



2005-2006
K - 12 Research-Based
Comprehensive Reading
Plan

July 27, 2005, Manatee County School District

JUST READ, FLORIDA!
2005-06 K-12 Comprehensive Research-Based Reading Plan

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The district contact should be the person ultimately responsible for the plan. This person will be the DOE contact for the K-12 Comprehensive Research-Based Reading Plan.

Leadership and Monitoring

In May 2005, the Manatee County School Board approved the District's Strategic Plan that specifies a mission, core values, strategies, strategic objectives and delimiters that will guide our district's transformation over the next five years. All of our work is being aligned with this plan. Draft documents forecast an essential need for each student to be a proficient reader if our mission is to be fulfilled. The K12 Comprehensive Reading Plan will serve the District's Mission and Strategic Objectives.

District Level

District level administrators must look at schools on an individual basis and create resources based on diagnosis. District leadership must serve schools based on students' level of need. This allows districts to meet student needs as well as serve as a model for accountability.

The District Literacy Leadership Team is convened by the Assistant Superintendent for the Curriculum and Instruction Division. It consists of the Assistant Superintendent for Support Services, Assistant Superintendent of Finance, Executive Director of Student Achievement and School Performance (District Contact for K12 Reading Plan), Executive Director of Intervention and Support Services, Director of Curriculum, Director of Exceptional Student Education, Director of Elementary Schools, Supervisor of Title I and ESOL, Director of Middle Schools, Director of High Schools, Curriculum Specialist for Reading, Director of Staff Development, Executive Director of Policy, Planning and Program Evaluation, Coordinator of Parent Resource Center (community member), Supervisor of Instructional Technology, Elementary Principal, Middle School Principal and High School Principal.

School Level

The key factor to an individual school's success is the building principal. The principal sets the tone as the school's educational leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. In essence, the school principal has the greatest impact on student achievement. In order for principals to become instructional leaders, it is imperative that principals understand READING.

In this plan the School Reading Leadership Team is named the School Literacy Leadership Team to convey to our district personnel that this plan supports the District Literacy Initiative that has been underway for the past five years. The School Literacy

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Leadership Team must include the Principal, Reading Coach, Reading Teacher, School Advisory Council representative, Guidance Counselor, Media Specialist, Mentor Reading Teacher and other reading experts identified by the Principal. The Principal may designate other members to include but not be limited to Data Coach, Language Arts Chair or appropriate Team Leaders.

The School Literacy Leadership Team is charged with increasing the school's knowledge of literacy instruction, evaluation, assessment and data analysis. To this end, this team:

- *Oversees the professional development opportunities,*
- *Conducts inquiry into research-based practice,*
- *Establishes and supports mentor classrooms,*
- *Conducts needs assessments and analyzes student performance data.*

The Data Study Team may be a subcommittee of the School Literacy Leadership Team or a separate group consisting of the Principal or designated administrator, Reading Coach, Reading Teacher and Data Coach and may include Guidance Counselor, Language Arts Chair. The Data Study Team collects student performance data, provides monitoring mechanisms and communicates student performance results across grade levels to inform instructional practices that address the needs of each student. This team provides summary data to the School Literacy Leadership Team.

1. Describe how district level administrators will monitor reading instruction both at the district and school level. Address each of these areas:

- a. The district will ensure that all principals attend the Just Read, Florida! Leadership Conference.

The District currently has in place a centralized travel procedure. This procedure makes use of Assignment of Temporary Duty (ATD) forms. The ATD's will be checked to ensure that principals attend Just Read, Florida!

