

2009-10 K-12 Comprehensive Research Based Reading Plans

District: Dade

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1 What are your measurable district goals for student achievement in reading for the 2009-10 school year as described as a percentage increase from last year's scores?

Miami-Dade County Public Schools (M-DCPS) uses District goals and objectives and multiple-year trend data in setting targets for student achievement in reading. The reading achievement levels for students at the end of the 2009-2010 are as follows:

- 71% of students in grades 3-5 will score 3 and above in reading on the Florida Comprehensive Achievement Test (FCAT), which represents a 3% increase from the 2008-2009 goal.
- 56% of students in grades 6-8 will score 3 and above in reading on the Florida Comprehensive Achievement Test (FCAT), which represents a 3% increase from the 2008-2009 goal.
- 38% of students in grades 9-10 will score 3 and above in reading on the Florida Comprehensive Achievement Test (FCAT), which represents a 3% increase from the 2008-2009 goal.

2 What is the total number of reading coaches (funded through any source) that served the district for the 2008-09 school year?

For the 2008-2009 school year a total of 460 full time reading coaches, funded from a variety of sources, served 350 elementary, middle, senior, charter, and alternative schools in Miami-Dade County.

3 What is the total estimated number of reading coaches (funded through any source) that will be serving the district for the 2009-10 school year?

For the 2009-2010 school year, it is estimated that 460 full-time, released reading coaches will be serving approximately 359 elementary, middle, senior, charter, and alternative schools in Miami-Dade County Public Schools.

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

The allocation of reading coaches will be based on the needs of the schools by using the school grade, AYP status and the percentage of students scoring Level 1 or Level 2 on the FCAT Reading Assessment. Additionally, the District will consider the school's category as determined by the Office of Differentiated Accountability when allocating reading coach resources.

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

The District will:

- notify principals of the Just Read, Florida summer professional development through the MDCPS communication tool, Weekly Briefings;
- provide funding as available for selected principals and coaches from low-performing schools;
- provide the opportunity for teachers, coaches and administrators who attend to earn professional development credit through the M-DCPS Center for Professional Learning; and
- assist participants in developing an action plan for implementing the lesson learned at the Just Read, Florida! summer professional development.

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

The District will define and publish the roles and responsibilities of the reading coach on the District Language Arts/Reading web site, in the K-12 CRRP, and in job description information at The Office of Human Resources, Instructional Staffing. The District will provide principals with copies of the document and explain the coaches' roles and responsibilities to the administrators at the Opening of School meetings held at Regional Center Offices. Principals will review the role and responsibilities of the coach at the school opening meetings. District staff will answer administrator's questions regarding the role of the reading coach and distribute a Frequently Asked Questions document to serve as a guide for administrators. Staff will also provide administrators with information regarding duties that may not be assigned to the reading coach. In addition District staff will explain the role of the reading coach at New Teacher Orientation. The District staff will continue to provide support defining the role of the reading coach by discussing the PMRN logs, visiting the schools, and reviewing the coach's bimonthly action plan that describes the focus of their work.

The District will direct principals to explain the roles and responsibilities of the reading coach to teachers at the opening of school meeting. The principal will provide teachers with a coach job description, a sample of daily activities, and a list of duties that should not be assigned to the reading coach.

The District will direct the principal to meet with the reading coach prior to the opening of school meeting to explain the coach's role and responsibility as described in the reading coach job description. The District will also define the role of the coach at the first reading coaches meeting held early in the school year. The District will support the reading coaches by asking them to reflect on their place in the coaching continuum and monitor their progress on fulfilling their roles and responsibilities by reporting bi-weekly on the PMRN Reading Coach Log and the action plan which describes the focus of their work. In addition, monthly professional development provided by the District staff will serve to further define the reading coach's role to the coach and the principal.

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

Whole Faculty PD	5
Small Group PD	5
Planning	10
Modeling Lessons	15
Coaching	20
Coach-Teacher Conferences	15

Student Assessment	5
Data Reporting	2
Data Analysis	8
Meetings	2
Knowledge Building	10
Managing Reading Materials	2
Other	1

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

Coaches must:

- hold a minimum of a bachelor’s degree, although advanced course work in reading is highly recommended;
- be endorsed or K-12 certified in the area of reading, or working toward that status by completing a minimum of two reading endorsement competencies of sixty (60) in-service hours each or six (6) semester hours of college coursework in reading per year;
- demonstrate a minimum of three years of successful classroom teaching experience;
- demonstrate knowledge of reading research, reading instruction, and the ability to infuse reading strategies into content area instruction;
- demonstrate the ability to manage and interpret data;
- have successful experience in leadership skills and working with adult learners; and
- demonstrate strong communication, presentation, interpersonal and time management skills;

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

The District has a well established reading coach cadre that will be maintained through meetings, professional development, and District, Regional Center, and school site partnerships. The District will invite all regional curriculum support specialists to the monthly professional development provided to school-based reading coaches. Additionally, District staff will meet regularly with Regional Center Administrators to align their efforts in supporting the reading coach cadre. Regional and District Curriculum Support Specialists will provide ongoing and tiered support for reading coaches via school site visits. Other professional support for reading coaches will include:

- national consultants who will present professional development in the six components of reading; and
- consultants from the Just Read, Florida! support staff, and the Florida Center for Reading Research to provide differentiated support to all reading 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?

The District staff will make sure that all coaches regardless of their funding source are using the coaches' log on the PMRN by checking the biweekly entries. District staff will collaborate with Regional Center and school site administrators to monitor the effective implementation of the coaching model.

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

The District will use the information from the PMRN Coaches log to provide appropriate interventions. The interventions will include differentiated professional development for coaches and identification of schools in need of additional District support. District staff will support the correct implementation of the reading coach model by ensuring that coaches spend a majority of their time in classrooms mentoring and coaching teachers where maximum impact on student achievement will be attained. The support staff will see that coaches and administrators use multiple student assessment data points to target teachers and drive the professional development provided to meet the teachers' needs. This data will define the topics for planning, coaching, and modeling in classrooms. When monitored and assessed, these interventions will positively impact student achievement.

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

The District will evaluate the effectiveness of the implementation of the reading coach model by viewing the PMRN Coach's log and reports, and by visiting schools. District staff and principals will analyze the biweekly entries of the reading coaches on the PMRN with a focus on the percentage of reading coach's time on task as outlined in question 7. The District requires coaches to submit a monthly action plan signed by the principal that describes the focus of their work. If the PMRN logs, action plans or school visit reports indicate concerns regarding the implementation of the reading coach model, District staff will conference with the coach and principal and create a support plan. The plan will include Regional and District Curriculum Support Specialists who will provide ongoing and tiered support for reading coaches. The District staff will continue to monitor the effectiveness of the support plan through the PMRN, action plans, and site visits.

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.**

The District and Regional Centers will conduct the school-wide instructional review visits to elementary and secondary schools for monitoring the implementation of the K - 12 CRRP. These reviews may be conducted in conjunction with

the State's Differentiated Accountability (DA) Office. These reviews will be conducted by District and Regional Center teams based on school performance grades as determined by the State's A+ Plan as follows:

- A, B, and C schools- a minimum of once a year;
- D and F schools- two (2) times a year.

The school wide instructional review visit focuses on examining the school-wide implementation of the K-12 CRRP targeting the following areas:

- data analysis including but not limited to Florida Assessments for Instruction in Reading (FAIR) results and coaches logs,
- literacy block (elementary only),
- Intensive Reading block (secondary only),
- Intensive Reading Plus block (secondary only), and
- third grade (elementary only).

