The Language Arts/Reading district staff provides principals and coaches with supporting materials (Powerpoint, documents, resources) to ensure that the presentation effectively highlights and describes the critical elements of the K-12 Reading Plan.

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

The principal collaborates with the faculty to generate strategies for increasing enthusiasm of reading for pleasure and learning. Time spent reading by students will be increased by setting high expectations and bringing attention to those expectations with the following types of activities: monitoring the number of books read, celebrations for increased time reading, special programs, reading logs, million-word expectations, reading kick-off, early literacy program, partnership with Jacksonville Public Library, STARS Programs with JPL, Family Reading Night.

14.2 How will the principal increase media center circulation?

The principal uses the circulation data printout provided by the media center staff to determine a pattern of use and meet with the Reading Leadership Team to plan for increased circulation. Recommendations by the team may include an open door policy, extended hours, Family Reading Night, book fairs, Ready to Learn Parent night/PBS and special literacy programs such as Book It! (Pizza Hut), Reading Is Fundamental, and Book Give-a-ways.

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

Principals establish themselves as literacy leaders by demonstrating knowledge of current local, state, and federal policies that impact literacy instruction in the district and by participating in literacy related professional development with reading teachers and coaches. Principals who are literacy leaders often conduct book talks, establish a Book-of-the-Month program, participate in community reading programs, distribute reading lists for students and teachers, model effective reading instruction, notify their faculty of professional development opportunities, attend state and national reading conferences, join reading related professional organizations, and earn a Reading Endorsement.

Professional Development

1 Provide the district professional development schedule for ALL reading professional development, not just the professional development funded through the FEFP reading allocation, for the 2008-2009 school year through Chart A. **ALL Reading Endorsement professional development offerings should be described in Chart A.**

[Chart A](#)

(This will open in a new browser)

2 Does your district offer Content Area Reading Professional Development (CAR-PD) in at least one school?

We provide multiple opportunities through the Schultz Center for Teaching and Learning for teachers in the district to attend CAR-PD training. We have twenty-three persons in the district that have completed the Train the Trainer course for CAR-PD and several of our middle schools and high schools provide the training at schools. In spring of 2008, an additional Train the Trainer course will be taught so more schools can have a CAR-PD trainer at their school site.

3 Does your district offer Reading Endorsement for ESOL (REESOL)?

Yes, through our ESOL department.

4 Does your district conduct transcript reviews of college coursework for application towards the District Add-On Reading Endorsement?

No, we do not review transcripts, we do not have the district staff to do this for large number of teachers in our district.

5 Does your district provide a financial incentive for teachers who are working towards reading endorsement or completing it? If so, please explain.

We do not provide financial incentives for teachers working towards or completing the reading endorsement, the district does not have funding to offer incentives to the large number of teachers in our district.

6 Does your district offer a financial incentive for content area teachers who complete CAR-PD? If so, please explain.

We do not provide financial incentives for teachers working towards or completing CAR-PD. Since the district does not have funding to offer incentives for the reading endorsement the decision was to not provide incentives for the completion of CAR-PD.

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 [Chart C - ELEMENTARY INSTRUCTIONAL MATERIALS INFORMATION](#)

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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.

Duval County's school-based decision making process has resulted in the adoption of Houghton Mifflin for its elementary schools. The program meets the Florida Department of Education's rigorous criteria for scientifically-based reading research. It includes explicit, systematic instruction based on the five building blocks of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension), and all three programs provide clear guidance for teachers about reading instruction to ensure that students will be able to read on grade level by the end of third grade.

Houghton Mifflin is a research-proven program that provides students with explicit instruction that focuses on phonics, word learning activities, the use of leveled books, ongoing assessments (Emerging Literacy Survey, grades K-1; Phonics/Decoding Screening Test, grades 1-6; Leveled Reading Passages Assessment, grades K-6; Lexia Quick Phonics Assessment, Theme Skills Test, Spiral Reviews, and observation checklists in the Teacher's Assessment Handbook), reading fluency, oral reading skills, and the development of independent reading. Its framework also includes fluency instruction, screening instruments, student practice lessons, text comprehension instruction, coordinated instructional sequences, and ample opportunities for students to practice what they have learned. This core series contains tools for progress monitoring, data management, safety-net interventions, sound instructional materials, and significant professional development support.

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).

District elementary schools utilize a variety of supplemental materials in order to meet the

differing needs of individual students. Supplemental materials are defined as those materials used in addition to the Comprehensive Core Reading Program (CCRP) and address one to four of the five building blocks of reading. Many of the materials used in DCPS have been reviewed by Florida Center for Reading Research (FCRR). FCRR Reviewed Destination Reading is a K-3 computer-assisted instructional reading program designed for whole class, small group, or individual instruction as a supplement to another reading curriculum already in use. It is available to all Duval schools through the Internet at the Riverdeep Learning Village website. Destination Reading was developed in 2001, based on recent reading research and meta-analyses of the research conducted by the federal government. It is aligned with the Florida Sunshine State Standards. Destination Reading has been specifically designed to be consistent with the five critical elements of reading instruction documented by the National Reading Panel: phonemic awareness, phonics, vocabulary, fluency and comprehension.

Text Talk is an oral language instruction program developed by Drs. Isabel Beck and Margaret McKeown and based on the research described in their book, *Bringing Words to Life*. It is intended for all students in grades K-3 and is designed to supplement the CCRP. Twenty minutes of daily whole or small group instruction is delivered by the teacher. The goal is to develop the students's ability to construct meaning of sophisticated vocabulary words within the context of read-aloud and explicit instruction. The vocabulary words and ideas are contextualized with explicit descriptions of how the words are used in the story and through interactive discussions.