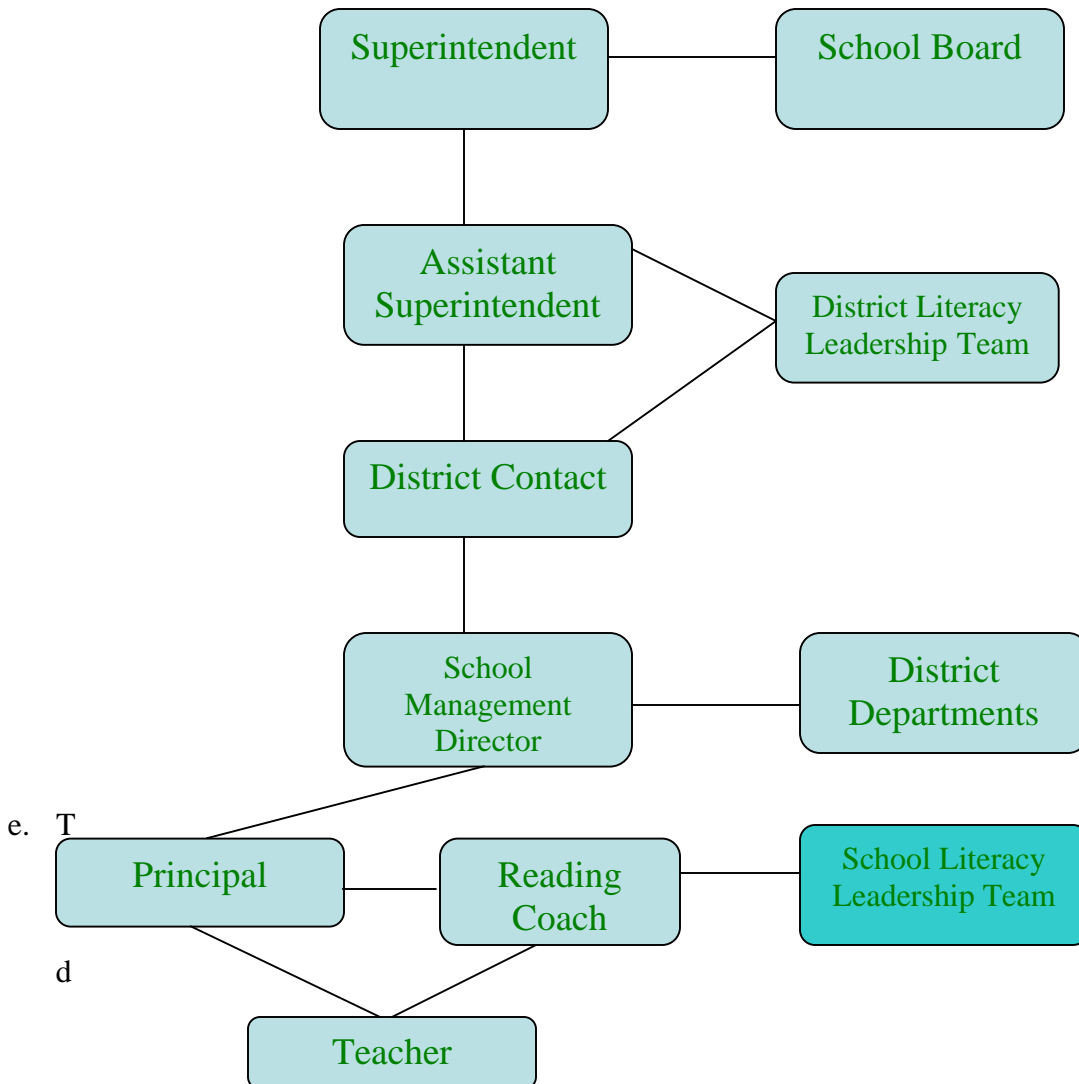
- b. The district will ensure that all reading coaches attend the Just Read, Florida! Coaches' Conference and content trainings. The district will explain the role of the reading coach to principals and monitor the implementation of the coaching model.

The District currently has in place a job description outlining the duties and responsibilities of its reading coaches as well as Reading Coach Expectations and Guidelines. See attached References 1 and 1a. The school board approved job description is prescriptive and aligns with criteria provided by Just Read, Florida! Reading Coaches have participated in mandatory training throughout the 04-05 school year to ensure job functions were performed as outlined in the job description. Greater emphasis will be added to the process during the 05-06 school year to include process training for principals at the beginning and end of the school year.

- c. The district contact will monitor principals and schools to determine how well they are meeting the requirements of the K-12 Comprehensive Research-Based Reading Plan. This will be achieved by on-going progress monitoring results. Explain what data will be collected and how, including frequency of review.

The collection of assessment and/or diagnostic student reading data is an on-going process in the District. Data will continue to be collected and analyzed at the district level. Reading scores will be collected from schools quarterly in those grades where district wide assessments are currently given. As additional district wide assessments are identified and implemented, this will be expanded.