Additionally, the District and Regional Center will assign available Curriculum Support Specialists to visit high risk schools on a regular basis. The specialists will assist the coach through classroom modeling, data analysis, and instruction in research-based programs. The District and Regional Center staff will use the information from the visits to support the coach and principal in implementing effective practices in reading instruction. The District and Regional Center will collaborate with Just Read, Florida! support staff as they visit classrooms for school support.

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 will use multiple data points to monitor the implementation of reading programs. Following the school-wide instructional review visits, the District will meet with school site administrators and reading coaches to review implementation procedures for all reading programs. Multiple data points will be used to monitor the implementation of reading programs: PMRN monitoring data tools, (FAIR) Interim Assessment benchmark data, on-going communication with coaches, coaches' Action Plans, and PMRN coaching logs. Additionally, the District will train reading coaches on conducting daily walk-throughs in reading classes to ensure that reading programs and strategies are being implemented with fidelity. The coaches' walkthroughs will be different than the principals' walkthroughs because the coaches will provide support for the teacher to implement reading programs with fidelity. During this walkthrough, the coach will assist the teacher in using the materials and will assess the needs of the teacher to determine what other resources or professional development is needed for the teacher to implement the program with fidelity. The District will communicate with in-program support specialists, Just Read, Florida support staff, and literacy consultants who support school-based implementation of reading programs and strategies. Based on the data received from the above mentioned sources, the District staff will support coaches and principals in making appropriate adjustments.

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?

The District will address concerns regarding implementation in the following ways:

- the District personnel will work with the reading coach and the principal to analyze findings and collaborate to plan for needed support;
- the District will collaborate with Regional Center personnel to unify their efforts and guarantee that the recommendations will be monitored;
- the District and Regional Center personnel will continue on-going progress monitoring and offering support until the K-12 CRRP is implemented with fidelity.

14.2 District Organizational Communication Reporting Chart

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)?

The District will ensure that expectations for the uninterrupted reading block are clearly articulated to Regional Center Directors and principals through the Weekly Briefing System, Regional Center Superintendents' meetings, and principals' meetings. The Regional Center and Charter Operations will collect and review master schedules from each school to monitor compliance with an uninterrupted reading block for core reading instruction and additional time for immediate intensive intervention. The District personnel will then check the school's master schedule. Schools that do not have the uninterrupted reading block will be provided with assistance to create a corrected master schedule.

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

Level 1 and 2 students in middle and high school who are disfluent will be provided a daily back to back literacy block consisting of one period of Intensive Reading Plus and one period of Language Arts taught by the same teacher. This literacy block will focus on explicit phonics and fluency instruction in order to improve decoding and fluency. In order to provide sufficient opportunity to remediate these deficits, the students enrolled in the Intensive Reading Plus literacy block will receive a greater allotment of instructional time. English Language Learners (ELL) students will be scheduled in the Developmental Language Arts Through ESOL course. The Office of School Operations with the assistance of Language Arts/Reading staff will review all schools master schedules in order to ensure that the additional time is provided for students in the Intensive Reading Plus literacy block. The course code for each reading course for disfluent students is reflective of an extended time period. This course code is shared through our weekly briefing system, in Opening of School Bulletins, and in Curriculum Bulletins. Our District data-base provides the information electronically.

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?

The district will facilitate improvement and intensify interventions for schools not making academic improvement by providing additional support through the District and Regional Centers. Professional development for reading coaches, teachers, and principals, additional resource materials and support for data analysis and interventions will be made available. Support will be differentiated based on the needs identified by the data. Resources provided to teachers, and reading coaches are included as indicated in the following Needs/Responses:

Need

- Core instruction inadequate,
- Density and explicit instruction of Core lacking,
- Vocabulary/oral language concerns

Response

Provide PD to coaches on effective instruction including:

- Planning with the end in mind
- Provide assistance in deeper analysis of data
- Strategies to teach fluency
- Modeling explicit instruction
- Explicit vocabulary instruction with vivid connections to text and personal environment.
- Strategies for increasing oral vocabulary development in ELL students.
- Use data to determine purpose for instruction
- Provide assistance for utilizing resources such as FCRR, ERRFTAC, Just Read, Florida support staff

Need

- Intervention not implemented or not implemented with consistency and fidelity,
- No differentiation within intervention

Response

- All master schedules will be verified to ensure inclusion of scheduled intervention time.
- Make explicit connections between intervention and core instruction.
- Provide double dose of intervention through before or after school tutorial programs.
- Provide assistance in analyzing data

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

The District, through the Professional Development Department, will build local capacity by establishing a protocol for conducting walk-throughs or instructional rounds. All beginning principals and assistant principals will be trained in the use of the walk-through/ instructional rounds strategies. The walk-through tool will highlight reading instruction in all subject areas. MDCPS has redesigned preparation programs for school based administrators to include training on the walk-through strategies for aspiring leaders. This training will enable school administrators to monitor the effective implementation of the student interventions through classroom rounds.

The expected outcomes of the walk-through training are the identification of strategies for implementing applied instruction, alternative assessment and brain-based research. Further it will focus on reviewing and monitoring techniques/lessons designed to implement cooperative learning, multicultural instruction, and dimensions of learning and differentiated instruction to insure implementation of the integrated curriculum into the designated classroom

learning environment.

Follow-up sessions will focus on reinforcing training content, refining skills, and structuring and delivering feedback to teachers.

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

Miami-Dade County Public Schools personnel and recruitment department utilizes various methods to recruit and retain highly qualified teachers including:

Recruiting Activities

- When funding is available, the District will host recruitment events with onsite hiring of highly qualified candidates (interviewed and selected by principals)
- If there are not eligible applicants to fill vacant positions, District will offer hiring commitments (pre-contract binders) to education majors eligible to teach reading.
- Provide presentations to education majors currently doing their student teaching internships and assisting them with the application process, scheduling them for priority interviews in the Instructional Staffing office, and recommending them to principals for priority consideration.
- When funding becomes available, attend education and general career fairs locally, in state, and nationally.
- Use of web-based recruiting as a low-cost, effective method to attract new recruits.

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

District staff will provide principals with an overview of the 2009-2010 K-12 CRRP during the Opening of School administrative meetings for each Regional Center in August, 2009.

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

The principal will strongly recommend that all reading coaches attend the Just Read, Florida! summer professional development and other professional development opportunities by:

- including attendance at the Just read, Florida! summer professional development in the reading coaches Individualized Professional Development Plan (IPDP);

- offering the participants Master Plan Points (MPP) for attendance; and
- requiring the coach to disseminate the information from the summer professional development to the faculty.

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?

The principal selects team members for the Reading Leadership Team (RLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The Reading Coach must be a member of the Reading Leadership Team. The team will meet monthly throughout the school year. School Reading Leadership Teams may choose to meet more often. Additionally, the principal may expand the RLT by encouraging personnel from various sources such as Just Read, Florida! support staff to join.

In select elementary schools that are designated as Student Teacher Support team (ST2) schools; the ST2 team will function in place of the Reading Leadership Team. The ST2 model is a Response to Intervention model designed for elementary schools and recognized by the FL DOE as a valid school reform model. Core to the operational components of any RtI model, including ST2, is the utilization of resources based on data analysis that indicates the needs of students. ST2 goes further and interprets the needs of teachers through data analysis as well. The ST2 school site leadership team is comprised of the principal, assistant principal, reading coach(es), a professional development support specialist (PD CSS), and a School Psychologist.

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

The principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all Reading Leadership Team meetings and activities. During school site visits, the District team will review the minutes from RLT meetings and have a dialogue with principals regarding the meetings.

