

2013-14 K-12 Comprehensive Research Based Reading Plans

District: Dade

Leadership: District Level

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1 What are your measurable district goals for student achievement in reading for the 2013-14 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 as well as multiple-year trend data in setting targets for student achievement in reading. Our District goals for Kindergarten through Second grade set high expectations for reading achievement. The Florida Assessment for Instruction in Reading (FAIR) is used to determine student reading proficiency. The reading achievement levels for students at the end of the 2012-2013 are as follows:

- 70% of students in Kindergarten-2nd grades will:
 - o Score 85% or higher in the Broad Screen/Progress Monitoring Tool section of the FAIR.
 - o Score in the 40th - 60th percentile in the Vocabulary Task.
 - o Respond to at least 4 out of 5 questions correctly on the Listening Comprehension (Kindergarten) or Reading Comprehension (Kindergarten-Grade 2) Task.
 - o Read the target passage for Assessment Period 3 AP3 with 95% accuracy in grades 1 and 2 and with fluency as follows:
 - Grade 1- 60 words correct per minute
 - Grade 2- 90 words correct per minute
 - o Score in the 40th-60th percentile in the Spelling Task (Grade 2 only)

Our District Goals for grades 3-10 remain the same as 2012-2013 because of the recent increase of developmental scale scores and achievement levels. However, the expectation for learning gains in reading will remain. Our district goal for learning gains is 63% with a specific focus of increasing the percentage of Level 1 and Level 2 students improving at least one achievement level. The reading achievement levels for students at the end of the 2013-2014 are as follows:

- 71% of students in grades 3-5 will score 3 and above in reading on the Florida Comprehensive Achievement Test (FCAT),
- 61% of students in grades 6-8 will score 3 and above in reading on the Florida Comprehensive Achievement Test (FCAT),
- 41% of students in grades 9-10 will score 3 and above in reading on the Florida Comprehensive Achievement Test (FCAT).

2 How will the district assure that administrators and reading/literacy coaches provide follow up on literacy professional development (Common Core State Standards Implementation, Text Complexity, Comprehension Instructional Sequence, Close Reading) and teaching standards through course descriptions?

All school site administrators will be trained in CCSS . Schools will then create a Common Core implementation plan that will include application of the Common Core Standards, the addition of more complex text and models of instruction that are aligned with the Common Core Standards and the Comprehension Instructional Sequence. District staff will work with reading and science coaches, as well as content area department chairs to monitor the implementation of the school site plan and provide guidance through professional development when applicable.

Additionally, all instructional coaches and department chairs will complete action plans after each monthly professional development that detail follow-up action steps required for successful implementation of content.

3 How will the district assure (a) systematic and explicit instruction, based on data, and (b) use of text-based instruction, with an emphasis on complex text?

The District will use multiple data points to monitor the implementation of reading instruction.. 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 instruction. Multiple data points used to monitor the implementation of reading instruction include: 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 classroom visits to ensure that reading instruction and strategies are being implemented with fidelity. The coaches' classroom visits will be different than the principals' walkthroughs because the coaches will provide support for the teacher to implement reading instruction with fidelity. During this classroom visit, 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 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.

School-site lesson planning guidance provided by reading coaches will focus on instructional routines that are text-based and provide students opportunities to interact with complex content area information and literary sources. Complex text exemplars will be added to the District Pacing Guides so that teachers have additional resources to draw from to model text-based discussions and writing throughout. Additionally, the language arts/reading staff will collaborate with district staff from Mathematics, Science, Social Sciences and Career and Technical Education to train teachers on incorporating complex text in all subject areas.

- 4 How will the district assure that schools increase the amount and variety of complex texts used to teach complex comprehension tasks -- in addition to the Comprehensive Core Reading Program (CCRP), Supplemental Intervention Reading Program (SIRP), and Comprehensive Intervention Reading Program (CIRP)?

In addition to the CRRP, SIRP and CIRP programs used, the District ELA Pacing Guides will include additional exemplar complex texts for teachers to use at regular intervals. Exemplar text samples found in Appendix B of the Common Core Standards are posted on the District website for easy access to administrators, teachers, and parents. Content area textbooks will also be used as a resource for complex informational text. The District staff from the Office of Academics and Transformation will collaborate to train subject area teachers on the use of exemplar text and complex comprehension tasks for Social Sciences, Science, and Career and Technical.

- 5 If additional exposures to complex texts are needed, how will this be addressed?

Administrators, teachers and parents will be encouraged to add samples of complex text to their school libraries, classroom libraries and personal libraries, providing students a wide range of reading opportunities. Teachers will also be encouraged to pair literacy text with non-fiction informational text where applicable using content area textbooks as a first resource for complex informational text.

- 6 How will the district support implementation of Next Generation Content Area Reading – Professional Development (NGCAR-PD) and the Comprehension Instructional Sequence (CIS)?

Next Generation Content Area Reading- Professional Development (NGCAR-PD) will be implemented in selected schools through the Language Arts and Social Studies classrooms. Teachers will utilize the Comprehension Instructional Sequence (CIS) to strengthen students' critical thinking and comprehension of complex text. The goal of this instruction is for teachers to alter reading instruction that is sufficiently powerful and adaptive to teach students to apply thinking skills to deepen understanding of complex text.

- 7 How will the district facilitate improvement in and intensify interventions for schools that are not making academic improvements as determined by walk through and student performance data?

The District will facilitate improvement and intensify interventions for schools not making academic improvement by providing additional support whenever available through staff from the Department of Language Arts and Reading, the ELL and SPED offices and the Educational Transformation Office. Professional development for reading coaches, teachers,

and principals, as well as 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 bulleted list:

Need

- core instruction inadequate,
- density and explicit instruction of core lacking,
- vocabulary/oral language concerns,
- texts used lack complexity.