- d. If problems are perceived from assessment data, the district contact will communicate concerns to the district level administrator who will communicate concerns to the school level administrator. Provide an organizational chart that shows the reporting and communication hierarchy from district contact to the classroom teacher.



- e. The District will enforce that all schools, **including charter schools**, will have an uninterrupted reading block (or course for middle and secondary). How will the district monitor this to ensure every school in the district is in compliance?

Site visits will be conducted by district personnel throughout the school year to ensure that school, including charter schools, meet the requirement for the reading block. Principals will acknowledge their school's compliance through documents recorded as through observations such as walkthroughs, announcements and staff meeting agendas. Where applicable, quarterly Reports will include a reporting section to address the reading block.

- f. The district contact must conduct fidelity checks of reading instruction in schools. Please provide an explanation of these fidelity checks and include information on frequency of checks.

For the School District of Manatee County, fidelity implies strict and continuing faithfulness to an obligation, trust, or duty. In the case of the district's dedication to improving reading across grade levels, every staff member will become aware of the district's duty to improve reading through better reading instruction. The following is a partial listing of ways in which fidelity checks will ensure reading instruction in the district.

<i>Explanation</i>	<i>Frequency</i>
<i>Master schedules</i>	<i>Annually</i>
<i>Bell Schedules</i>	<i>Annually</i>
<i>Individual Professional Development Plans</i>	<i>Annually</i>
<i>FTE Reports</i>	<i>Bi-Annually</i>
<i>Academic Improvement Plans</i>	<i>Quarterly</i>
<i>Individual Education Plans</i>	<i>Annually</i>
<i>Limited English Proficiency Plans</i>	<i>Annually</i>

- g. Describe the district's process for facilitating improvement plans for schools that are not making academic improvements as determined by fidelity checks and student performance data.

Current District policy, procedures and reporting systems will be used to facilitate improvement plans for schools not making academic improvement. Regularly scheduled meetings will be continued with the principal, reading coach and other designees to determine strategies for improvement. Data will be collected through the Terms student data base system, FTE reports, AYP reports and school test data to be used in developing strategies for improvement. On-going implementation and outcomes from improvement plans will be monitored regularly.

- h. The district will train principals on classroom walk-through strategies, including how to give feedback to teachers.

- *The classroom walk-through training, including giving feedback to teachers, will be provided through Staff Development for Principals. This information will be forwarded to the area Directors.*
 - *Area Directors will follow up with principals to ensure that walk-throughs are taking place in the schools.*
 - *Just Read, Florida! And the Florida Center for Reading Research are collaborating on the development of a reading walk-through for principals. The District will use the walk-through instrument currently in house until the new instrument is completed.*
- i. If academic improvements are not being made, describe how the district will intensify interventions to schools based on progress monitoring data. Example:
- *The district has a Focused Support Team that meet with the schools that are not meeting requirements. This Support Team consists of the Curriculum and Instruction members of the District Literacy Leadership Team.*
 - *The Support Team assists schools in developing a plan for improvements.*
 - *Principals' evaluations are based partially on whether improvements are being made. The necessary steps will be taken if the Principal does not comply.*

2. Describe the process for monitoring reading instruction at the school level. Include the role of the principal and the reading coach. The following areas must be addressed:

Principal

- a. The principal will attend the Just Read, Florida! Leadership Conference.

The principal will learn about best practices in reading instruction, to include reading professional journal articles and/or books and attending conferences or in-service activities.

- b. The principal will ensure that all reading coaches attend the Just Read, Florida! Coaches' Conference and content trainings.

The principal will hire and ensure that the reading coaches attend the Just Read, Florida! Coaches' conference and content trainings. The role of the reading coach is to demonstrate lessons using scientifically based reading materials, assist in establishing reading classrooms, provide ongoing embedded professional development in reading instruction, as well as participate as a member of the School Literacy Leadership Team. The role/responsibilities of the reading coach is clearly articulated to all staff and team members using the job description aligned with criteria provided by Just Read, Florida!