The principal will provide necessary resources to the RLT. The reading coach will serve as a member of the Reading Leadership Team. The coach will share his/her expertise in reading instruction, and assessment and observational data to assist the team in making instructional and programmatic decisions. The reading coach will work with the Reading Leadership Team to guarantee fidelity of implementation of the K-12 CRRP. The reading coach will provide motivation and promote a spirit of collaboration within the Reading Leadership Team to create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators; and providing professional development.

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

The principal, as the instructional leader of the school, supports literacy instruction and will promote membership on the Reading Leadership Team by:

- holding meeting at convenient times;
- providing adequate notice of meetings;
- providing time/coverage (if needed) to attend meetings;
- providing Master Plan Points (MPP) and team building activities for members commitment and participation; and
- offering professional growth opportunities such as educational retreats.

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

The principal will follow the District's plan for clarifying and communicating the proper role for the reading coach to other school site administrators and teachers. The principal will use instructional data to direct the work of the reading coach ensuring teacher and student needs are being met. According to the District's plan, the reading coach will be used for all functions necessary for implementing and maintaining the school's comprehensive core reading program, supplemental reading programs, and scientifically-based reading research in reading instruction. Examples include modeling effective strategies for teachers, providing professional development, differentiated instruction, monitoring progress, and analyzing student data. The reading coach will not serve as an administrator, substitute or resource teacher and will work with small groups of students only when modeling effective strategies for teachers. However, the reading coach will work to ensure high-fidelity implementation of reading instruction. The reading coach's log on the PMRN will validate the effective use of the reading coach.

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

The principal and the reading coach will consider student assessment data, classroom observational data, teacher's Individual Professional Development Plan (IPDP), and School Improvement Plans (SIP) when planning professional development.

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

Principals will survey reading coaches to determine specific materials necessary for supporting the role of the reading coach. Principals will obtain materials for the reading coach and evaluate on-going needs throughout the year. The principal will use student assessment data to continually evaluate the resources needed to meet the needs of teachers and students. Principals should include these resources in a professional library established for all staff when applicable. Title I funds and discretionary funds may be used to purchase these resources. Principals may request, when available, District K-12 CRRP funds to assist in purchasing professional development materials.

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

The principal will ensure that the reading coach uses the online coach's log on the Progress Monitoring Reporting Network (PMRN) by:

- analyzing the biweekly entries of the reading coaches on the PMRN; and
- monitoring time spent on specific activities to ensure alignment to the K-12 CRRP.

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

Principals will conference with reading coaches on a biweekly basis in order to discuss trends and determine if accommodations need to be made to the Reading coach's schedule in order to best impact student achievement.

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

The principal will monitor lesson plans during regular classroom visitations. Principals will evaluate what they see instructionally and expect it to match what is on the plans. Teachers needing assistance will be supported by the reading coach and the school administrator.

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

The principal will monitor collection and utilization of assessment data, including progress monitoring data (FAIR Assessments), District interim assessment data, observational data, and in-program assessment data. Progress monitoring and interim data will be collected a minimum of three times per year. Observational data is collected daily via principal classroom walkthroughs. In-program assessments will be administered as the program dictates (weekly or monthly). This data will be used to determine intervention and support needs of students by:

- participating in the Data Analysis Team meetings after each FAIR assessment period;
- analyzing the progress monitoring data with reading coach;
- directing the reading coach to meet with grade level/departments to review their progress monitoring (FAIR) data
- monitoring that the reading coach uses the data to differentiate teachers support as evidenced by the coach's log and classroom visitations; and
- monitoring the teacher's use of data driven instruction during classroom visitations.

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)?

The principal will conference with all teachers individually to analyze their students' data and determine strengths and weaknesses. The principal will then see that every teacher develops an Individual Professional Development Plan (IPDP) which includes a specific area of reading in which their students demonstrated deficiencies. These plans must be fluid and re-examined on an ongoing basis throughout the school year. Teachers will have the opportunity to communicate regularly throughout the school year during grade level and/or departmental meetings. The principal will provide teachers with the opportunity to participate in professional development as needed throughout the school year.

8.2 How often will this occur?

The data study team will meet approximately five times per year: at the beginning of the year, following each of the three FAIR assessments, and at the end of the year.

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 will conference with all teachers individually to analyze their students' data and determine strengths and

weaknesses. Data will come from the previous year's outcome measures, on-going progress monitoring assessments and in-program assessments.

The principal will then suggest that teachers develop an Individual Professional Development Plan (IPDP) or IPEGS Goal Setting Form, that includes a specific area of reading that their students demonstrated deficiencies. These plans must be fluid and re-examined on an on-going basis throughout the school year. Teachers will be provided with the opportunity to participate in professional development as needed throughout the school year.

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

Based on progress monitoring data, intervention will be provided to teachers. Dependent upon the degree of need, intervention will be provided through professional development, both from the school site reading coach, the District, Just Read Florida! support staff (when available) and Regional Center Curriculum Support Specialist. The school site administrator will ensure that teachers in need of intervention are provided the support and resources needed in order to eliminate the area of need. The Student Teacher Support Team (ST2) model in high needs schools establishes a school-based support team comprised of the school psychologist, reading coach and a professional development specialist to support teachers. Through the use of ongoing progress monitoring, data team members work with teachers to identify and provide targeted, customized professional development in alignment with student data. The team discusses data analysis strategies and works collaboratively with teachers to establish intervention schedules. Team members facilitate the selection of research-based instructional strategies to enhance reading instruction for Level I and II students. The principal will intensify professional development as needed.

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?

Based on student data, classroom walk-through observations and input from the reading coach, the principal will identify classroom teachers who are successfully implementing the essential elements of reading. These classrooms will be established as model classrooms for other teachers to visit. Teachers in need of support may have an opportunity to observe a model classroom in action, practice the new behavior in a safe context and apply the behavior with peer support in the classroom. The mentor level teachers will be utilized in each area of the professional development plan that helps and supports teachers to strengthen their teaching skills in reading, build school site capacity, and provide for the follow-up activities that extend the application of new knowledge to impact student achievement. Mentor level teachers will be

utilized within their classrooms to network and model exemplary teaching strategies and techniques for staff as needed. In order to maximize professional development activities at the school site, school administrators, reading coaches, and mentor level teachers will articulate and coordinate the plan for professional growth showing differentiation, as needed, within the staff.

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

The Principal will ensure that time is provided for professional development and grade group meetings. The following opportunities are present contractually for principals to meet with teachers and provide professional development: (1) bi-monthly faculty meetings, (2) two designated professional development days annually, (3) five early release days a year for secondary teachers; weekly early release days for elementary teachers, and (4) daily planning time for all teachers that may be used for grade group/department meetings. Additionally, funds from the K-12 CRRP may be used to provide release time for teachers to visit and observe other master teachers as a source of professional development. Options for professional development may include, but not be limited to, study groups, collaborative teams, individual projects, peer observations, demonstrations, coaching, mentoring and visiting model classrooms. Professional development opportunities will be individualized based on student performance data, in addition to the teacher's Individual Professional Development Plan (IPDP).

- 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**?

Principals will monitor implementation of the K-12 CRRP through a variety of methods including weekly classroom walkthroughs, monthly grade/departmental meetings, and reading leadership team meetings. The Principal Walkthrough checklists provide principals with a tool to effectively structure classroom visits in order to observe effective reading instruction. This tool provides a snapshot of classroom organization, instruction, and learning opportunities in the reading classroom. Indicators focus on the learning environment and include instructional strategies essential for reading including phonemic awareness, phonics, fluency, vocabulary, and comprehension.

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

The principal will share his/her findings with teachers through conferencing addressing strengths and areas of concern including pedagogy, environment, and depth of instruction. Assistance will be provided by school support staff including the reading coach, Just Read, Florida support staff (if applicable), and mentor teachers as needed.

- 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?