Response

Provide PD to coaches on effective instruction including:

- planning with the end in mind,
- providing assistance in deeper analysis of data,
- infusing strategies to teach fluency,
- modeling explicit instruction,
- providing explicit vocabulary instruction with vivid connections to text and personal environment,
- emphasizing strategies for increasing oral vocabulary development in ELL students,
- using data to determine purpose for instruction,
- providing opportunities for use of scaffolded texts,
- offering assistance for utilizing resources such as FCRR, FAIR Tool Kit and Just Read, Florida publications.

Need

- intervention not implemented or not implemented with consistency and fidelity,
- no differentiation within intervention.

Response

- verify all master schedules 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.

8 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 2013-2014 K-12 CRRP during the Opening of School administrative meetings for each Regional Center in September 2013.

9 How will the district ensure the provision of an additional hour of intensive reading instruction beyond the normal school day for each day of the entire school year for students in the 100 lowest-performing elementary schools based on the state reading assessment? If your district does not contain one of these schools, what efforts are being made to provide additional time

outside of the school day for reading intervention?

Once the elementary schools are identified as being one of the 100 lowest-performing schools based on the state reading assessment, the district will review each identified school's master schedule. The master schedule must reflect the additional one hour of intervention/enrichment provided daily.

If Miami-Dade County does not contain one of the lowest performing elementary schools, the District will continue to offer before and after school tutorial programs. Additionally, each year schools are provided District-developed lessons targeting grade-level benchmarks are delivered on Saturday mornings during the Districtwide Saturday Success Academy.

10 How will the district provide leadership and support in defining the role of the reading coach to school administration, teachers, and reading coaches?

Please create your District Data Driven Reading Coach Process Chart, detailing the way of work for administrators, teachers, and reading coaches in your district. This chart will be uploaded through the online system. You will find a sample in the Appendix.

Please be sure to address: Common Core State Standards Implementation, Text Complexity, Comprehension Instructional Sequence.

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 specified in 1011.62 (9) (c) 3., noting that highly qualified reading coaches specifically support teachers with making instructional decisions based on student data, and improve teacher delivery of effective reading instruction, intervention, and reading in the content areas based on student need.

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11 What is the total number of reading coaches (funded through any source) that served the district for the 2012-13 school year?

For the 2012-2013 school year a total of 240 full time reading coaches, funded from a variety of sources, served 358 elementary, middle, senior, charter, and alternative schools in Miami-Dade County. The number of reading coaches funded for 2012-2013 with FEFP reading funds was 172.

12 What is the total estimated number of reading coaches (funded through any source) that will be serving the district for the 2013-14 school year?

For the 2013-2014 school year, it is estimated that 240 full-time, released reading coaches will be serving approximately 358 elementary, middle, senior, charter, and alternative schools in Miami-Dade County Public Schools. There will be no increase in the number of coaches serving this year than served last year. The exact number of reading coaches will be determined when the funding allocations from all sources are available.

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

Miami-Dade County Public Schools' recruitment office:

- Sends out targeted email blasts to experienced teachers, retirees, highly qualified recruits, and selected colleges and universities
- Maintains a dedicated recruitment webpage featuring vacancies for reading teachers and coaches; located on the District's homepage, this link includes the reading coach job description to ensure the guidance of qualified recruits to the vacancies
- Provides presentations to education majors currently doing their student teaching internships and assists them with the new online application process, maintains a database of recruits, and makes recommendation to principals for priority consideration, when appropriate
- Increases the use of additional web-based recruiting as a no-cost, effective method to attract new recruits (state website, and national recruitment sites)
- Hosts cost-free school site recruitment events with onsite interviewing and selecting of highly qualified candidates, if needed
- Attends education and general career fairs locally, in state, and nationally only if cost-free (due to current fiscal restraints)

14 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 Annual Measurable Objectives (AMO) including learning gains of the lowest 25%, school grade, learning gains of all students, and level of success on national assessments such as NAEP.

15 How will the professional development provided to district supervisors be delivered at the school level?

District supervisors conduct monthly professional development for all reading coaches. The content of these meetings will include the delivery of material received at district, regional or statewide trainings attended by district supervisors. The reading coaches will then provide the training at their respective school sites. Additionally, critical mass professional development provided to all teachers in specific grade levels will also contain the content of training received by district supervisors.

Leadership: School Level

1 How are Reading Leadership Teams used to create capacity of reading knowledge within the school and focus on areas of literacy concern across the school?

Please consider focusing on the following items:

Support for Text Complexity

Support for Instructional Skills to Improve Reading Comprehension

- Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons.

- Providing scaffolding that does not preempt or replace text reading by students.
- Developing and asking text dependent questions from a range of question types.
- Emphasizing students supporting their answers based upon evidence from the text.
- Providing extensive research and writing opportunities (claims and evidence).

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 District and Regional support staff to join. The RLT maintains a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

Reading Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

2 How does the reading coach provide the following professional development at the school site? Professional development in literacy (including text complexity, implementation of the Common Core State Standards in literacy, and the Comprehension Instructional Sequence) for all teachers?

Professional development for reading intervention teachers?

Professional development for guidance counselors, including reading intervention placement?

How is this occurring in schools where no reading coach is available?

Full time school-based reading coaches have a variety of opportunities to provide professional development to teachers. 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) or IPEGS Individual Growth Form.

3 How are texts reviewed and selected for complexity? How are 'stretch texts' provided in all courses/grades, particularly in reading intervention? Students should have regular access to grade level appropriate text.

Texts are reviewed for complexity using both qualitative and quantitative measures. Complex text contains more sophisticated academic vocabulary, more layered sentences, complex syntax, and multiple themes. Teachers are directed to Appendix B in the Common Core Standards as complex text exemplars. Lexile level charts that are correlated to Common Core are also used to help teachers place text in grade level bands. Read aloud text help teachers stretch student thinking, discussion and writing skills and provide needed scaffolding for struggling readers. Texts read aloud—especially in the early grades—must contain more complex vocabulary and syntax than texts students can read independently. The focus should be on asking text dependent questions and including repeated oral readings of difficult sections in order to develop strong aural comprehension, enhance knowledge, and support learning of academic words and complex syntax. Stretch texts will be used in teacher-led centers where teachers can support and scaffold close reading as necessary.