- c. The principal will form or continue a School Literacy School Literacy Leadership Team. The purpose of this team is to create capacity of reading knowledge within the school building. The principal, reading coach, mentor reading teachers, and other principal appointees will serve in this role. This will be reported in the first quarterly report.
- *The principal and reading coach will select, as well as ask for volunteers to participate in the school and district reading initiative, thereby formulating the School Literacy Leadership Team. The School Literacy Leadership Team must include the Principal, Reading Coach, Reading Teacher, School Advisory Council representative, Guidance Counselor, Media Specialist, Mentor Reading Teacher and other reading experts identified by the Principal. The Principal may designate other members to include but not be limited to Data Coach, Language Arts Chair or appropriate Team Leaders. The principal will facilitate the implementation and evaluation of the Rigorous Reading Plan (if applicable), which must be included in the School Improvement Plan.*
 - *The principal and coach will plan and facilitate a training/staff development for the School Literacy Leadership Team, based on what they learn at the Just Read Florida! Leadership Conference, Coaches' Conference and content trainings.*
 - *The School Literacy Leadership Team will build a knowledge base around literacy, evaluation and assessment to help improve student reading, examine characteristics of outstanding literacy programs.*
 - *The School Literacy Leadership Team will determine the needs of the particular school based on Stanford and FCAT scores, classroom assessment, as well as archival data (what worked/what didn't).*
 - *In an effort to create capacity of reading knowledge within the school building, the School Literacy Leadership Team will ensure that the instructional staff has the necessary resources, materials, and skills to support reading instruction across the curriculum.*
 - *The School Literacy Leadership Team will meet to assess and monitor individual student progress in reading. Information from this process should help the principal identify targeted areas for increased support.*
 - *The Principal will ensure that the school goals in reading are reflected in the School Improvement Plan including any accompanying support data or information.*
 - *Principals will assist teachers in setting goals for reading instruction. Principals and teachers must regularly analyze assessment results against student benchmarks and, if necessary, modify instruction in areas indicated by the data.*
- d. The principal will ensure that the reading coach is not used as a reading resource teacher, a substitute, administrator, or in any other capacity that takes them away from being a full time professional development resource in reading.
- *The principal will maintain and support the integrity of the Reading Coach's position, to include ongoing conversations about the needs of teachers and students using the existing Reading Coach Log as a place of documentation.*

- *The principal will review the Reading Coach Log and is reviewed by district curriculum staff monthly to ensure adherence to the Reading Coach job description.*
 - *Principals will schedule and protect time for reading instruction each day. If improving reading achievement is the top priority, then teachers must have sufficient, uninterrupted time for instruction.*
- e. The principal will collect and monitor lesson plans from teachers.

Standards-based lesson plans will be collected, reviewed and monitored on at least a quarterly basis to ensure that reading strategies are taught and reinforced routinely throughout all academic areas

- f. The principal will collect and monitor assessment data to determine additional intervention and support.
- *Assessment data will include, but is not limited to the following scheduled assessments: FCAT, Stanford, SRI, DAR, as appropriate.*
 - *Principals will monitor the instructional reading program to see how it is being used and judge its effectiveness at different points during the school year. Analysis of assessment data and simple observation can reveal areas where teachers need more training or where supplementary materials are required to teach certain reading components effectively.*
 - *Data Study Team will provide to the Principal summary student assessment data.*
Principals will use assessment data to identify classrooms having problems, and intervene quickly when it appears that students or teachers are struggling. They will guide through supervision changes in instruction in response to assessment
- g. The principal will target specific areas of need for teachers according to assessment data.
Interventions might include, but are not limited to, providing opportunities for the teacher to:
- *Visit model classrooms and observe mentor teachers at own and other schools.*
 - *Work intensively one-on-one with the Reading Coach.*
 - *Watch the Reading Coach demonstrate the teaching of reading strategies.*
 - *Be observed by the Reading Coach, who will provide feedback.*
 - *Be observed by the Principal or designee, who will provide feedback;*
 - *Read scientific-based professional articles or books about teaching reading.*
 - *Attend in-service(s) on the teaching of reading.*
 - *Attend a regional or state reading conference.*
 - *Work with a Peer Teacher, Reading Coach, Data Coach or Principal/Designee in reviewing assessment data, revising lesson plans and/or designing Academic Improvement Plans, Individual Education Plans, Limited English Proficiency Plans.*

- h. The principal will identify model classrooms within the school. Mentor teachers, based on student data, will serve in the capacity of a model classroom teacher. Mentor teachers are those teachers whose assessment data in a specific area of reading is exemplary. A model classroom should only be used for demonstration purposes in the area of strength of the mentor teacher. (There could possibly be a different model classroom for all five areas of reading.)