Elements of Reading: Vocabulary, a reading supplement, is solidly based on research that is linked to the recommendations of the National Reading Panel in the area of vocabulary development. This supplement is integrated by introducing robust vocabulary words through rich literature, explicit vocabulary instruction, oral instruction, personalization, and active engagement, multiple contexts, ample practice, and links to reading comprehension. FCRR Reviewed

LeapTrack is a computer-based assessment and instruction system that uses formative assessments to guide instruction. The instructional program implicitly addresses the five components of reading. The program also assesses those components. This program is individualized and can be integrated into the literacy block as an authentic literacy center, or outside of the literacy block as an intervention. FCRR Reviewed

Quick Reads, a supplemental reading program, is specifically designed to improve students' fluency and has strong comprehension, vocabulary, and background knowledge elements. Quick Reads is integrated as a part of the literacy block through small group or whole group instruction. FCRR Reviewed

Great Leaps is a supplementary reading program which is designed to be a fluency-building program. It is consistent with current research knowledge in both its instructional design and content. It is integrated into the instructional day in addition to the regular literacy block. It can be utilized by the classroom teacher, paraprofessional, or trained instructional interventionist. FCRR Reviewed

Accelerated Reader (AR) is a computer based reading management and motivational system designed to complement existing classroom literacy programs. AR's goal is to motivate students to read at an appropriate level of difficulty using an individualized goal/point system. The independent reading portion is integrated into the regular literacy block. The assessment piece is implemented outside of the literacy block. FCRR Reviewed

In addition, many Exceptional Student Education (ESE) teachers supplement student instruction with the following materials:

- Road to the Code (Phonemic Awareness)
- Sounds and Letters (Phonemic Awareness)
- Earobics (Phonemic Awareness) FCRR Reviewed
- Great Leaps (Fluency) FCRR Reviewed
- SRA Vocabulary Kit (Vocabulary)

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 utilized to provide immediate intensive interventions (iii) to those students who have been identified as having a reading deficiency. Intervention programs are defined as those programs used in addition to the CCRP and that address all five of the building blocks of reading.

Soar to Success is a reading intervention program designed for students in grades 1-5 who are below grade level. The lessons are structured to include work in phonics, word learning activities and reading fluency development. Vocabulary development and reading comprehension are addressed. It incorporates fast paced, scaffolded instruction. FCRR Reviewed

Reading Mastery and Corrective Reading is a reading program designed for students in grades in K-5. The scripted lessons are structured to systematically provide explicit instruction in phonics, word work, reading fluency development, and comprehension.

Read 180 is a computer-based comprehensive intervention program for struggling readers in which the teacher provides whole group instruction and small group differentiated instruction. In addition there are independent student literacy centers. It addresses to varying degrees phonics, fluency and comprehension. FCRR Reviewed

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

Computer-based reading materials (Destination Reading, FCAT Explorer and River Deep) are utilized to provide additional support in the reading growth of students. Listed below are several of those programs.

Failure Free Reading is a computer-based program designed for the lowest performing readers. The goal of Failure Free Reading is to build fluency, comprehension and sight vocabulary. It is designed to improve word-level reading skills. It is a supplemental program that is integrated outside of the regular literacy block. It can be accomplished in a lab setting, small group instruction or one to one. FCRR Reviewed

Accelerated Reader(AR) is a computer based reading management and motivational system designed to complement existing classroom literacy programs. AR's goal is to motivate students to read at an appropriate level of difficulty using an individualized goal/point system. The independent reading portion is integrated into the regular literacy block. The assessment piece is implemented outside of the literacy block. FCRR Reviewed

Fast Forward is a short-term individualized intervention that is delivered to students through computer-based exercises. Fast ForWord develops and strengthens the cognitive skills of memory, attention, processing, and sequencing which build a solid foundation of improved reading skills. It is implemented in a pull-out model for low-achieving students, including Level 1 students, ESE students, and ESOL students. FCCR Reviewed

- 3 Schools must diagnose specific reading difficulties of students who do not meet specific levels of performance as determined by the district school board in reading. to determine the nature of the student's difficulty and strategies for appropriate intervention and instruction. Although formal diagnostic assessments provide specific information about a student's reading difficulties, 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.

Create an Assessment/Curriculum Decision Tree (Chart D1) to demonstrate how assessment data from progress monitoring and other forms of assessment will be used to determine specific reading instructional needs and interventions for students in grades K-3.

The chart must include:

- Name of assessment(s)
- Targeted audience
- Performance benchmark used for decision-making
- Assessment/curriculum connection
- An explanation of how instruction will be modified for students who have not responded to a specific reading intervention delivered with fidelity with the initial intensity (time and group size) provided.
- An explanation of how your district will ensure that students not making progress with the intervention provided, are given a different reading intervention in subsequent years.

[Chart D1 - Elementary Assessment Curriculum Decision Tree](#)

(This will open in a new browser)

- 4 Schools must diagnose specific reading difficulties of students scoring at Level 1 and Level 2 on FCAT Reading to determine the nature of the student's difficulty and strategies for appropriate intervention and instruction. Although formal diagnostic assessments provide specific information about a student's reading difficulties, 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.

Create an Assessment/Curriculum Decision Tree (Chart D2) to demonstrate how assessment data from progress monitoring and other forms of assessment will be used to determine specific reading instructional needs and interventions for students in grades 4-5(6).

The chart must include:

- Name of assessment(s)
- Targeted audience
- Performance benchmark used for decision-making

- Assessment/curriculum connection
- An explanation of how instruction will be modified for students who have not responded to a specific reading intervention delivered with fidelity with the initial intensity (time and group size) provided.
- An explanation of how your district will ensure that students not making progress with the intervention provided, are given a different reading intervention in subsequent years.