- 4 How will the principal increase the amount of time that students read text closely for deep understanding across the school day and outside of school? One goal should be that students are reading one book every two weeks. Include how the principal will increase media center circulation.

Principals have attended district and state professional development on the Common Core State Standards in which application of close analytic reading is modeled and explained. Principals walkthroughs include observing students reading complex text closely and deeply for understanding. Principals will use student reading response journals as evidence understanding. Principals will collaborate with the Reading Leadership Team to include activities designed to motivate students to read one book every two weeks and increase media center circulation.

- 5 How will school level leadership ensure that intensive reading instruction meets the following characteristics outlined in Section 1011.62(1)(f), Florida Statutes?

School and District leadership will collaborate to choose and implement research-based reading programs that are designed and proven to accelerate student progress in reading. Depending on each student's diagnosed deficiency, program placement will be determined and a differentiated plan of instruction will be developed. Teachers, through small group instruction, will implement lessons that focus on opportunities for guided practice via text reading and discussions, as well as metacognitive goals such as error correction through guided feedback. Students will also respond to reading through writing and use writing as evidence of comprehension. Additionally, students may be placed in Achieve 3000, Imagine Learning, and/or SuccessMaker depending on assessment data. Each of these programs contains components that will facilitate student growth in phonemic awareness, phonics, fluency, vocabulary and comprehension. The integration of social studies, mathematics, and science text reading will be supported by the implementation of Discovery Education.

Professional Development

- 1 Provide the district professional development schedule for ALL reading professional development, not just the professional development funded through the FEFP reading allocation, for the 2013-2014 school year through Chart A. This chart will be completed through the web based system. Repeat this process within the application as many times as necessary for each professional development offering in reading offered by your district. ALL Reading

Endorsement professional development offerings should be described in Chart A and should reflect courses that are aligned with the 2011 Reading Endorsement. Please delete charts that reference old courses as they should no longer be offered. Please address the Reading Endorsement professional development first in your charts. **To create and edit all professional development charts for Chart A, use the link provided within this section online. Please be sure to indicate whether you are accepting a previously approved chart or creating/revising a new chart by clicking the appropriate radio button on Chart A.**

[Chart A](#)

(This will open in a new browser)

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

Yes. CAR-PD is available in 6 secondary schools.

3 Please list and describe the professional development teachers will receive to ensure text based content area instruction in English/Language Arts, History/Social Studies, Science, and Technical Subjects.

The District Offices of Language Arts/Reading, Mathematics, and Social Sciences will be conducting professional development with department chairpersons and subject area coaches on methods for ensuring text based content area instruction. Department chairpersons and coaches will be responsible for sharing this information in a turn-key model. Additionally, critical mass professional development on the implementation of the Common Core State Standards (CCSS) will be provided to teachers in elementary and secondary schools. The following list provides a description of the professional development that is proposed.

Social Studies

Audience – Social Studies Department Chairpersons

Topic - How to develop questions for close, analytic reading of complex text in elementary and secondary Social Studies classrooms.

Audience – Social Studies K-12 Teachers

Topic - Teacher Law Institute: An intensive study of probable cause, search and seizure and the 4th Amendment aligned to close reading using complex text.

Language Arts/Reading

Audience – K-3 Reading Teachers, Reading Coaches

Topic - A two-day, grade level specific professional development on the implementation of the CCSS; including a model of a close analytic read of an exemplar text.

Audience – Secondary English teachers, department chairs, and reading coaches

Topic - An overview of the CCSS with specific emphasis on identifying complex text, writing questions for close analytic reading using exemplar text.

Science

Audience – Elementary Science Teachers (3-5), Science Coaches

Topic – Understanding Characteristics of Complex Text and the development of higher order questions

Audience – Secondary Science Teachers (6-12), Department Chairs

Topic - Understanding Characteristics of Complex Text and the development of higher order questions

Career/Technical Education

Audience - Middle, Senior, Postsecondary CTE Teachers

Topic _ Transitioning to Common Core using the Next Generation Career and Technical Reading (NG-CATER) strategies with a focus on the Comprehension Instructional Sequence (CIS) model for complex text in technical subjects.

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 personnel review the official transcripts provided by the individual teacher.

Elementary Student Achievement and Instruction

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

1 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. It is recommended that districts create a timeline for school users to enter this information for their school. Districts will be able to review and revise the school based information before submitting Chart C on March 29, 2013. School level users should select all applicable adopted reading instructional materials from the lists provided and add any other materials in the text boxes. Information regarding materials specifically for ESE and ELL students should be listed in the text box labeled 'Other.' To review and edit all school information for Chart C before submitting, use the link provided within this section online..

[Chart C](#)

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2.1 How will your district assure that the offerings in addition to your CCRP(s), Supplemental Intervention Reading Program(s), and Comprehensive Intervention Reading Program(s) introduce and increase the amount of complex text provided for your students? If additional exposure to complex text is needed, how will this be addressed?

While the current CCRP, SIRP and CIRP do contain selections that meet the qualitative and quantitative characteristics of complex text, additional exposure to complex text is needed. The District has address this need by including a range of grade level complex text, including exemplar text selections from the Common Core Standards Appendix B; a minimum of four times per year. The selections are included in the District Pacing Guides. Teachers are guided in providing opportunities for close, analytical reading which requires comparing and synthesizing ideas across text. The District has convened an adoption committee to select a new CCRP. This new program has a wide selection of short and extended complex text. The instructional procedure for a close, analytic read is embedded

in the program. If a new program is purchased, there will no longer be a need to supplement the k-12 CCRP with exemplar texts.