Principals will identify model classrooms (in phonics, phonemic awareness, comprehension, vocabulary, and fluency) and mentor teachers and share information with the School Literacy Leadership Team

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

Principals will ensure time is available for teachers to meet often to discuss professional development in the area of reading instruction.

- j. The principal will provide professional development materials to support instruction.

- *Principals will ensure that necessary professional development materials are available for teachers.*
- *Principals will ensure that professional development materials are aligned with the instructional reading programs used by the school.*

- k. The principal will conduct weekly walk-through visits to monitor implementation and will follow up with feedback.

The principal will look specifically for the ongoing teaching and reinforcement of reading strategies, and provide follow up feedback within ten school days. The purpose of such feedback is the formative professional development of the teacher, and is not to be considered an observation for evaluation purposes unless previously agreed between the Principal and the teacher. The Principal may designate an Assistant Principal to assist with walkthrough visits and feedback.

Principal and Coach

- l. The principal and coach will provide an in-service on K-12 Comprehensive Research-Based Reading Plan during pre-planning days.

Based on recommendations from the School Literacy Leadership Team, the principal and the reading coach will provide professional development to their staffs during pre-planning in the following areas:

- *Requirements for uninterrupted reading blocks across grade levels*

- *Process for attending reading/training conferences and training opportunities*
- *Progress Monitoring activities and assessment results data in instructional planning and classroom decisions*
- *Organizational charts to show the hierarchy from the district to the classroom teacher (include responsibility matrix at all levels)*
- *District process to facilitate improvement plans at the school level*
- *Description of how the district will intensify interventions to schools based on progress monitoring data*

Coach

- m. Coaches will demonstrate lessons using scientifically-based reading materials for reading.
- *The coach will confer with teachers and demonstrate lessons using suggested materials for teachers to incorporate in instruction.*
 - *The coach will provide an awareness and definition of Scientifically Based Reading materials and how they relate to our District's Literacy Initiative.*
- n. Coaches will provide in-service on classroom set ups for effective reading instruction (word walls, leveled text, small group instruction, etc.)

The District will establish protocols for setting up classroom environments that support effective reading instruction including effective classroom management systems. The Reading Coach will help teachers as they implement these protocols through demonstration and hands on assistance.

- o. Coaches will be a member of the reading advisory team at the school level.

The reading coach is an integral part of the School Literacy Leadership Team. A log of meeting notes, including those participating, will be maintained and professional development goals for the year that align with SIP will be documented.

3. Describe how the principal will intensify interventions to teachers based on progress monitoring data.

The form of intervention intensity will depend on the area of need. Using progress monitoring, the principal will identify specific areas of need to focus his/her interventions. The following is a sampling of specific strategies to put into action:

- *Conduct teacher conferences*
- *Provide additional reading strategies*
- *Provide ongoing professional development in progress monitoring*
- *Discuss best practices in reading instruction*
- *Provide reading instruction modeling*
- *Monitor Academic Improvement Plan, Individual Education Plan and Limited English Proficiency Plans*
- *Evaluate reading block*
- *Review Individual Professional Professional Plans*

4. Describe how performance evaluations (principal, coach, teacher) will be tied to student achievement in reading, and how the Individual Professional Development Plan and evaluations will be aligned.

a. Individual Professional Development Plans need to address reading strategies. These strategies need to be constantly updated based on progress monitoring in reading.

▪ *Teachers' and reading coaches' annual goals are aligned with student performance objectives. The Principal assists with:*

- *Pre conference*
- *Set reading goals*
- *Interim reviews; adjust strategies as needed*
- *Post conference*

▪ *Principals will ensure that teachers' and reading coaches' Individual Professional Development Plans include a minimum of one reading goal.*

▪ *District Directors will work with Principals to establish annual goals aligned to student performance objectives. District School Management Directors assist with:*

- *Pre conference*
- *Set reading goals*
- *Interim reviews; adjust strategies as needed*
- *Post conference*

b. Evaluations need to reflect goals on Individual Professional Development Plans. If goals are not met, a plan of action needs to be created.