[Chart D2 - Elementary Assessment Curriculum Decision Tree](#)

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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 elementary schools schedule a minimum of a 90-minute reading block which is made up of a one-hour Readers Workshop and a half-hour skills block. Reading First schools and Intensive Reading Intervention Plan (IRIP) schools schedule 120 minutes of reading instruction including the skills block in grades K-3. Intensive acceleration classes (S.T.A.R. - Students Taking Academic Responsibility) for Tier 3 third graders schedule 180 minutes of reading instruction including the skills block. Readers Workshop is divided into three sections: opening-whole class/initial instruction (10-15 minutes), work period (40 minutes), and a closing (10 minutes). The Readers Workshop begins with a whole group instruction focus lesson on skills and reading strategies, which comes directly from the core curriculum reading program. Teachers use the scope and sequence of the CCRP as a guide for systematic instruction. The work period engages students in a variety of reading based activities identified in the CCRP that address the five components of reading as well as the identified Sunshine State Standards (SSS) and New Performance Standards. These activities include, but are not limited to, teacher led small group instruction, authentic literacy centers, independent reading, shared reading, partner reading, and literature circles. Teachers address differentiated needs of individual students through flexible grouping and teacher led one-on-one conferences. During this time, teachers and reading support staff also address the needs of students who require immediate intensive intervention (iii) with appropriate intervention, supplemental programs, or instructional materials. During the closing, the teacher brings the group back together for discussion to make connections between initial instruction, standards and strategies practiced during the work period. The 30 minute skills block is whole group and addresses specific skills from the Sunshine State Standards. In the primary grades (K-2) the skills block primarily addresses phonemic awareness and phonics. In grades 3-5, the skills block primarily focuses on word work and grammar.

A description of Readers Workshop, as it is implemented in Duval County, and definitions of the terminology that supports the workshop model are included in the Appendix.

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

In addition to interventions provided in the context of the Readers Workshop, classroom teachers and other support staff provide immediate intensive interventions (iii) outside of the regular literacy block. During this time the teacher/support staff addresses the individual needs of students who require additional time using appropriate intervention/supplemental programs or materials. Interventions are identified to address the specific needs of individual students and may range in frequency from 15 - 30 minutes 5 times a week. Students participate in progress monitoring to determine the effectiveness of the intervention.

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

The district's language arts philosophy is clear in suggesting that a successful reading teacher not only teaches a child how to read, but also incorporates strategies that foster a love of

reading and prepares the student to enjoy a lifetime of reading. In using Readers Workshop, teachers place a high value on rich and diverse classroom libraries that offer students engaging and appropriately leveled books for independent reading. Schools strengthen classroom libraries through a variety of funding sources to ensure that all students have readable books that are interesting and relevant.

A district-wide program, the "Million Word Campaign", provides encouragement for students to read from a variety of genres and sources (including magazines, newspapers, and journals). Students understand that reading a million words per year from these multiple sources (with a focus on leveled texts) is integral to developing a strong and rich vocabulary.

- 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 a **meaningful** extension of the skills taught through the core reading program?

The use of authentic literature is integrated into the daily reading program by incorporating classroom libraries and leveled text in the literacy block. Each school staff is encouraged to inventory classroom book collections and ensure that an adequate number of titles are included that supplement science and social studies content. Students have access to reading materials that include fiction and nonfiction and are often grouped by author, genre, topic and/or reading levels.

- 6.2 How will these classroom libraries be utilized?

Classroom libraries are an integral part of the Readers Workshop instructional delivery model. Especially during the work period, they provide students with an opportunity to select books for purposeful independent reading activities, literature circles, and book talks.

- 6.3 How will books be leveled?

At the elementary level, the Fountas and Pinnell book leveling system is used for guided and independent reading.

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

Teachers assess student reading levels with Developmental Reading Assessments (DRA2), and running records. Students are provided weekly book selections for independent reading and guided reading based on these levels.

- 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.

Elementary teachers who work in a departmentalized setting incorporate reading strategies into the content areas of science and social studies using text books and leveled non-fiction books. These materials support the use of "before, during, and after" reading strategies, which result in a deeper understanding of the content. Teachers model read aloud/think aloud strategies to increase comprehension. Leveled classroom libraries combined with an assigned independent reading time provide students with the opportunity to practice these reading strategies. Supplemental programs that focus on vocabulary and comprehension through the use of non-fiction text (Wildcats, Shutterbugs, GearUp, Take Two's) are often available for independent reading practice.

Self-contained elementary teachers use the same reading strategies as departmentalized teachers to strengthen reading skills and strategies while teaching any subject. During the reading block, the use of fiction and non-fiction books on science and social studies topics are used to enhance subject area knowledge while preparing students to be successful and critical readers of these types of books.

Self-contained and departmentalized teachers are offered training in effective strategies for

fiction and non-fiction texts including seven key strategies as identified by Harvey and Goudvis in *Strategies That Work* - making connections, questioning, visualizing, inferring/predicting, determining importance in text, and synthesizing. Bloom's Taxonomy is incorporated into staff development to improve teacher's questioning techniques. Other resources that have guided teachers in using best reading practices in a variety of instructional settings are *Mosaic of Thought* (Keene and Zimmerman), *Seven Keys to Comprehension* (Zimmerman and Hutchins), and *Reading With Meaning* (Debbie Miller).

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

Students engage in writing activities daily during the 60 minute writing block in addition to the 90 minute reading block. Independent reading, guided reading, and literature study using leveled books and/or the comprehensive core reading program (CCRP) anthology require the students to construct meaning and develop critical reflections of the text. By writing a response, students must think more precisely about what has been read in order to capture their reflections in print. When given an opportunity to share and talk about their written responses with others, a deeper understanding develops. Written responses also provide teachers with a window to what the students are thinking as they read. Writing activities during the reading block include reader response journals (reading list, letters to the teacher/peers) and post-it notes as a strategy to increase vocabulary. As suggested in the *Just Read, Florida! Participation Manual*, students also write reports, narratives, and expository texts in response to literature from leveled books and the CCRP. Teachers model spelling and grammar strategies during skills instruction to support students' progress as writers.

Instruction in the writing process takes place daily outside of the 90-minute reading block and during a 60-minute Writers Workshop as described in the Appendix.

- 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 **Monday, March 31, 2008** for the Just Read, Florida! Office to review and provide feedback by **Friday, April 11, 2008**. 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)?