2.2 Describe all research based materials used to provide reading intervention during the one hour extended day. Explain how intervention in extended day will align with reading instruction provided during the school day.

Depending on each student's diagnosed deficiency, program placement will be determined and a differentiated plan of instruction will be developed. Teachers, through small group instruction, will implement lessons that focus on opportunities for guided practice via text reading and discussions, as well as metacognitive goals such as error correction through guided feedback. Students will also respond to reading through writing and use writing as evidence of comprehension. Additionally, students may be placed in Achieve 3000, Imagine Learning, and/or SuccessMaker depending on assessment data. The integration of social studies, mathematics, and science text reading will be supported by the implementation of Discovery Education. Each of these programs contained components that will facilitate student growth in phonemic awareness, phonics, fluency, vocabulary and comprehension.

The national research available on selected programs and results of implementation in selected schools in Miami-Dade County indicated success in narrowing the achievement gap of struggling readers. For example, a Florida based research study conducted using Achieve 3000 indicated that students reading below grade level at the beginning of the school year made gains of nearly triple the expected growth norms. English Language Learners made more than two and a half times their expected growth norms, gaining an average of 213 Lexile points. Imagine Learning has a long research record of closing the achievement gap of ELL students as evidenced by statewide language acquisition assessments and state benchmark assessments. Imagine Learning also has verifiable success in Miami-Dade County Public Schools. SuccessMaker's tracking program allows teachers and students to adjust instruction to ensure a trajectory of success for closing the achievement gap. Although students may use SuccessMaker during regular school hours, it will not repeat instruction, but build upon the support providing a double-dose of research-based strategies during the intervention hour.

The extended day intervention will be aligned with the 90 minutes of uninterrupted daily reading instruction by focusing on all of the components of reading; phonemic awareness, phonics, fluency, vocabulary and comprehension. Instructional routines such as small group, teacher-led instruction are integral to both extended day and within-the-day reading instruction. Assessment data used to place students into small differentiated groups is used by both extended day and within-the-day reading teachers, so that students are double-dosed in deficient areas of reading.

Finally, these programs will also provide the pedagogy necessary to maintain student success or provide enrichment activities to meet the needs of students who have achieved benchmark success as indicated by a level 3 or higher on the FCAT.

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

List your Comprehensive Core Reading Programs (CCRP.) Comprehensive Core Reading Programs are the instructional tools used to provide high quality instruction in K-5 classrooms. Describe how teachers will align instruction in K-2 to meet the Common Core State Standards for English Language Arts.

The Core Reading Program 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 using an integrated approach to instruction. The CCRP includes both literature and non-fiction texts to help teachers create an interdisciplinary selection of texts. 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.

In addition to using the district CCRP, the District Pacing Guide directs teachers to incorporate a selected complex text that exemplifies both qualitative and quantitative characteristics once a quarter. Teachers will be directed to select one literature or one non-fiction piece each quarter to conduct a close, analytic read.

The District has convened an adoption committee to select a new CCRP. This new program has a wide selection of short and extended complex text. The instructional procedure for a close, analytic read is embedded in the program. If a new program is purchased, there will no longer be a need to supplement the CCRP with exemplar text.

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

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

The chart must include:

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

- Assessment/curriculum connection
- An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided.

* District contacts will create and upload Chart D1 using the link provided within this section online. There are two samples for Chart D1 (Assessment/Curriculum Decision Tree) located in the [Appendix](#). Last year's chart is available at your district's [public view page](#). If your district wishes to use this chart it must be uploaded into this year's plan. Please upload the desired file.

You will need to save this section using the button below at the bottom of this section before uploading the chart.

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

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

**District contacts will create and upload Chart D2 using the link provided within this section online. There are two samples for Chart D2 (Assessment/Curriculum Decision Tree) located in the [Appendix](#). Last year's chart is available at your district's [public view page](#). If your district wishes to use this chart it must be uploaded into this year's plan. Please upload the desired file.*

You will need to save this section using the button below at the bottom of this section before uploading the chart.

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

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5 How will the district assure that all elementary schools have an uninterrupted 90 minute

reading block for core reading instruction, and, as needed, additional time for immediate intensive intervention (iii)? Describe how language arts instruction builds from reading instruction to align with the Common Core State Standards for Writing.

All elementary schools will have a 90 minute uninterrupted block for reading instruction designated in their daily schedules. Instruction during the 90 minutes will include use of the core curriculum, Houghton Mifflin, and writing to a source through an array of writing tasks. Teachers will provide students an opportunity to present important information in an organized piece of writing that will help students generate a deeper understanding of a text. Students will respond to text in a variety of modes which inform the reader about what they have learned through writing. Immediate intensive intervention will be provided outside of the 90 minute reading block. According to student need, schools will be required to schedule an additional 30 minute daily intervention blocks.

6 How will all students receive motivating, 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 currently 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, teachers will target individual needs, as determined by formative and summative data through small group instruction. 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 connected to both whole group and small group instruction independently based on need. Teachers will monitor students' independent activities and provide affirmative and corrective feedback. Academic learning time will be protected by making sure teachers explicitly target student instructional needs by teaching small groups of children as often as appropriate. Teachers will employ classroom management routines, such as providing students working independently with explicit directions to reduce transition time between activities and off-task behaviors.

7 How will students targeted for immediate intensive intervention receive services? In K-2, students in need of an intensive reading intervention should be part of the instructional core program for activities such as a read aloud, think aloud, comprehension strategy instruction, and oral language/vocabulary instruction. In small group teacher directed instruction immediate intensive intervention (iii) should be provided on a daily basis to children as determined by progress monitoring and other forms of assessment. As an extension of the ninety (90) minute reading block, instruction in a smaller group size should focus on

generalizing the newly acquired reading skills to progressively more complex text.