Once finalized, the 2009-2010 K-12 Comprehensive Research-Based Reading Plan will be disseminated to all of the staff prior to the Opening of School meeting. At the Opening of School meeting, the principal will explain this document explicitly to the entire staff. The principal will reference the K-12 CRRP, monitor and review it throughout the year at regularly scheduled staff meetings.

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

The principal will establish monthly school-wide reading goals. The students will be encouraged to participate in several reading activities including: book clubs, literacy clubs, book fairs, Accelerated Reader and reading contests.

14.2 How will the principal increase media center circulation?

The principal will encourage the media specialist to attend grade-level planning meetings so that collaborative planning for instruction infusing media center circulation of books and audio-visual materials may occur. Media specialists and classroom teachers can create rotating classroom libraries that can include content area text, Accelerated Reader books, or books relating to instructional themes. In secondary schools, Language Arts and Reading teachers will schedule regular visits to the media center for the purpose of checking out books on an on-going basis.

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.

The principals will create a reading goal, specific objectives and strategies in their School Improvement Plan that will increase reading achievement in all subgroups in order to meet the goals of AYP. By participating in the analysis of student data and interpreting various reports that drive instructional implications across the curriculum, principals will serve as literacy leaders.

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 2009-2010 school year through Chart A. This chart will be completed through the web based system. Repeat this process within the application as many times as necessary for each professional development offering in reading offered by your district.

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

Yes

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

Yes

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

Yes, Reading Endorsement courses taken through an accredited college/university may be posted to the teacher's staff development record. The course(s) must be reflected on an official transcript in credit hours. Instructional Certification Human Resources reviews the official transcripts provided by the individual teacher.

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

No. Teachers do not receive a direct financial incentive for working towards or completing the Reading Endorsement. However, they do not have to pay for courses offered through Miami-Dade County Public Schools; all face to face and online reading endorsement courses are paid for by the Office of Professional Development.

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

No

7 Please describe your district plan for providing professional development for the new Florida Assessments for Instruction in Reading. If your district will not move forward with the new assessment system for the 2009-10 school year, please respond with NA.

Reading First Professional Development (RFPD) and FLARE provided training to district and elementary and secondary school-based reading coaches in the Spring of 2009. District Master Trainers will provide professional development on the new FAIR assessment system to the remaining reading coaches and other District and regional Center staff in May 2009. School-based coaches are responsible for providing the training to all necessary teachers and school-based staff. District teachers and other staff will be notified of additional training being offered during the Just Read, Florida! summer professional development tracks. The District will offer additional professional development in the Fall to new reading coaches.

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 Each district will be given one school user log-in password so that each school may enter their own information into

Chart C by using the web-based template. School users will need to enter this information for their school from February 4-March 7. Districts will be able to review and revise the school based information before submitting Chart C from March 8-March 31. School level users should select all adopted reading instructional materials from the lists provided and add any other materials in the text boxes. Information regarding materials specifically for ESE and ELL students should be listed in the text box labeled 'Other.'

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

Comprehensive Core Reading Programs (CCRP): The CCRP correlates to all Reading and Language Arts Sunshine State Standards and addresses the five areas of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension. The CCRP is the tool used to provide initial and differentiated instruction and is used to expose and instruct students on grade level.

The Core Reading Program, Houghton Mifflin, Reading provides the basis for instruction and connects meaningfully to supplemental materials. The core reading program correlates to all Reading and Language Arts Sunshine State Standards and addresses the six areas of reading: oral language, phonological awareness, phonics, fluency, vocabulary and comprehension. The core reading program provides a coherent design that includes explicit instructional strategies, coordinated instructional sequences, and ample practice opportunities. Utilizing the core reading program is a portion of the allocated, protected, uninterrupted 90 minute block of time for literacy instruction. Accommodations in both pace and level may be required to meet the instructional need of advanced, gifted, or struggling readers.

- 2.2 **Supplemental Intervention Reading Programs (SIRP):** Supplemental Intervention Reading Programs are intended for flexible use as part of differentiated instruction or in more intensive interventions to meet student learning needs in specific areas (phonological awareness, phonics, fluency, vocabulary, and comprehension).

Supplemental 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 (oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension). SIRPs are used to support initial instruction provided by Houghton Mifflin. Teachers will place students in supplemental intervention programs based on data. Placement will be fluid and reevaluated after each progress monitoring assessment. Supplemental materials for advanced and gifted students include materials that accelerate and enrich with a higher degree of complexity and abstraction. Chart C identifies supplemental materials approved for use in Miami-Dade County Public Schools.

- 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.

Comprehensive Intervention Reading Programs are intended for use in addition to the 90-minute reading block to provide immediate intensive intervention to students who are reading one or more years below grade level, and who are struggling with a broad range of reading skills. CIRPs include instructional content based on the six essential components of reading instruction (oral language, phonological awareness, phonics, fluency, vocabulary and comprehension). CIRPs are used to accelerate growth in reading with the goal of returning students to grade level proficiency. Teachers will place students in intervention programs based on data. CIRPs provide more frequent assessments of student progress. Therefore, in order to ensure membership and proper pacing of instruction and mastery of all instructional components, placement will be fluid and reevaluated after each progress monitoring assessment. Chart C identifies CIRPs approved for use in Miami-Dade County Public Schools.

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

Educational technology is intended for additional support in reading. This includes materials and programs, including educational software, to provide additional support in reading growth for all children. Educational software must supplement and not supplant instruction by a highly qualified instructor. In order to address the needs of students reading below, at, and above grade level, additional materials will be selected based upon appropriateness related to needs and ease of integration of use with the core comprehensive reading program (Houghton Mifflin Reading).

Materials that build intrinsic motivation to read versus extrinsic motivation are recommended. Extrinsically motivating materials should not limit student access to text.

Schools will continue to utilize the Accelerated Reader (AR) program to motivate independent reading and assist in monitoring levels of text and amount of student reading. Accelerated Reader is utilized to assist students in locating text that is within their independent reading level, zone of proximal development, but will not limit students to only reading AR texts. Media Specialists and classroom teachers, with support from the reading coaches through professional development will continue to be trained in the effective elements of independent reading, including the selection of texts. Additionally, classroom teachers will actively utilize leveled classroom libraries to support this endeavor.

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.

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

The chart must include:

- Name of assessment(s)
- Targeted audience
- Performance benchmark used for decision-making
- Assessment/curriculum connection
- 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.

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.

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

The chart must include:

- Name of assessment(s)
- Targeted audience
- Performance benchmark used for decision-making
- Assessment/curriculum connection
- An explanation of how instruction will be modified for students who have not responded to a specific reading

intervention delivered with fidelity with the initial intensity (time and group size) provided.

**There are two samples for the Assessment/Curriculum Decision Tree located in the Appendix. The existing 4-5(6) Assessment/Curriculum Decision Tree sample will continue to be provided. There is an additional sample provided which is driven by the 3-5 Florida Assessments for Instruction in Reading. Either sample can be utilized based upon the assessments administered within your district. District contacts will create and upload Chart D2 using the link provided within this section online.*

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.

Research shows that ALL children benefit from initial instruction found in Comprehensive Core Reading Programs (CCRP) that is systematic and explicit. Teachers will teach reading to all students using Houghton Mifflin, Reading as the CCRP that is on grade level. An initial lesson from the CCRP will consist of approximately 45 minutes per day of the required 90 minute uninterrupted reading block. For the remainder of the block, small group instruction will take place. Teachers will differentiate instruction focusing on the need of students using text at the student's instructional level from the CCRP or SRP (Supplemental Reading Program) and/or providing skills-based lessons. Also, small groups of students will practice reading skills individually based on need. In addition to the 90 minutes, the classroom teacher, special education teacher, or reading resource teacher will provide immediate intensive intervention to children in need (as determined by assessment).