An Extended Day Program exists in 83 of the district's elementary schools offering two types of academic assistance - academic enhancement including homework assistance and academic remediation that includes intense, individualized skills instruction. The remediation safety-nets are supported by SAI funds and are based on the number of Level 1 students in each school which allows the schools in greatest need to benefit from the largest share of the funds. Fourteen lower-achieving elementary schools offer the TEAM UP after school safety-net program for students who are usually behind in their class work and in need of individualized academic assistance.

Many of the district's elementary schools benefit from partnerships with military groups and local businesses that "adopt" schools and provide one-to-one mentoring to identified students. Members of the Duval County School Board and Project REACH have solicited mentors for the most challenged schools through faith-based organizations. Mentoring programs focus on helping students gain a greater appreciation for reading as well as helping students develop and maintain motivation for succeeding in school.

In addition to the state mandated Summer Reading School for third grade students who score

Level 1 on the FCAT, the district offers remediation through Summer Reading School for students in grades 1 and 2 who are identified as in need of intensive assistance based on the spring administration of DIBELS.

Fourth and fifth grade students who are being retained based on a spring score of Level 1 on FCAT Reading are also offered Summer Reading School for possible promotion. The goal of the Florida Legislature is that every student read at or above grade level and that no student is placed in a grade level based solely on age or other reasons that would be considered social promotion. In an effort to comply with the legislative goal, the Duval County School Board adopted a policy that affects the promotion of grade 4 and 5 students scoring at Level 1 on FCAT Reading. Students impacted by this retention policy will be provided the opportunity to attend Summer Reading School. Summer Reading School structure and curriculum will be in line with the Just Read, Florida! recommendations for 3rd grade Summer Reading Camp.

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

Safety-net programs and mentoring programs are linked to the classroom directed reading instruction in several ways. First, teachers and safety-net providers maintain ongoing communication about the student(s) in the safety-net program. Second, the type of intervention identified correlates with individual student data and teacher directed classroom instruction. Third, the teacher and safety-net provider(s) work together to keep the intervention program fluid so that students move in and out based on the most current data. Mentoring programs, although implicitly connected to the classroom reading instruction, provide opportunities for students to practice reading in a non-threatening environment.

Summer school students in grades 3-5 arrive at the summer school site with a partially completed assessment portfolio that is used to align summer school instruction with FCAT benchmarks that have not yet been mastered during the regular school term. Summer school teachers of students in grades 1 and 2 receive the student's final DIBELS assessment to determine the instructional priorities for each student.

9.3 How is student eligibility determined for these activities?

Students in grades 1-2 are recommended for summer reading camp if they are identified as "high risk" using the spring administration of DIBELS.

Students in grades 4 - 5 are recommended for summer reading camp if they score a Level 1 or Level 2 on the FCAT and/or have a "D" or lower in reading on their report card.

Students in third grade are recommended for summer reading camp if they score a Level 1 or Level 2 on FCAT or have a "D" or lower on their report card.

Summer school students in grades 3-5 arrive at the summer school site with a partially completed assessment portfolio that is used to align summer school instruction with FCAT benchmarks that have not yet been mastered during the regular school term. Summer school teachers of students in grades 1 and 2 receive the student's final DIBELS assessment to determine the instructional priorities for each student.

10.1 Which assessments are administered to determine reading instructional needs for the following students:

Non-English speaking ELL students?

CTBS, CELLA are administered in addition to the reading assessments identified for all students. The student's LEP Plan is followed for accommodations and modifications needed in all testing settings.

10.2 Students with severe speech/auditory impairments?

The same reading assessments are used for these students but their 504 plan or IEP is

followed for accommodations and modifications needed in all testing settings.

10.3 Students with severe vision impairments?

The same reading assessments are used for these students but their 504 plan or IEP is followed for accommodations and modifications needed in all testing settings, most often testing materials are ordered in large print.

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 [Chart F - MIDDLE SCHOOL INSTRUCTIONAL MATERIALS INFORMATION](#)

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

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

All 6th grade students who score Level 3, 4, or 5 on FCAT Reading are enrolled in a one-semester Critical Reading course. Teachers deliver instruction using the Socratic Method of inquiry with materials from Jr.Great Books.

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.

The Comprehensive Intervention Reading Program for middle school students in 2008-2009 is Scholastic READ 180 Enterprise Edition. READ 180 is an intensive reading intervention program designed to meet the needs of students in grades 4-12 whose reading achievement is below the proficient level. The program directly and systematically addresses individual needs through a daily 90-minute instructional model of adaptive and instructional software, high-interest literature, and direct instruction in reading and writing skills. Crucial components of the program include a scientific research base of more than 20 years, proven and consistent results, comprehensive instruction, purposeful assessment, data-driven instruction, and meaningful professional development. Learners are explicitly taught phonics, decoding and comprehension skills in the context of a wide range of authentic fiction, non-fiction and environmental text. The program provides careful sequencing of reading and writing skill development so that each new skill is scaffolded for student success.

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. **Test preparation materials and educational technology without a teacher-led instructional component should not be listed in this category.**

The supplemental reading programs selected for the secondary Intensive Reading program are:

Glencoe: Jamestown Readers are high interest, leveled readers designed to engage the struggling reader and build vocabulary, fluency and comprehension. The adolescent focus of Jamestown books appeals to the middle and high school student. Example: There are twelve books in Jamestown Publishers' Critical Reading series. All titles include high-interest, nonfiction selections followed by exercises in reading comprehension and critical thinking skills. The selections have a universal appeal and are appropriate for use with students ranging from grade six through community college.

Sopris West: REWARDS is an intense program of short duration that helps students decode words containing two to eight word parts. It assists students accurately read more multi-syllabic words in sentences and in content-area textbooks. The REWARDS program enhances oral and silent reading fluency. It is designed to be a reading intervention program focusing on fluency building. The REWARDS program stresses that when students can read more words, their reading vocabulary comes closer to their oral vocabulary, and thus their comprehension improves. FCRR Reviewed

Great Source: Reader's Handbook is a one-stop reference to help students to understand many different kinds of reading (fiction, non-fiction, textbooks, poetry, drama, and Internet.) packed with skills and strategies that students need to be successful readers, this handbook provides help for students in all subject areas from English and social studies to math and science.