Students identified by the FAIR assessment as struggling readers (See Charts D1 and D2) will be placed in an appropriate intervention program. The small-group, teacher-led center during the 90 minute reading block is the initial provision of intervention. Highly-qualified teachers plan and deliver intervention instruction designed to target specific student needs including explicit instruction on specific skills and the application of these skills in scaffolded, guided-reading lessons, using text at the students' instructional level and progressing to more complex text. Students in need of additional intervention will be scheduled to attend small group immediate intensive intervention for a minimum of 30 minutes daily in addition to the 90 minute reading block during the regular school day. The intervention program is designed to meet the specific diagnosed needs of each individual student. Teachers will group students according to need and place students appropriately within the intervention program/levels. 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.

- 8 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? Include the following: how these classroom libraries are utilized; how the books will be leveled; and the process for matching students to the appropriate level of text.

All teachers will create a classroom library that meets the diverse needs of all students and includes a variety of genres, reading levels and interest levels. K-12 CRRP funds, as available, may be utilized to increase classroom library selections, including easy and emergent reader book collections, fiction and non-fiction texts, poetry, and others. Classroom libraries will provide children access to a variety of text complexities; affording students additional opportunities to apply skills and strategies taught through the core reading program.

Teachers may utilize these resources during small group instruction to re-teach reading strategies or to provide independent application practice. Students will also be able to connect reading and writing through the use of reading response journals. Teachers will provide frequent affirmative or corrective feedback on small group and/or independent center activities that use leveled library text

- 9 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 detail regarding how teachers will address the NGSSS in all content classrooms.

Incorporating reading and literacy instruction into all subject areas is a shared responsibility within schools. In order to deepen understanding, discussions about text require robust instruction in reading, writing, listening, speaking and language in all content areas. Teachers will infuse reading and literacy NGSSS in content areas through collaborative planning, shared graphic organizers and strategies that make comprehension

visible. District approved content area informational text may be used to instruct and reinforce reading strategies. Science and Social Studies core curriculums have included the purchase of leveled readers to be used during small group instruction. Utilizing overheads, diagrams, big books, etc, from content area text and materials, the teacher can assist students in making connections. Teachers will scaffold student reading and learning through close, analytical reading of content area text books, tradebooks, or articles. The reading coach and/or school site content area instructional leaders will collaborate in creating plans for a schoolwide emphasis on integrating close reading procedures into content area classes. This schoolwide plan will be developed after attending the Summer Institute for Common Core State Standards provided by the Just Read, Florida! Office.

The reading coach and/or school site content area instructional leaders will collaborate in creating plans for a schoolwide emphasis on integrating reading strategies into content area classes.

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.

10 How will writing to a source to strengthen reading comprehension be incorporated into the 90 minute reading block to deepen text comprehension?

Teachers will provide students an opportunity to present important information in an organized piece of writing through writing routines that include responses to literature, response to questions and creating questions. The written artifacts will serve as evidence of students' understanding. Students will be provided opportunities to create a coherent narrative to reinforce what students are learning. Additionally, through multiple opportunities for close reading, students will integrate and synthesize knowledge from a variety of sources to create a research project that demonstrates a deep connection and comprehension of text(s).

11 What before, after, and summer school reading activities will be utilized, including mentoring and tutoring activities? Include criteria for student eligibility and how these

activities will be linked to reading instruction provided during the school day.

(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 **March 29, 2013** for the Just Read, Florida! Office to review and provide feedback by **April 8, 2013**. 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/>.) Florida Statute 1011.62 has been revised to recommend Summer Reading Camps for K-2 and 4-5 students. Please also address any plans to offer Summer Reading Camps to this extended group of students.

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, Reading Plus or Ticket-to-Read. 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. 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. Ongoing progress monitoring data will be used at articulation meetings to adjust instruction as necessary. The schools will utilize intervention materials that are Florida Center for Reading Research (FCRR) reviewed to meet the definition of scientifically research-based materials.

Additionally, a series of fifteen District-developed lessons that address the NGSSS and employ Reciprocal Teaching strategies are provided to students on Saturdays prior to FCAT. Teachers are trained to use these lessons effectively and reading coaches meet to plan with teachers weekly for the preparation of delivery during the District's Success Academy. These lessons are also available on the District's website for all schools to use in their before/after-school tutorial sessions.

12 Please list the qualifications for reading intervention teachers in elementary schools, summer reading camps, and one hour extended day programs.

All teachers in summer reading camps and the one hour extended day programs meet the highly qualified standards for teachers, including holding a valid teacher's certificate for the State of Florida.

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

Non-English speaking ELL students?

Assessments administered to English Language Learners (ELLs), include each component of the FAIR, CELLA, and other in-program assessments. Approved accommodations are used as necessary; as described on the Florida Assessments for Instruction in Reading Approved Accommodations List.

13.2 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 degree of 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.

Educators need to be aware that severe speech/language impairments will often affect outcomes on reading assessments. Reading assessments should be interpreted cautiously, and with the assistance of the speech language pathologist, but will still inform instructional needs. Students with dysfluency (stuttering) should not be administered reading fluency tests or subtests as results will not be valid. Accommodations for these students will be provided, as appropriate, as described on the Florida Assessments for Instruction in Reading Approved Accommodations List.

13.3 Students with severe vision impairments?

All students with visual impairments receive a Learning Media Assessment (LMA) prior to entering the program. The LMA is conducted by a Teacher of the Visually Impaired. It is repeated at least once every three years. The results assist the Individual Education Plan (IEP) team in determining the student's reading instructional needs. Students may also be assessed using the FAIR (in Braille), with accommodations indicated on their IEP that are also on the FAIR approved accommodation list. In addition, basic reading inventories, such as the Basic Reading Inventory by Jerry L. Johns, are available in both large print and Braille.

13.4 Alternate assessment used for promotion of third grade students scoring Level 1 on FCAT Reading?

Miami-Dade County Public Schools provides three opportunities for students in Grade 3 to be promoted if scoring Level 1 on FCAT Reading and did not successfully complete the portfolio process. In late May/early June, select students are given the Alternative Standardized Reading Assessment (Iowa Basic Skills Test). After the Summer Reading Camp, students are given the SAT-10 (Primary 3) Assessments. In mid-November, students are offered mid-year promotion via the Iowa Basic Skills Test.