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

Students will be identified by screening, diagnostic and/or progress monitoring assessments (e.g., FAIR) and placed in an appropriate intervention program. The intervention program will be designed to meet the specific diagnosed needs of each individual student. Students will be scheduled to attend a small group for immediate intensive intervention for a minimum of 30 minutes daily in addition to the 90 minute reading block during the regular school day. Highly qualified teachers and/or formally trained paraprofessionals will administer the intervention program with fidelity. Continual progress monitoring data, using FAIR, OPM and In-Program assessments, will be utilized to adjust the intervention schedules, rosters and strategies as well as monitor fidelity of implementation.

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

Schools will continue to utilize the Accelerated Reader (AR) program to motivate independent reading and assist in monitoring the levels of text and amount of student reading. Accelerated Reader is utilized to assist students in locating text that is within their independent reading level (ZPD) but will not limit students to the only reading AR texts. Media Specialists and classroom teachers, with support from the reading coaches through professional development will be trained in the effective elements of independent reading, including selection of texts. Additionally, teachers and students will actively utilize the leveled classroom libraries that include a variety of genre, reading levels, and interest levels of students. Students will be encouraged through the cooperation of the Media Specialist and classroom teachers to participate in programs such as the Sunshine State Young Readers Award which encourages students to read for personal satisfaction, become discriminating readers, and develop an awareness of good current literature for young people.

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?

All teachers will create a classroom library including a variety of genres, reading levels and interest levels. Grant funds may be utilized to increase classroom library selections, including easy and emergent reader book collections, fiction and non-fiction texts, poetry, and others. Funds from the K-12 CRRP are also utilized to create libraries that meet the diverse needs of all students.

Teachers may utilize these resources during small group instruction to re-teach reading strategies.

6.2 How will these classroom libraries be utilized?

Classroom libraries will be organized to assist students in self-selection of books on their independent reading level. They will be used during structured independent reading, small group differentiated instructional time, or any other time directed by the teacher. They will be utilized to meet the interest and needs of all readers by offering a full range of leveled texts, both fiction and nonfiction from a variety of genres.

Teachers will be responsible for providing differentiated activities in response to student selected text, such as reading response journals, graphic organizers, book reports, etc. Consequently, students will be accountable for their independent reading and teachers will be able to monitor student's progress.

6.3 How will books be leveled?

The Miami-Dade County Public School District will provide instructional stakeholders with a variety of resources in order to match readers with appropriate level text. The following resources for leveling text should be used:

- Fountas & Pinnell
- Lexile framework
- ALL (Automated Literacy Library). This system was purchased with funds from the K-12 CRRP and is used to level books and organize the various levels for teachers.

All reading coaches have been provided extensive professional development on leveling books and will continue to turn-key this training to teachers at the school site.

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

Kindergarten through fifth grade teachers utilize the data derived from various assessments to match their students to the appropriate text level. The FAIR assessment yields a Lexile level that will be used to match students to text.

Kindergarten libraries should include wordless picture books, high frequency word readers, texts that contain simple sentence structure and books that have a direct match between illustration and text. The teacher along with the reading coach will collaborate to match student to appropriate text.

Additionally, the reading coach will be responsible for offering professional development and support to the teacher in matching students to appropriate text.

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.

District approved content area informational text may be used to instruct and reinforce reading strategies. Utilizing overheads, diagrams, big books, etc, from content area text and materials, the teacher can assist students in making connections. Using these texts, the teacher may focus on a particular reading skill, such as reference and research or

cause and effect during guided reading or whole group instruction. Reading strategies may be taught from a book about animals, geography, communities, or any content area text. These texts will be on the students' independent reading levels, allowing them to freely use these resources during independent reading.

The reading coach and/or school site content area instructional leaders will be responsible for disseminating District-wide and school-wide research-based strategies necessary to develop knowledge of instructional procedures to instructional staff across the content areas.

Content area teachers can also utilize subject level texts as well as the content based independent reading materials to teach a wide array of informational text structures. Students should be able identify the characteristics of various text structures and text features of informational text (titles, subheadings, captions, illustrations) to:

- make and confirm predictions, and establish a purpose for reading;
- explain how the text structure impacts the meaning of the text;
- respond to, discuss and reflect on nonfiction text and how the messages in the text connect to self (personal), text to world (social connection) and text to text(a comparison of multiple texts);
- identify purpose of text features;
- read and organize the information to perform a task, make a report, follow multi-step directions, conduct an interview; and
- communicate information from report including main idea/supporting details with visual support.

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.

Writing is integral to all learning because it helps the learner make personal sense of what is being read. (Blanchowictz & Ogle, 2001). The learner can not write about something he does not understand. Writing forces choices to be made about meaning/comprehension, and is vital to the learner's personal processing time (Jensen, 1998).

The link between reading and writing makes for powerful connections between reading comprehension and writing processes. Within the 90-minute reading block, the student will use writing as a tool to manipulate the text before, during and after reading. Teachers will use writing to provide opportunities for more meaningful and interactive discussions with students. Students will use each others' writing for learning and to make their thinking visible.

Teachers will use writing to provide an authentic purpose to refer back to text in order to examine how authors use language, text structure, and special techniques for communicating meaning (Dorn & Soffos, 2001). The following delineate Opportunities for Writing to Learn within the 90-minute Reading Block:

Before Reading

- Predictions (activating prior knowledge)
- Quick writes
- Vocabulary journals
- Graphic organizers

During Reading

- Formulate questions to clarify meaning
- Free response
- Read and write
- Sticky notes
- Graphic organizers
- Observation logs

After Reading

- Summarizing (e.g. main idea, author's point of view, character change, plot resolution, etc.)
- Graphic organizers
- Observation logs
- Explanation and process logs
- Personal response
- Extensions (e.g. letters to characters, perspective entries, new endings, extension of text, reactions, adaptations of text)

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, 2009** for the Just Read, Florida! Office to review and provide feedback by **Friday, April 6, 2009**. 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)?

Tutorial services that address identified areas of need will be provided to students during the school day in the form of immediate intensive intervention (iii), as well as opportunities in before/after school programs. These include, but are not limited to, Early Success, Soar to Success, SuccessMaker or Ticket-to-Read.

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

Articulation conversations between classroom teachers, reading coaches, and after school tutorial providers will take place at least three times per year. Assessment data will be used to identify student needs and link in-school instruction with after school tutorials.

9.3 How is student eligibility determined for these activities?

The assessment data from FCAT or SAT-10, FAIR, In-Program Assessments, District Interim Assessments, or from Individualized Education Plan (IEP) will be utilized when selecting the appropriate intervention for before, after, and summer school activities. The schools will utilize intervention materials that are Florida Center for Reading Research (FCRR) reviewed to meet the definition of scientifically research-based materials.

10.1 Which assessments are administered to determine reading instructional needs for the following students:
Non-English speaking ELL students?

The same assessments are administered to Non-English speaking ELL students, including each component of the FAIR. Some in-program assessments are also administered to these students. Approved accommodations are used as necessary; such as providing directions in the child's home language. Accommodations for these students will be provided, as appropriate, as described on the Florida Assessments for Instruction in Reading Approved Accommodations List.

10.2 Students with severe speech/auditory impairments?

Assessments administered to students with severe speech/auditory impairments are not used to determine reading instructional needs but to analyze and diagnose the type of impairment and the therapeutic treatment needed. The type of impairment may have an impact on a student's educational and/or reading performance. Accommodations for these students will be provided, as appropriate, as described on the Florida Assessments for Instruction in Reading Approved Accommodations List.