- 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.

Accelerated Reader is a computer based, reading management and motivational system designed to complement existing classroom literacy programs for grades K-12. AR's goal is to motivate students to read using an individualized goal/point system. Student's individual goals are based on their reading grade equivalent score from a standardized test, such as STAR Reading, coupled with the amount of time the student is able to devote to reading. AR translates grade equivalent scores into a zone of proximal development (ZPD) range that is used to determine the level of books from which the student can select. The technology presents test scores, points earned, and keeps records in order to help teachers and parents manage and track a student's attempt to reach his or her goal. FCRR Reviewed

Fast Forward is a short-term individualized intervention that is delivered to students through computer-based exercises. Fast ForWord develops and strengthens the cognitive skills of memory, attention, processing, and sequencing which build a solid foundation of improved reading skills. It is implemented in a pull-out model for low-achieving students, including Level 1 students, ESE students, and ESOL students. FCRR Reviewed

3 Section 1003.4156, 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

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

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

Additional guidelines for student placement in reading intervention can be found through using the Just Read, Florida! Student Reading Placement Chart at:

http://info.fldoe.org/justread/educators/Secondary_Reading_Placement_Chart.pdf

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

Schools must diagnose specific reading deficiencies of students scoring at Level 1 and Level 2 on FCAT Reading. Although formal diagnostic assessments provide specific information about

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

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

The chart must include:

- Name of assessment(s)
- Targeted audience
- Performance benchmark used for decision-making
- Assessment/curriculum connection
- An explanation of how your district will modify instruction for students who do not respond to specific reading intervention programs
- An explanation of how your district will ensure that students not making progress are placed in different reading intervention programs in subsequent years

[Chart G - Middle School Assessment Curriculum Decision Tree](#)

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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.

Level 1 & 2 students diagnosed as in need of remediation in three or more areas of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension), will receive a minimum of 90 minutes of daily-uninterrupted reading instruction in a classroom with a reduced student/teacher ratio.

All reading intervention courses will employ the Florida Reading Formula which summarizes scientifically-based research on effective reading instruction: 5 + 3 + ii + iii = five essential components of reading instruction (phonemic awareness, phonics, vocabulary, fluency, comprehension); three types of classroom assessment (screening, diagnosis, progress monitoring); initial instruction (including explicit, coordinated, aligned, whole class instruction, flexible small groups organized by needs; ample practice opportunities; print-rich environment; and comprehension strategies); and immediate intensive intervention (differentiated instruction, prescription, remediation, progress monitoring, continuing support etc).

This intervention course will include on a daily basis:

- whole group explicit instruction
- small group differentiated instruction
- independent reading practice monitored by the teacher
- a focus on informational text at a ratio matching FCAT

It is the district's intention that Level 2 students diagnosed with deficits only in the areas of vocabulary and/or comprehension will receive a reading intervention delivered in the content area classrooms.

This intervention course will 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

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?

READ 180 Enterprise Edition is used to deliver the reading intervention to all students enrolled in an Intensive Reading course in grades 6-8.

The READ-180 program directly and systematically addresses individual needs through a daily 90-minute instructional model of adaptive and instructional software, high-interest literature, and direct instruction in reading and writing skills. Students are provided with access to authentic fiction and non-fiction texts representing a range of levels, interests, genres, and cultures within the reading program through the interactive software, teacher led instruction utilizing the READ 180 R-book, and in the independent reading center.

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

Students participate daily in a 20 minute independent reading rotation which is monitored by the teacher through the use of reading logs & individual reading checks. In addition, motivational software ensures that students have completed their READ 180 Paperback and Audio book assignments by quizzing them on each title. These quiz scores are monitored by the teacher to ensure that students are engaging in daily independent reading practice with successful comprehension.

5.3 How will classroom libraries be utilized?

The reading intervention classrooms will provide extensive classrooms libraries including a variety of genres and levels. The age-appropriate, relevant books help students read with success. Each book is leveled, allowing students to read confidently according to their own independent reading abilities. Opportunities are also provided for students to develop good reading skills and habits while they enjoy grade-level text through audiobooks. A narrator reads the text aloud and a reading coach provides comprehension, vocabulary and self-monitoring strategies during the reading. Students utilize the classroom libraries daily in a 20 minute independent reading rotation which is monitored by the teacher.

5.4 How will the books be leveled?

Books are leveled by Lexiles and are matched to each student's individual reading Lexile range as measured by the Scholastic Reading Inventory.

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

Placement and progress monitoring software determines each student's reading level based on the Lexile Framework® for Reading. It also helps guide students to appropriate books for independent reading. READ 180 includes a comprehensive management system that provides robust capabilities for teachers to monitor, manage, and report individual student progress and ensure that students are matched with the appropriate level 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 area teachers will incorporate reading into their subject areas by using CRISS strategies. These strategies give the student ways to solve problems encountered in constructing meaning in any context.

Content area teachers use a variety of diverse texts to provide opportunities for students to engage in the pleasurable and informational act of reading as they increase reading fluency, develop vocabulary and comprehension skills, and apply higher order thinking skills. The school libraries house a large collection of diverse resources and circulate a wide assortment of materials for students to read and learn with the support of the faculty. Teachers have

furnished lists of books needed to support learning to the media specialist to assist in the purchasing process. Many of these nonfiction books were placed in the content area classroom to build a classroom library. This endeavor has increased media circulation in many of the secondary schools. In the content area classroom, students are expected to strengthen functional reading skills, read with endurance, and comprehend what they read. Students need many reading text materials in order to do this, therefore informational passages in subject-area text uses diaries, editorials, informational essays, biographies, autobiographies, primary sources, consumer materials, how-to articles, advertisements, tables and graphical presentations to assure students become successful independent readers with reading endurance on grade level.