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. It is recommended that districts create a timeline for school users to enter this information for their school. Districts will be able to review and revise the school based information before submitting Chart F on March 29, 2013. 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.' **To review and edit all school information for Chart F before submitting, please use the link provided within this section online.**

[Chart F](#)

(This will open in a new browser)

2.1 How will your district assure that the offerings in your SIRP(s), and CIRP(s) introduce and increase the amount of complex text provided for your students in order to learn how to extract and use information from increasingly complex text? If additional exposure to complex text is needed, how will this be addressed?

While the SIRP and CIRP do contain selections that meet the qualitative and quantitative characteristics of complex text, additional exposure to complex text is needed. The District will address this need by including a range of grade level complex text, including exemplar text selections from the Common Core Standards Appendix B; a minimum of four times per year. The selections will be included in the District Pacing Guides. Teachers will be guided in providing opportunities for close, analytical reading which requires comparing and synthesizing ideas across text. Additionally in the English/Language Arts classes, students will learn how to extract and use information through the use of the Literature Anthology.

2.2 The goal of a middle grades 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 or 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).

Is a middle grades reading course required for students scoring Level 3 and above on FCAT Reading? If so, for which students is this required?

The District will not implement a developmental reading plan.

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. A middle grades student who scores at Level 1 or Level 2 on FCAT Reading but who did not score below Level 3 in the previous 3 years may be granted a 1-year exemption from the reading remediation requirement; however, the student must have an approved academic improvement plan already in place, signed by the appropriate school staff and the student's parent, for the year for which the exemption is granted.

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 text reading efficiency must have extended time for reading intervention. This extended time may include, but is not limited to, students reading on a regular basis before and after school with teacher support, or for students two or more years below grade level a double block of reading to accelerate foundational reading skills and to apply them as they relate to increasingly complex text.

This intervention course should include on a daily basis:

- whole group explicit and systematic instruction
- small group differentiated instruction
- independent reading practice monitored by the teacher
- infusion of reading and language arts benchmarks specific to the subject area blocked with the intensive reading course (biology, world history, etc.)
- a focus on increasingly complex literary and informational texts (exposition, argumentation/persuasive, functional/procedural documents, etc.) at a ratio matching FCAT 2.0 Item Specifications.

Districts may serve students scoring at Level 2 on FCAT Reading who are not in need of decoding or text reading efficiency instruction 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) package, the 90 hour Next Generation Content Area Reading-Professional Development (NGCAR-PD) package, or the Reading Endorsement. 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 and systematic instruction
- small group differentiated instruction
- independent reading practice monitored by the teacher
- infusion of reading and language arts benchmarks specific to the subject area (biology, world history, etc.)
- a focus on increasingly complex literary and informational texts (exposition, argumentation/persuasive, functional/procedural documents, etc.) at a ratio matching FCAT 2.0 Item Specifications.

Schools must progress monitor students scoring at Level 1 and 2 on FCAT Reading 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 provided 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 to be certain that students are sufficiently challenged but not frustrated in relating to text of varying complexity. It is recommended that districts implement a placement process that includes:

- Consideration of historical data including prior FCAT scores: – Has the student ever scored at Level 3 or above during previous school years?
- Asking students to read: – Does the teacher asks the student to read a grade level passage silently and then read it aloud? – Does the student mispronounce only those words that are unfamiliar and not significant to comprehension of the text?
- Asking questions: – Does the teacher asks the student to answer several comprehension questions? – Does the student answer all or most correctly? If a student has at some time in their school career scored at Level 3 or above, can accurately read a grade level passage, and answers most comprehension questions correctly, the teacher should provide instruction that is sufficiently challenging to this student. If a student has always scored at Level 1 or Level 2, cannot accurately read a grade level passage aloud and/or cannot answer comprehension questions correctly, the teacher should deliver explicit instruction and systematic student practice opportunities in order to accelerate decoding, fluency, vocabulary, and comprehension development.

Data Examples include data from screenings, progress monitoring and diagnostic assessments already in use in the district, as well as teacher recommendation should be considered. New research suggests that fluency is not a strong predictor of a student's ability to comprehend text in middle grades and high school. Therefore, caution is suggested in using fluency data for placement in reading intervention in the upper grades.

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

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 instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided.

* District contacts will create and upload Chart G using the link found within this section online. A sample for Chart G (Assessment/Curriculum Decision Tree) can be found in the [Appendix](#). Last year's chart is available at your district's [public view page](#). If your district wishes to use this chart it must be uploaded into this year's plan. Please upload the desired file.

You will need to save this section using the button below at the bottom of this section before uploading the chart.

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

(This will open in a new browser)

4 How will the district ensure extended intervention time is provided for students in need of decoding and text reading efficiency at the middle school level?

The District will provide an Intensive Reading Plus (IR+) class for students who are nonfluent and in need of decoding and text reading efficiency. Students in middle school who are nonfluent will be provided a daily literacy block. This literacy block will focus on explicit phonics and text reading efficiency instruction in order to improve decoding and text reading efficiency. The literacy block will include one period of (IR+) back-to-back with one period of Language Arts taught by the same teacher. In order to provide sufficient opportunities to remediate these deficits, the students enrolled in the IR+ literacy block will receive a greater allotment of instructional time.

5 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? Include the following: a) how daily independent reading, **monitored by the teacher**, will be incorporated into all reading classrooms; b) how classroom libraries will be utilized; c) the process for leveling books; and d) the process for matching students with the appropriate level of text.

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. The school's Reading Leadership Team will be instrumental in promoting this access to reading schoolwide. 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. Students will be encouraged to read independently for an additional 30 minutes daily outside of school hours.