10.3 Students with severe vision impairments?

Programs for the Visually Impaired do not provide reading tests that are standardized for the Visually Impaired students. Results from the FCAT, and District Interim assessments. The following assessments are available in Braille or large print; John's Basic Reading Inventory, and FCAT. All student assessments are aligned with their Individual Plans. Accommodations for these students will be provided, as appropriate, as described on the Florida Assessments for Instruction in Reading Approved Accommodations List.

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 Each district will be given one school user log-in password so that each school may enter their own information into Chart F by using the web-based template. School users will need to enter this information for their school from February 4-March 7. Districts will be able to review and revise the school based information before submitting Chart F from March 8-March 31. School level users should select all adopted reading instructional materials from the lists provided and add any other materials in the text boxes. Information regarding materials specifically for ESE and ELL students should be listed in the text box labeled 'Other.'

2.1 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).

The District will not implement a developmental reading plan.

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.

Schools will utilize Voyager Passport Reading Journeys in the Intensive Reading classes and Language! for the Intensive Reading Plus classes. CIRPs include instructional content based on the six essential components of reading instruction

(oral language, phonological awareness, phonics, fluency, vocabulary and comprehension). CIRPs are used to accelerate growth in reading with the goal of returning students to grade level proficiency. Teachers will place students in intervention programs based on data. Chart F identifies CIRPs approved for use in Miami-Dade County Public Schools.

Jamestown Reading Navigator is an online and print-based program built upon the latest research in adolescent literacy, Reading Next. The online component of Jamestown Reading Navigator improves students' comprehension by utilizing direct, explicit instruction and modeling of good reading practices. Students practice and apply these reading strategies and skills by reading highly engaging content, viewing interactive multimedia, and writing in response to reading. The print-based readings from the inTime magazines and the inClass Reader anthologies give students an opportunity to extend their learning beyond the computer and encourage collaborative or independent learning. Teachers can monitor student progress utilizing the online Learner Management System where scores from formative and summative assessments are recorded.

READ 180 is an intensive reading intervention program that helps educators confront the problem of adolescent illiteracy and special needs reading on multiple fronts, using technology, print, and professional development. READ 180 is proven to meet the needs of struggling readers whose reading achievement is below proficient level. The program directly addresses individual needs through differentiated instruction, adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills.

- 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.**

Schools will utilize the following SIRP materials in reading classes: Reading Plus, Rewards and Jamestown Timed Readers. Other supplemental materials are listed in chart F. 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 (oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension). Chart F identifies supplemental materials approved for use in Miami-Dade County Public Schools.

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.

Schools will use FCAT Explorer in the Intensive Reading and Intensive Reading Plus classes. FCAT Explorer is a practice program developed to help students master the tested benchmarks. Schools are encouraged to utilize Destination Reading. Other educational technology used is indicated in Chart F. Educational technology is intended for additional support in reading. This includes materials and programs, including educational software, to provide additional support in reading growth for all children. Educational software must supplement and not supplant instruction by a highly qualified instructor. In order to address the needs of students reading below, at, and above grade level, additional materials will be selected based upon appropriateness related to needs and ease of integration of use with the reading program.

Materials that build intrinsic motivation to read versus extrinsic motivation are recommended. Extrinsically motivating materials should not limit student access to text.

Schools will continue to utilize the Accelerated Reader (AR) program to motivate independent reading and assist in monitoring levels of text and amount of student reading. Accelerated Reader is utilized to assist students in locating text that is within their independent reading level, zone of proximal development, but will not limit students to only reading AR texts. Media Specialists and classroom teachers, with support from the reading coaches through professional development will continue to be trained in the effective elements of independent reading, including the selection of texts. Additionally, classroom teachers will actively utilize leveled classroom libraries to support this endeavor.

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

4 Describe in detail the reading classroom (include all levels of intervention). Determinations for intensity of the remediation effort should be based on the most recent reliable and valid assessment data.

Middle School Reading Program: Components of the Reading Instructional Block

The components of both the Intensive Reading and Intensive Reading Plus classes are aligned to the key essentials of

reading: oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension. These components should be completed each day and may be adjusted for time and scheduling. Assessment data from the District Interim Assessments, FAIR will be used to intensify remediation in the reading classes. Disfluent and fluent students will be assessed with the FAIR three times per year and the data will be reported on the PMRN.

There are two courses in middle school that reflect the intensity of instruction based on student needs:

All FCAT Level 1 and 2 students, regardless of whether they are fluent, will be placed in the appropriate Intensive Reading or Intensive Reading Plus class. LEP students will be scheduled in the Developmental Language Arts Through ESOL course.

Intensive Reading Plus (IR+): Level 1 and 2 students who are disfluent and in need of decoding, fluency, vocabulary, and comprehension instruction = minimum of 90 minutes daily

Students in middle school who are disfluent will be provided a daily literacy block. This literacy block will focus on explicit phonics and fluency instruction in order to improve decoding and fluency. The literacy block will include one period of Intensive Reading “Plus” back-to-back with one period of language arts taught by the same teacher. In order to provide sufficient opportunity to remediate these deficits, the students enrolled in the Intensive Reading “Plus” literacy block will receive a greater allotment of instructional time.

Intensive Reading (IR): Level 1 and 2 students who are fluent and in need of vocabulary and comprehension instruction = minimum of 55 minutes daily

The District will provide an Intensive Reading class for students in need of vocabulary and comprehension instruction. This class will focus on effective reading strategies and differentiated instruction that reinforces whole group instruction and provides opportunity for intervention within the classroom context.

5.1 How will students be provided with access to authentic fiction and non-fiction texts representing a range of levels, interests, genres, and cultures within the reading program?

The media specialist and the reading teacher will collaborate to provide students with access to a variety of authentic reading selections. The reading teacher will schedule regular visits to the media center where the media specialist will introduce the students to a variety of text through book talks and published book reviews. Funds may be utilized to purchase classroom libraries which contain books that offer a diverse selection of genres and a wide range of reading levels. The FAIR assessment yields a Lexile level that will be used to match students to text.

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

Independent reading will be incorporated into all reading classes as indicated through the CIRP. Additionally, the District has purchased classroom libraries for secondary schools comprised of leveled text inclusive of a variety of genres. The teacher will use a structured monitoring process to incorporate daily independent reading that includes check of fluency, vocabulary, and comprehension. Reading coaches will receive professional development from District staff in order to assist teachers with instruction for incorporating independent reading in their classrooms.

5.3 How will classroom libraries be utilized?

The reading coach will work with the school site staff during the preplanning days and throughout the school year to assist teachers in the effective use of classroom libraries for daily independent reading practice. Since the libraries are leveled and contain a variety of high interest materials, they offer the teacher a tool for supporting independent reading during the instructional block. Reading teachers will provide instructional activities such as book shares, author talks, and character analyses using the materials from the classroom libraries. Additionally, the reading coach will provide professional development in effective utilization and maintenance of classroom libraries.

5.4 How will the books be leveled?

Teachers will utilize the levels provided by publisher's information regarding reading levels to assist students in selecting appropriate texts from classroom library. Additionally, the District will provide professional development to reading coaches regarding leveling text using Automated Literacy Label (ALL), Accelerated Reader(AR), or Scholastic Reading Inventory (SRI) leveling systems. The FAIR assessment yields a Lexile level that will also be used to match students to text.

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

Teachers will utilize the information gained from assessments and interest surveys to assist students in selecting appropriate leveled texts. The FAIR assessment yields a Lexile level that will also be used to match students to 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.

Comprehension and vocabulary instruction reinforced through the content areas = Levels 1-5

Reading coaches will model lessons in the classroom to demonstrate the infusion of reading in the content areas.