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

Students are provided with multiple opportunities to write throughout the day, including during the Intensive Reading class. This will be accomplished by having the students respond to literature that they are reading. Students will keep reading logs and response journals. Some of the examples the students will be encouraged to use are: keeping reading journals to respond to texts they are reading, writing questions they have before reading the text, writing questions about wonderings they have about the text, taking two column notes as they read, using post-it notes to foster vocabulary development and writing a summary of what they have read.

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

Before school and after school tutoring programs are on-going in schools across the district. The TEAM UP Program serves as an academic safety net in 14 elementary schools, 26 middle schools, and 2 exceptional student centers. In 2008-09, eight middle schools will offer TEAM UP five days per week - Ribault, Butler, Northwestern, Gilbert, Highlands, Paxon, Jeff Davis, and Arlington. The remaining 19 middle schools, plus John E. Ford K-8 and Palm Avenue, will offer TEAM UP three days per week.

Two middle schools offer a summer program for students who need additional support in reading. Students from other schools may participate. The session includes Fast ForWord for 50 minutes plus a session with a teacher using the Impact (Principal Woods) reading program.

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?

Several key features distinguish the academic component of the TEAM UP Program and enhance its value and effectiveness as a safety net for students after school:

1. Alignment with school day instruction: Every effort is made in the TEAM UP Program to identify what students have worked on during the school day and to follow up with assistance from the TEAM UP Program after school. The TEAM UP Weekly Instruction Form, which flows between school and TEAM UP staff, provides consistent information to TEAM UP teachers as to the skills being worked on by TEAM UP students during the day. An important component of the TEAM UP academic model is to focus on assisting students in their individual academic deficiencies. The TEAM UP Request for After School Assistance form enables school day instructors to request assistance from TEAM UP teachers in targeting specific standards with individual students.

2. Standards Based Instruction: Each TEAM UP Program is provided with the TEAM UP Standards Based Activities Handbooks. There is a handbook for Reading and Writing and one for Mathematics. Contained in each handbook is a collection of standards based activities to be used when working with students on specific standards. The activities handbooks are aligned with Sunshine State and NCEE standards.

3. Monitoring and tracking of student progress: Progress made by individual TEAM UP students is monitored on a daily basis through the TEAM UP Progress and Tracking form. The completed Progress and Tracking forms are sent home to parents at the mid-point of

each nine weeks.

8.3 How is student eligibility determined for these activities?

Students scoring Level 1 or Level 2 on FCAT and/or have a "D" or lower in reading on their report card are recommended for summer reading school.

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

Non-English speaking ELL students?

CTBS, CELLA are administered in addition to the reading assessments identified for all students. The student's LEP Plan is followed for accommodations and modifications needed in all testing settings.

9.2 Students with severe speech/auditory impairments?

The same reading assessments are used for these students but their 504 plan or IEP is followed for accommodations and modifications needed in all testing settings.

9.3 Students with severe vision impairments?

The same reading assessments are used for these students but their 504 plan or IEP is followed for accommodations and modifications needed in all testing settings, most often testing materials are ordered in large print.

9.4 Students in grades 6 and above with no FCAT scores?

Students that do not have an FCAT score will be given the Florida Oral Reading Fluency (FORF) to determine whether reading interventions are needed and to place students in the appropriate reading course.

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 [Chart I - HIGH SCHOOL INSTRUCTIONAL MATERIALS INFORMATION](#)

(This will open in a new browser)

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.

The Comprehensive Intervention Reading Program for Intensive Reading students in grades 9 and 10 is Scholastic's READ 180 Enterprise Edition. READ 180 is an intensive intervention program designed to meet the needs of students in grades 4-12 whose reading

achievement is below the proficient level. The program directly and systematically addresses individual needs through a daily 90-minute instructional model of adaptive and instructional software, high-interest literature, and direct instruction in reading and writing skills. Crucial components of the program include a scientific research base of more than 20 years, proven and consistent results, comprehensive instruction, purposeful assessment, data-driven instruction, and meaningful professional development. Learners are explicitly taught phonics, decoding and comprehension skills in the context of a wide range of authentic fiction, non-fiction and environmental text. The program provides careful sequencing of reading and writing skill development so that each new skill is scaffolded for student success.

In grades 11 and 12, Intensive Reading teachers combine instructional materials to create a comprehensive intervention program. They include the Great Source Critical Reading and Writing Sourcebook, Glencoe Jamestown Readers, and Sopris West REWARDS. The Critical Reading and Writing Sourcebook is the central piece of the program and was developed for struggling readers. The Sourcebook takes a holistic approach and uses a five-part lesson plan to walk the student through the steps needed to read actively and to write well about literature. The Sourcebook is strategy-based, literature-based, and an interactive tool for reading and writing. It has a comprehensive network of skills that brings together the appropriate literature, reading strategies for that literature, and prewriting, writing, and revising activities. The literature was chosen specifically with struggling readers in mind and offers compelling subjects of high interest.

The Glencoe Jamestown Readers and Sopris West REWARDS described in the SIRP section are used to differentiate instruction for small groups and independent reading.

- 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 (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. **Test preparation materials and educational technology without a teacher-led instructional component should not be listed in this category.**

The supplemental reading programs selected for the secondary intensive reading program are:

Glencoe: Jamestown Readers are high interest leveled readers designed to engage the struggling reader and build vocabulary, fluency and comprehension. The adolescent focus of Jamestown books appeals to the middle and high school student. There are twelve books in Jamestown Publishers' Critical Reading series. All titles include high-interest, nonfiction selections followed by exercises in reading comprehension and critical thinking skills. The selections have a universal appeal and are appropriate for use with students ranging from grade six through community college. FCRR Reviewed

Sopris West: REWARDS is an intense program of short duration that helps students decode words containing two to eight word parts. It assists students to accurately read more multisyllabic words in sentences and in content-area textbooks. REWARDS enhances oral and silent reading fluency. It is designed to be a reading intervention program focusing on fluency-building. REWARDS stresses that when a student can read more words, their reading vocabulary comes closer to their oral vocabulary, and thus their comprehension improves. FCRR Reviewed

The Great Source Critical Reading and Writing Sourcebook described in the CIRP section may also be used to supplement small group instruction in grades 9 and 10.