6 How will all content area and elective teachers teach students to think as they read in subject area classrooms and extend and build discussions of text in order to deepen understanding? Describe how teachers are implementing text based content area instruction in:

- English/Language Arts
- History/Social Studies
- Science
- Technical Subjects

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;
- cultivate their intellectual curiosity through higher order questioning of text;
- engage in activities for accelerated achievement to gain a deeper understanding of grade level text;
- practice independent reading, utilizing classroom library materials, monitored by the teacher; and
- build independence and text specific analysis through the use of 'during reading' strategies;

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.

Additionally, NGCAR-PD will be implemented in selected schools through the English Language Arts and Social Sciences classrooms. District staff will train a core group of teachers who attended a three-day NGCAR-PD professional development session. Teachers will utilize the Comprehension Instructional Sequence (CIS) to strengthen students' critical thinking and comprehension of complex content area non-fiction text. The goal of this instruction is for teachers to alter reading instruction that is sufficiently powerful and adaptive to teach students to apply thinking skills to deepen understanding of complex texts.

7 How will writing be incorporated across the curriculum to deepen text 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, developing 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. Increased emphasis will be placed on writing in response to text across the curriculum.

8 What before, after, and summer school reading activities will be utilized, including mentoring and tutoring activities? Include criteria for student eligibility and how these activities will be linked to reading instruction provided during the school day.

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 and Take Stock in Children.

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

Non-English speaking ELL students?

Assessments administered to English Language Learners (ELLs) include each component of the FAIR, CELLA , and other in-program assessments. Approved accommodations are used as necessary 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 degree of 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.

Educators need to be aware that severe speech/language impairments will often affect outcomes on reading assessments. Reading assessments should be interpreted cautiously, and with the assistance of the speech language pathologist, but will still inform instructional needs. Students with dysfluency (stuttering) should not be administered reading fluency tests or subtests as results will not be valid. 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?

All students with visual impairments receive a Learning Media Assessment (LMA) prior to entering the program. The LMA is conducted by a Teacher of the Visually Impaired. It is repeated at least once every three years. The results assist the Individual Education Plan (IEP) team in determining the student's reading instructional needs. Students may also be assessed using the FAIR (in Braille), with accommodations indicated on their IEP that are also on the FAIR approved accommodation list. In addition, basic reading inventories, such as the Basic Reading Inventory by Jerry L. Johns, are available in both large print and Braille.

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

Schools should review a variety of data available for students in grades 6 and above with no FCAT scores, in order to correctly place students in the appropriate reading class. Data could include national or state test scores, i.e. SAT 10, student class grades, and the level of coursework successfully completed. If upon review of this data, schools still remain uncertain as to placement, students may be administered the District-developed Text Reading Efficiency (TRE) procedures as outlined in the District's Technical Assistance for Identification, Placement and Scheduling of Students in Grades 6-12 in Reading Classes.

High School Achievement and Instruction

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

- 1 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. It is recommended that districts create a timeline for school users to enter this information for their school. Districts will be able to review and revise the school based information before submitting Chart I on March 29, 2013. 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.' **To review and edit all school information for Chart I before submitting, please use the link provided within this section online.**

[Chart I](#)

(This will open in a new browser)

- 2 How will your district assure that the offerings in your SIRP(s), and CIRP(s) introduce and increase the amount of complex text provided for your students? If additional exposure to complex text is needed, how will this be addressed?

While the CCRP, SIRP and CIRP do contain selections that meet the qualitative and quantitative characteristics of complex text, additional exposure to complex text is needed. The District will address this need by including a range of grade level complex text, including exemplar text selections from the Common Core Standards Appendix B; a minimum of four times per year. The selections will be included in the District Pacing Guides. Teachers will be guided in providing opportunities for close, analytical reading which requires comparing and synthesizing ideas across text. Additionally, in the English/Language Arts classes, students will learn how to extract and use information through the use of the Literature Anthology.

- 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. A high school student who scores at Level 1 or Level 2 on FCAT Reading but who did not score below Level 3 in the previous 3 years may be granted a 1-year exemption from the reading remediation requirement; however, the student must have an approved

academic improvement plan already in place, signed by the appropriate school staff and the student's parent, for the year for which the exemption is granted.

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.

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 text reading efficiency must have extended time for reading intervention. This extended time may include, but is not limited to, students reading on a regular basis before and after school with teacher support, or for students two or more years below grade level a double block of reading to accelerate foundational reading skills. 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 reading and language arts 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 students scoring at Level 2 on FCAT Reading who are not in need of decoding or text reading efficiency instruction 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) package, the 90 hour Next Generation Content Area Reading-Professional Development (NGCAR-PD) package, or the Reading Endorsement. 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 reading and language arts benchmarks specific to the subject area (biology, world history, etc.)
- a focus on informational text at a ratio matching FCAT

Schools must progress monitor students scoring at Level 1 and 2 on FCAT Reading 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. New research suggests that fluency is not a strong predictor of a student's ability to comprehend text in middle grades and high school. Therefore, caution is suggested in using fluency data for placement in reading intervention in the upper grades.

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 instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided.

*A sample for the Assessment/Curriculum Decision Tree can be found in the [Appendix](#). Last year's chart is available at your district's [public view page](#). District contacts will create and upload Chart J using the link found in this section online.

Note: Use the Browse button to choose the file that you would like to upload. Press the Upload button after you have selected the file.

You will need to save this section using the button below at the bottom of this section

before uploading the chart.

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

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4 Describe 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 12th grade students who have met the graduation requirement through an FCAT Reading score of 1926-2067 (Level 2) or through the use of concordant scores. Keep 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 reading instruction before or after school.