The goal of content area instruction is to teach the ideas, concepts, and principles of a specific subject. Content area textbooks are challenging in that they contain subject-specific vocabulary, dense information, and unfamiliar concepts.

Students in content area classes must receive instruction in reading strategies in order to meet the unique requirements of the individual subject area. Students must learn to read and understand expository text and to gain information from pictures, maps, charts, diagrams, and other texts. Students must be able to:

- understand the organization of their textbooks, including bold-faced type, icons, italics, etc.;
- recognize organizational patterns in text;
- understand how pictures and other graphic representations contain information that is important to understanding the text;
- understand that reading is a process and utilize appropriate reading strategies before, during, and after reading;
- know which reading strategies are appropriate to use with a particular text;
- use a variety of study and note-taking skills;
- understand vocabulary context clues provided by the author; and
- use word attack skills.

To support students' efforts, content area teachers must be trained to use and to teach reading strategies that are effective for their subject areas. Individual school sites may create an instructional flow chart with specific emphasis on reading benchmarks across the curriculum. Additionally, the Reading Leadership Team will provide support and resources to support content area teachers in building classroom libraries to assist with independent reading practice.

Creating Independence through Student-owned Strategies (CRISS) - The District has invested funds, personnel, and professional development in the establishment of a cohort of teachers and administrators who are certified CRISS trainers. These trainers have provided ongoing, systematic professional development and support to teachers of all levels and all content areas. The implementation of CRISS in the content areas provides teachers with effective reading strategies that support students as they interact with grade level text. The school site administrators will monitor the content area instruction to ensure that all students are provided instruction inclusive of effective reading strategies.

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

Writing will be incorporated across the curriculum through the utilization of the CRISS philosophies and principles as well as the utilization of the practices presented in the critical mass professional development (Reading and Writing Standards and Effective Reading in Secondary Classrooms). These writing strategies include reader response, journal writing, essay questions writing, etc. Before reading strategies will activate prior knowledge. Student writing may include

quick-writes, mapping, brainstorming, essay questions and/or journal entries. Writing will be incorporated across the curriculum during reading instruction to monitor students' learning. These writing strategies may include: reader response logs, two-column notes, perspective journal entries, completing framed paragraphs, or RAFT. (RAFT is essay writing that includes a role, audience, format and a topic, plus a strong verb.) Students writing after reading may include: writing a summary, a learning log entry, writing peer responses, or creating a summary poem. All writing strategies should enhance teaching and learning in the content area classrooms. Professional development in writing is provided to teachers and coaches. The training focuses on effective learning strategies for writing across the curriculum. See Appendix 5 & 6: Professional Development Charts.

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

Tutoring programs

Before/After School: To guarantee that academic needs of the students are being met, articulation will be coordinated between the homeroom/subject area teacher(s) on a weekly basis using the students' assessment data or IEP. The assessment data or IEP will identify specific area(s) of deficiency in oral language, phonemic awareness, phonics, fluency vocabulary and/or comprehension; the desired level of performance, and the instructional support/intervention that is being provided to meet the desired level of performance. Tutoring programs will use instructional materials and/or software that are approved and address the identified area(s) of need.

Mentoring programs

Mentoring programs will be established in schools identified as having children "at risk" of dropping out of school. There are currently several mentoring programs in place in the M-DCPS system including 5000 Role Models of Excellence, One Child at a Time, and Take Stock in Children.

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?

The instructional framework for reading, used during the regular school day, is the foundation for activities used in before school, after school, and summer school reading programs. Before and after school reading programs are utilized to reinforce the curriculum taught during the school day. Assessment data is also used to target individual needs for reading instruction in the before and after school programs.

Reciprocal Teaching will be utilized along with selected graphic organizers to enhance vocabulary and comprehension

(i.e., concept maps, anticipation guides, story maps, timelines, two-column notes, etc.). Cooperative learning activities, vocabulary enrichment, Readers Theater, and a variety of reading styles will be included in daily lesson planning. Differentiated instruction is included in the structured day, incorporating the use of a teacher-led intervention and independent student centers that support whole group learning.

8.3 How is student eligibility determined for these activities?

Any student is eligible to attend these activities. FCAT Level 1 and 2 students are encouraged to attend before and after school activities in order to pass the FCAT. Parents will be notified of these opportunities through teacher contact, phone calls, and letters mailed to homes.

9.1 Which assessments are administered to determine reading intervention placement for students with the following needs: Non-English speaking ELL students?

The same assessments are administered to Non-English speaking ELL students, including IDEL, and FAIR. Some in-program assessments are also administered to these students. Approved accommodations are used as necessary; such as providing directions in the child's home language. Accommodations for these students will be provided, as appropriate, as described on the Florida Assessments for Instruction in Reading Approved Accommodations List.

9.2 Students with severe speech/auditory impairments?

Assessments administered to students with severe speech/auditory impairments are not used to determine reading instructional needs but to analyze and diagnose the type of impairment and the therapeutic treatment needed. The type of impairment may have an impact on a student's educational and/or reading performance. Accommodations for these students will be provided, as appropriate, as described on the Florida Assessments for Instruction in Reading Approved Accommodations List.

9.3 Students with severe vision impairments?

Programs for the Visually Impaired do not provide reading tests that are standardized for the Visually Impaired students. Results from the FCAT, and District Interim assessments. The following assessments are available in Braille or large print; John's Basic Reading Inventory, and FCAT. All student assessments are aligned with their Individual Plans. Accommodations for these students will be provided, as appropriate, as described on the Florida Assessments for Instruction in Reading Approved Accommodations List.

District Interim Assessments will be continued for the 2009-2010 school year.

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

Students in grades 6 and above with no FCAT scores will be administered the Florida Oral Reading Fluency (FORF) assessment in order to determine appropriate placement in reading classes, if necessary. The following criteria should be used to place students in the appropriate reading class:
low risk FORF score= Regular Language Arts Class
moderate risk FORF score= Intensive Reading Class
high risk FORF score= Intensive Reading Plus Class
These students will also receive FAIR Assessments.

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 Each district will be given one school user log-in password so that each school may enter their own information into Chart I by using the web-based template. School users will need to enter this information for their school from February 4-March 7. Districts will be able to review and revise the school based information before submitting Chart I from March 8-March 31. School level users should select all adopted reading instructional materials from the lists provided and add any other materials in the text boxes. Information regarding materials specifically for ESE and ELL students should be listed in the text box labeled “Other”

2.1 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.

Schools will utilize Jamestown Reading Navigator in the Intensive Reading classes. Hampton Brown Edge Levels B and C will be used in the Homogeneously Grouped English classes. Schools will use Hampton-Brown Edge Fundamentals Level and Level A in the Intensive Reading Plus classes. CIRPs include instructional content based on the six essential components of reading instruction (oral language, phonological awareness, phonics, fluency, vocabulary and comprehension). CIRPs are used to accelerate growth in reading with the goal of returning students to grade level proficiency. Teachers will place students in intervention programs based on data. Chart I identifies CIRPs approved for use in Miami-Dade County Public Schools. Reading with USA Today, is a standards-based curriculum, that empowers struggling readers by providing instruction in and guided practice on reading strategies. It is designed to improve students' overall reading ability, with special emphasis on reference and research skills. Guided by teacher instructions, reading/literacy teachers will model effective reading strategies and guide students through pre-reading, during reading, and post-reading techniques that will strengthen metacognition and metacomprehension.

- 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 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.**

Schools will utilize one or more of the following SIRP materials in reading classes: Reading Plus, Rewards, Jamestown Timed Readers, and SIPPS(Systematic Instruction in Phonemic Awareness, Phonics and Sight Words). USA Today will be used in the 11th and 12th Grade Retaker classes. 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 (oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension). Chart I identifies supplemental materials approved for use in Miami-Dade County Public Schools.