- 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.

Fast Forward is a short-term individualized intervention that is delivered to students through computer-based exercises. Fast ForWord develops and strengthens the cognitive skills of memory, attention, processing, and sequencing which build a solid foundation of improved reading skills. It is implemented in a pull-out model for low-achieving students, including Level 1 students, ESE students, and ESOL students.

Renaissance Educational Software may be used to supplement reading instruction. The software programs include Accelerated Reader, Accelerated Vocabulary, and Fluent Reader.

Accelerated Reader is a computer-based reading management and motivational system designed to complement existing classroom literacy programs. AR's goal is to motivate students to read using an individualized point/goal system. Student's individual goals are based on their reading grade equivalent score from a standardized test, such as STAR Reading, coupled with the amount of time the student is able to devote to reading. FCRR Reviewed

Accelerated Vocabulary enables teachers to assess and monitor vocabulary growth following administration of the Accelerated Vocabulary Quiz on the computer. It provides a personalized list of learned vocabulary words for each student. The vocabulary development is drawn directly from the books the student is reading in Accelerated Reader.

Fluent Reader is a computer program that allows students to engage in repeated oral readings by reading an appropriately leveled passage on the computer, listen to the passage modeled correctly, and then practice that passage again. The assessments include a placement test to help pinpoint students' initial fluency levels and diagnostic reports which give detailed information on words read per minute, number of word errors, and fluency ratings.

- 3 Section 1003.428, Florida Statutes, requires high school students who score at Level 1 on FCAT Reading to complete an intensive reading course. Those students who score at Level 2 must be placed in an intensive reading course or a content area reading intervention course.

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

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

This reading intervention course should include on a daily basis:

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

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

This intervention course should include on a daily basis:

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

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

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

Additional guidelines for student placement in reading intervention can be found through using the Just Read, Florida! Student Reading Placement Chart at:

http://info.fldoe.org/justread/educators/Secondary_Reading_Placement_Chart.pdf

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

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

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

The chart must include:

- Name of assessment(s)

- Targeted audience
- Performance benchmark used for decision-making
- Assessment/curriculum connection
- An explanation of how your district will modify instruction for students who do not respond to specific reading intervention programs
- An explanation of how your district will ensure that students not making progress are placed in different reading intervention programs in subsequent years

[Chart J - High School Assessment Curriculum Decision Tree](#)

(This will open in a new browser)

4 Describe in detail the reading classroom (include all levels of intervention) for students in grades 9-12. Determinations for intensity of the intervention effort should be based on the most recent reliable and valid assessment data. **Please be sure to address the reading intervention that your high schools will be providing for 11th and 12th grade students, including both those students who still need to meet the FCAT Reading graduation requirement and those students who have met the graduation requirement through an FCAT Reading score of 1926-2067 (Level 2) or through the use of concordant scores, keeping in mind that districts have great flexibility in how these juniors and seniors who have met the graduation requirement with a Level 2 score on FCAT Reading are served. These students may be served through reading courses, content area courses without a specific professional development requirement, or before or after school.**

Level 1 fluent and disfluent students and Level 2 disfluent students diagnosed as in need of remediation in three or more areas of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension), will receive 90 minutes of daily reading instruction in a classroom with a reduced student/teacher ratio.

All reading intervention courses will employ the Florida Reading Formula which summarizes scientifically-based research on effective reading instruction: 5 + 3 + ii + iii = five essential components of reading instruction (phonemic awareness, phonics, vocabulary, fluency, comprehension); three types of classroom assessment (screening, diagnosis, progress monitoring); initial instruction (including explicit, coordinated, aligned, whole class instruction, flexible small groups organized by needs; ample practice opportunities; print-rich environment; and comprehension strategies); and immediate intensive intervention (differentiated instruction, prescription, remediation, progress monitoring , continuing support etc).

This intervention course will include on a daily basis:

- whole group explicit instruction
- small group differentiated instruction
- independent reading practice monitored by the teacher
- a focus on informational text at a ratio matching FCAT

It is the district's intention that Level 2 fluent students diagnosed with deficits only in the areas of vocabulary and/or comprehension will receive a minimum of 90 minutes of daily reading instruction delivered in the content area classrooms.

This intervention course will 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

Grades 9 & 10 - The Intensive Reading course for students in grades 9 and 10 uses Scholastic's READ 180 Enterprise Edition for instructional delivery. READ 180 directly and systematically addresses individual needs through a daily 90-minute instructional model of adaptive and instructional software, high-interest literature, and direct explicit instruction in

reading and writing skills. To ensure fidelity of the implementation, class size is limited to no more than 21 students. Each READ 180 classroom is equipped with seven student computers for use during the 20-minute rotation for differentiated instruction. Following whole group instruction, the students divide into three groups of no more than seven and rotate through the computer station, the independent reading station, and the small group station with direct and differentiated instruction from the teacher.

For students in grades 11-12 who have yet to meet the FCAT Reading graduation requirement: In a 90-minute instructional model, students participate in whole class, small group, and individualized instructional activities. Teachers use a combination of research-proven supplemental materials to create a comprehensive intervention program. The whole class instruction includes a read-aloud and a focus lesson. A work period for small group and independent work provides for word study, differentiated instruction, and independent reading with leveled books. The whole group closing offers an opportunity for review and sharing. The Great Source Critical Reading and Writing Sourcebook, Jamestown Readers, and REWARDS combine to provide instruction in phonics, fluency, vocabulary, and comprehension.