High School Reading Program: Components of the Reading Instructional Block
The components of all reading 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 as needed and may be adjusted for time and scheduling. Assessment data from the District Interim Assessments, FAIR and Reading Programs will be used to intensify remediation in the reading classes. Non-fluent and fluent students who score FCAT Level 1 or 2 will be assessed with the FAIR three times per year and the data will be reported on the PMRN. Students may also use their concordant scores of either SAT or ACT as their graduation requirement. Additionally, further differentiation for students with decoding and text reading efficiency deficiencies will receive in-depth instruction through placement into Reading Retaker Plus (RR+) classes.

There are four courses in high 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 reading class. ELL students will be scheduled in the Developmental Language Arts Through ESOL course.

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

The District will provide an Intensive Reading Plus class for students who are non-fluent and in need of instruction in decoding and fluency. Students in high school who are non-fluent 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.

2. Intensive Reading (IR): Level 1 and 2 students who are fluent and in need of vocabulary and comprehension instruction = minimum of 55 minutes daily or 90 minutes every other day

The District will provide an Intensive Reading class for students who are fluent and 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.

3. Intensive Reading Enrichment (IR-EN): This course is strongly recommended for 2012-2013. Level 2 students who are fluent and in need of vocabulary and comprehension instruction at a higher level=minimum of 55 minutes daily or 90 minutes every other day

The District will provide an Intensive Reading Enrichment class for high FCAT Level 2 students and students who have regressed to level 2 from level 3 or higher. The class will focus on specific reading strategies targeted to enrich the level of instruction to significantly improve students' vocabulary and comprehension achievement using selected grade level text and novel units.

4. Intensive Reading for 11th/12th Grade Retakers: Level 1 and 2 students who have not met the graduation requirement and in need of reading instruction=minimum of 55 minutes daily or 90 minutes every other day

The District will provide an Intensive Reading class for students who have not met the graduation requirement and 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.

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.

Students will be actively engaged in these programs with relevant and high interest reading selections. As students realize their growth as readers and develop a toolbox of strategies to utilize for further success, they become more motivated to continue the process of learning. Teachers foster their motivation through the allowance of additional student self-selected texts, and recognition of student progress.

5 How will the district ensure extended intervention time is provided for students in need of decoding and text reading efficiency at the high school level?

The District will provide an Intensive Reading Plus (IR+) class for students who are nonfluent and in need of decoding and text reading efficiency. Students in high school who are nonfluent will be provided a daily literacy block. This literacy block will focus on explicit phonics and text reading efficiency instruction in order to improve decoding and text reading efficiency. The literacy block will include one period of Intensive Reading Plus (IR+) back-to-back with one period of Language Arts taught by the same teacher. In order to provide sufficient opportunities to remediate these deficits, the students enrolled in the IR+ literacy block will receive a greater allotment of instructional time.

6 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? Include the following: a) how daily independent reading, monitored by the teacher, will be incorporated into all reading classrooms; b) how classroom libraries will be utilized; c) the process for leveling books; and d) the process for matching students with the appropriate level of text.

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. The school's Reading Leadership Team will play an instrumental role in promoting reading schoolwide. 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.

7 How will all content area and elective teachers (a) teach students to think as they read in subject area classrooms and (b) extend and build discussions of text in order to deepen understanding? Describe how teachers are implementing text based content area instruction in:

- English/Language Arts
- History/Social Studies
- Science
- Technical Subjects

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;
- answer text dependent questions through careful scrutiny of text and make connections between text and learning material;
- support logical inferences through high quality evidenced-based answers in writing, speaking and listening;
- evaluate an author's argument, engage in critic, and make connections in text; and
- gain reading independence through text specific analysis and during writing strategies.

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.

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.

Additionally, NGCAR-PD will be implemented in selected schools through the English Language Arts and Social Sciences classrooms. District staff will train a core group of teachers who attended a three-day NGCAR-PD professional development session. Teachers will utilize the Comprehension Instructional Sequence (CIS) to strengthen students' critical thinking and comprehension of complex, content area non-fiction text. The goal of this instruction is for teachers to alter reading instruction that is sufficiently powerful and adaptive to teach students to apply thinking skills to deepen understanding

of complex texts.

8 How will writing be incorporated across the curriculum to deepen text 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). 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, developing 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. Increased emphasis will be placed on writing in response to texts across the curriculum.

9 What before, after, and summer school reading activities will be utilized, including mentoring and tutoring activities? Include criteria for student eligibility and how these activities will be linked to reading instruction provided during the school day.

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 phonemic awareness, phonics, fluency vocabulary and/or comprehension, as well as 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.

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

Non-English speaking ELL students?

Assessments administered to English Language Learners (ELLs), include each component of the FAIR, CELLA , and other in-program assessments. Approved accommodations are used as necessary 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 degree of 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.

Educators need to be aware that severe speech/language impairments will often affect outcomes on reading assessments. Reading assessments should be interpreted cautiously, and with the assistance of the speech language pathologist, but will still inform instructional needs. Students with dysfluency (stuttering) should not be administered reading fluency tests or subtests as results will not be valid. 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?

All students with visual impairments receive a Learning Media Assessment (LMA) prior to entering the program. The LMA is conducted by a Teacher of the Visually Impaired. It is repeated at least once every three years. The results assist the Individual Education Plan (IEP) team in determining the student's reading instructional needs. Students may also be assessed using the FAIR (in Braille), with accommodations indicated on their IEP that are also on the FAIR approved accommodation list. In addition, basic reading inventories, such as the Basic Reading Inventory by Jerry L. Johns, are available in both large print and Braille.

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

Schools should review all available data to make placement decisions for students in grades 9 and above with no FCAT scores. This data could include student grades, level of coursework student has completed successfully, and any national or state test scores in the student's file. In addition to reviewing this data, schools may administer the Florida Oral Reading Fluency (FORF) assessment in order to determine appropriate placement in reading classes, if necessary. If upon review of this data, schools still remain uncertain as to placement, students may be administered the District-developed Text Reading Efficiency (TRE) procedures as outlined in the District's Technical Assistance for Identification, Placement and Scheduling of Students in Grades 6-12 in Reading Classes.