- 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.

Schools will use FCAT Explorer in the Intensive Reading and Intensive Reading Plus classes. FCAT Explorer is a practice program developed to help students master the tested benchmarks. Schools are encouraged to utilize Destination Reading. Other educational technology used is indicated in Chart I. Educational technology is intended for additional support in reading. This includes materials and programs, including educational software, to provide additional support in reading growth for all children. Educational software must supplement and not supplant instruction by a highly qualified instructor. In order to address the needs of students reading below, at, and above grade level, additional materials will be selected based upon appropriateness related to needs and ease of integration of use with the reading program.

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

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.**

High School Reading Program: Components of the Reading Instructional Block

The components of the intensive reading class are aligned to the key essentials of reading: oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension. These components should be completed each day and may be adjusted for time and scheduling. Assessment data from District Interim Assessments, FAIR will be used to intensify remediation in the reading classes. Disfluent and fluent students will be assessed with the FAIR three times per year and the data will be reported on the PMRN. There are two courses in high school that reflect the intensity of instruction based on student needs:

All FCAT Level 1 students, regardless of whether they are fluent, will be placed in the appropriate Intensive Reading class. LEP students will be scheduled in the Developmental Language Arts Through ESOL course.

Intensive Reading Plus (IR+): Level 1 and 2 disfluent students in need of decoding, fluency, vocabulary, and comprehension instruction = minimum of 90 minutes daily.

Students in high school who are disfluent will be provided a daily literacy block. The literacy block will include one period of Intensive Reading Plus and one period of English taught by the same teacher. This literacy block will focus on explicit phonics and fluency instruction in order to improve decoding and fluency. In order to provide sufficient opportunity to remediate these deficits, the students enrolled in the Intensive Reading “Plus” literacy block will receive a greater allotment of instructional time.

Intensive Reading (IR): Level 1 and 2 fluent students in need of vocabulary and comprehension instruction = minimum of 55 minutes daily.

The District will provide an Intensive Reading class for students in need of vocabulary and comprehension instruction. This class will focus on effective reading strategies and differentiated instruction that reinforces whole group instruction and provides opportunity for intervention within the classroom context.

OPTIONAL: Homogeneously Grouped English class: High Performing Level 2 fluent students in need of vocabulary and comprehension instruction = minimum of 55 minutes daily. Schools who did not offer this option in the 2008-2009 school year are not eligible to offer the course in 2009-2010 school year.

The requirements to exercise this option are as follows:

1. the course must be taught as a reading course with Language Arts benchmarks infused;
2. the course must be taught by a “highly qualified” teacher who is reading certified, endorsed, or working towards reading endorsement, or who is working towards CAR-PD; and
3. the FAIR progress monitoring assessment must be administered to the students in this course.

Students in 11th and 12th grade who have not met the reading graduation requirement must be enrolled in an Intensive Reading class in addition to the regular English class.

Students in grades 11 and 12 who have met the graduation requirement, but whose developmental FCAT Reading score falls within level 2 (1926-2067) will receive reading intervention in the English class. The teacher will provide differentiated instruction based on student assessment data to improve reading proficiency.

District Interim Assessments will continue for the 2009-2010 school year.

5.1 How will students be provided with access to authentic fiction and non-fiction texts representing a range of levels, interests, genres, and cultures within the reading program?

The media specialist and the reading teacher will collaborate to provide students with access to a variety of authentic reading selections. The reading teacher will schedule regular visits to the media center where the media specialist will introduce the students to a variety of text through book talks and published book reviews. District funds were used to purchase classroom libraries which contain books that offer a diverse selection of genres and a wide range of reading levels. The books will be leveled for each classroom according to publisher's level information and Automated Literacy Label (ALL). The FAIR assessment yields a Lexile level that will be used to match students to text.

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

Independent reading will be incorporated into all reading classes as indicated through the CIRP. Additionally, the District has purchased classroom libraries for secondary schools comprised of leveled text inclusive of a variety of genres. The teacher will use a structured monitoring process to incorporate daily independent reading that includes check of fluency, vocabulary, and comprehension. Teachers will receive professional development from the District staff and the reading coach to assist them with instruction for incorporating independent reading in their classrooms.

5.3 How will classroom libraries be utilized?

The reading coach will work with the school site staff during the preplanning days and throughout the school year to assist teachers in the effective use of classroom libraries for daily independent reading practice. Since the libraries are leveled and contain a variety of high interest materials, they offer the teacher a tool for supporting independent reading during the instructional block. Reading teachers will provide instructional activities such as book shares, author talks, and character analyses using the materials from the classroom libraries. Additionally, the reading coach will provide professional development in effective utilization and maintenance of classroom libraries.

5.4 How will the books be leveled?

Teachers will utilize the reading levels provided by publisher's information to assist students in selecting appropriate texts from classroom library. Additionally, the District will provide professional development to teachers and reading coaches regarding leveling text using ALL or Accelerated Reader leveling systems. The FAIR assessment yields a Lexile level that will be used to match students to text.

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

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appropriate leveled texts. The FAIR assessment yields a Lexile level that will be used to match students to 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.

Comprehension and vocabulary instruction reinforced through the content areas = Levels 1-5

The goal of content area instruction is to teach the ideas, concepts, and principles of a specific subject. Content area textbooks are challenging in that they contain subject-specific vocabulary, dense information, and unfamiliar concepts.

Students in content area classes must receive instruction in reading strategies in order to meet the unique requirements of the individual subject area. Students must learn to read and understand expository text and to gain information from pictures, maps, charts, diagrams, and other texts. Students must be able to:

- understand the organization of their textbooks, including bold-faced type, icons, italics, etc.;
- recognize organizational patterns in text;
- understand how pictures and other graphic representations contain information that is important to understanding the text;
- understand that reading is a process and utilize appropriate reading strategies before, during, and after reading;
- know which reading strategies are appropriate to use with a particular text;
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To support students' efforts, content area teachers must be trained to use and to teach reading strategies that are effective for their subject areas. Reading coaches will model lessons in the classroom to demonstrate the infusion of reading in the content areas. Individual school sites may create an instructional flow chart with specific emphasis on reading benchmarks across the curriculum.

Additionally, the Reading Leadership Team will provide support and resources to support content area teachers in building classroom libraries to assist with independent reading practice.

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trainers. These trainers have provided ongoing, systematic professional development and support to teachers of all levels and all content areas. The implementation of CRISS in the content areas provides teachers with effective reading strategies that support students as they interact with grade level text. The school site administrators will monitor the content area instruction to ensure that all students are provided instruction inclusive of effective reading strategies

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Writing will be incorporated across the curriculum through the utilization of the CRISS philosophies and principles as well as the utilization of the practices presented in the critical mass professional development (Reading and Writing Standards and Effective Reading in Secondary Classrooms). Writing will be incorporated across the curriculum during reading instruction to monitor students' learning. These writing strategies may include: reader response logs, two-column notes, perspective journal entries, completing framed paragraphs, or RAFT. (RAFT is essay writing that includes a role, audience, format and a topic, plus a strong verb.) Students writing after reading may include: quick-writes, mapping, brainstorming, essay questions and/or journal entries, writing a summary, a learning log entry, writing peer responses, or creating a summary poem. All writing strategies should enhance teaching and learning in the content area classrooms. Professional development in writing is provided to teachers and coaches. The training focuses on effective learning strategies for writing across the curriculum. See Appendix 5 & 6: Professional Development Charts

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

Tutoring programs

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

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low risk FORF score= Regular English Class
moderate risk FORF score= Intensive Reading Class
high risk FORF score= Intensive Reading Plus Class
These students will also be administered the FAIR Assessments.