Twelve of the district's nineteen high schools benefit from being part of Project STRIVE (New Teacher Grant). In participating schools, one Intensive Reading classroom for students in grades 11 and 12 is equipped with 6 Apple laptop computers, 6 iPods, 6 personal CD players, classroom libraries of recorded books, a SMARTBoard, a document camera, and 5 digital cameras. The teachers in these classes receive professional development to incorporate the technology pieces into the Intensive Reading instruction, and they participate in monthly meetings for mentors/mentees. A list of the twelve schools appears in the Appendix.

For 11th and 12th grade students who have met the FCAT Reading graduation requirement through an FCAT Reading score of 1926-2067 (Level 2) or through the use of concordant scores: These juniors and seniors receive reading instruction through one or more content area courses taught by CAR-PD certified teachers.

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?

Grades 9-10: In the READ 180 classroom, students are provided with access to authentic fiction and non-fiction texts representing a range of levels, interests, genres, and cultures within the reading program through the interactive software, teacher led instruction utilizing the READ 180 R-book, and in the independent reading center. Grades 11-12: Students have access to authentic literature, both fiction and non-fiction, in the Great Source Critical Reading and Writing Sourcebook and the high-interest Jamestown Readers. In addition, all Intensive Reading classes have been provided with classroom libraries from which students can select appropriately leveled texts.

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

Grades 9-10: Students participate daily in a 20-minute independent reading rotation which is monitored by the teacher through the use of reading logs & individual reading checks. In addition, motivational software ensures that students have completed their READ 180 Paperback and Audio book assignments by quizzing them on each title. These quiz scores are monitored by the teacher to ensure that students are engaging in daily independent reading practice with successful comprehension.

Grades 11-12: The reading block includes scheduled time for daily independent reading and

practice using appropriately leveled books including Jamestown Readers and selections from classroom libraries. Some schools may also choose to use Accelerated Reader books and quizzes for independent reading practice.

5.3 How will classroom libraries be utilized?

Grades 9-12: The reading intervention classrooms will provide extensive classrooms libraries including a variety of genres and levels. The age-appropriate, relevant books help students read with success. Each book is leveled, allowing students to read confidently according to their own independent reading abilities

Grades 9-10: Opportunities are also provided for students to develop good reading skills and habits while they enjoy grade-level text through audiobooks. A narrator reads the text aloud and a reading coach provides comprehension, vocabulary and self-monitoring strategies during the reading. Students utilize the classroom libraries daily in a 20 minute independent reading rotation which is monitored by the teacher.

5.4 How will the books be leveled?

Books are leveled by Lexiles and are matched to each student's individual reading Lexile range as measured by the Scholastic Reading Inventory.

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

Placement and progress monitoring software determines each student's reading level based on the Lexile Framework® for Reading. It also helps guide students to appropriate books for independent reading. READ 180 includes a comprehensive management system that provides robust capabilities for teachers to monitor, manage, and report individual student progress and ensure that students are matched with the appropriate level 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 area teachers will incorporate reading into their subject areas by using CRISS strategies. Social Studies and Keystone teachers will acquire CAR-PD and deliver content area reading support to Level 2 readers in their classrooms. Content area teachers use a variety of diverse texts to provide opportunities for students to engage in the pleasurable and informational act of reading as they increase reading fluency, develop vocabulary and comprehension skills, and apply higher order thinking skills. The school libraries house a large collection of diverse resources and circulate a wide assortment of materials for students to read and learn with the support of the faculty. Teachers have furnished lists of books needed to support learning to the media specialist to assist in the purchasing process. Many of these nonfiction books were placed in the content area classroom to build a classroom library. This endeavor has increased media circulation in many of the secondary schools. In the content area classroom, students are expected to strengthen functional reading skills, read with endurance, and comprehend what they read. Students need many reading text materials in order to do this, therefore informational passages in subject-area text uses diaries, editorials, informational essays, biographies, autobiographies, primary sources, consumer materials, how-to articles, advertisements, tables and graphical presentations to assure students become successful independent readers with reading endurance on grade level.

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

Students are provided with multiple opportunities to write throughout the day, including during the Intensive Reading class. This is accomplished by having students respond to literature they are reading. Students keep reading logs and response journals. Students receive instruction on keeping reading journals to respond to texts they are reading, writing questions they have before reading the text, writing questions about wonderings they have

about the text, taking “two- column notes” as they read, using post-it notes to foster vocabulary development, and writing summaries of what they have read.

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

Sixteen high schools offer an Accelerated Learning Center (ALC) credit recovery program for students who are in need of recovering failed credits, often due to poor reading performance in content areas. This program replicates the Comprehensive Accelerated Center instructional model at Andrew Jackson HS and Nathan B. Forrest HS where students earn credits after school through completion of rigorous course matrices that includes reading strategies.

During the summer months, students in grades 9-12 have the opportunity to strengthen reading ability by enrolling in a Fast ForWord / Impact class at regionally selected high schools around the district identified for this purpose. Five high school sites are open for voluntary enrollment where students from all across the district complete the 50-minute Fast ForWord protocol before working with a teacher using the Impact supplementary secondary reading program.

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?

Accelerated Learning Centers (ALC) course content is aligned with content area course requirements to qualify for credit recovery. Impact supplementary materials are aligned with the Sunshine State Standards.

8.3 How is student eligibility determined for these activities?

Students are recommended for summer reading school if they score a Level 1 or Level 2 on FCAT and/or earn a "D" or lower in reading on their report card.

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

Non-English speaking ELL students?

CTBS, CELLA are administered in addition to the reading assessments identified for all students. The student's LEP Plan is followed for accommodations and modifications needed in all testing settings.

9.2 Students with severe speech/auditory impairments?

The same reading assessments are used for these students but their 504 plan or IEP is followed for accommodations and modifications needed in all testing settings.

9.3 Students with severe vision impairments?

The same reading assessments are used for these students but their 504 plan or IEP is followed for accommodations and modifications needed in all testing settings, most often testing materials are ordered in large print.

9.4 Students in grades 9 and above with no FCAT scores?

Students that do not have an FCAT score will be given the Florida Oral Reading Fluency (FORF) to determine whether reading interventions are needed and to place students in the appropriate reading course.