If goals of the Individual Professional Development Plan are not met, an action plan will be created at the time it is needed in collaboration with the Principal.

5. Describe how the district will coordinate different funding sources to implement the reading plan. (SAI, Title I, and IDEA).

a. Districts must ensure that the use of any federal funds, including Reading First, is for supplemental purposes and not supplanting purposes. Districts may need to make some changes in the current use of federal dollars to avoid this issue.

▪ *The Assistant Superintendent for Curriculum and Instruction continues to convene the Title-Grants Review Committee that meets periodically to discuss the use of funds and district needs. These include funds available through SAI, Title I, Title V, IDEA, Magnet Assistance Program Grant, Reading First grants and other sources. Many of the members of the District Literacy Leadership Team are also on the Grants Review Committee.*

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- *The SAI Coordinating Council is made up of Curriculum and Instruction Directors and department heads, most of whom also serve in the District Literacy Leadership Team. This group meets periodically to review SAI allocation, evaluate needs for struggling students, and modifies the use of the funds accordingly.*
- *Bi-weekly meetings of coordinators of federal programs with Curriculum and Instruction staff also helps in discussions regarding allocations.*

6. The district and principal will enforce the JRF reading coach model in all schools where coaches are based. What support will be provided to the reading coach in order to facilitate the coaching model as described by the Just Read, Florida! Office?

- a. Describe how the coaches' role will be explained to school level administrators.

At principals' meetings, district representatives will present the board-approved Reading Coach job description along with a document that describes clearly what Reading Coaches do and do not do. This will also serve as a forum for schools that have met with success to share school based anecdotes and best practices.

- b. Describe how the coaches' role will be explained to the teachers at the school level.

- *District: Monthly reading coach meetings for professional development and collaboration, led by curriculum specialist*
- *Principal: Job description presented to staff and requirements honored*
- *Reading Coach becomes a part of the School Literacy Leadership Team.*

- c. A coach must be provided opportunities to assist teachers in the area of reading. Describe how administrators will ensure accessibility to teachers for ongoing professional development opportunities.

- *Coach and Principal attend district trainings – share knowledge gleaned with peers*
- *Principal identifies model classrooms*
- *Principal encourages peer collaboration using teams/departments/study cadres/professional development.*

7. Describe the district and school effort to recruit and retain highly qualified reading teachers.

The district will continue to improve its efforts to increase efficacy by considering the following areas:

Recruitment	Retention
<i>Develop a hiring pool for reading coaches</i>	<i>Let current teachers know what is available</i>
<i>Advertise in professional publications and websites</i>	<i>Guarantee position back from grant position</i>
<i>Attend job fairs</i>	<i>Pay stipend reward for obtaining reading endorsement</i>
<i>Let current teachers know what is available</i>	<i>Relocation specialist</i>
<i>Guarantee position back from grant position</i>	<i>Hire a district-level supervisor to visit sites and observe/work with reading coaches.</i>
<i>Website on DOE – job site</i>	<i>Reading coaches visiting each other’s schools to observe, collaborate, learn from each other</i>
<i>Allow potential candidates opportunity to attend monthly reading coach meetings</i>	<i>On site training for reading teachers</i>
<i>Pay stipend reward for obtaining reading endorsement</i>	<i>Support ongoing professional development</i>
<i>Solicit current potential talented teachers into the area</i>	
<i>Waiver for University graduate course</i>	
<i>Relocation specialist</i>	
<i>Incentives for reading coaches to transfer from other districts</i>	
<i>Reading teachers and coaches attending recruiting events with principal</i>	

Professional Development

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

- Instructional materials, programs, and strategies based on scientifically-based reading instruction, including early intervention, classroom reading materials, and accelerated programs. Immediate intensive intervention (iii) should also be addressed.
- Instruction in the use of screening, diagnostic, and classroom based progress monitoring assessments and other procedures that effectively identify students who may be at risk of reading failure or who are having difficulty reading.

Further, for professional development to be considered comprehensive, it must address the body of knowledge grounded in scientifically based reading research and must be in alignment with the National Staff Development Council Standards (NSDC) and Florida's Professional Development System Evaluation Protocol. Professional development must be individualized based on student performance data – not on a “one size fits all” model.

A variety of professional development opportunities will continue to be provided for educators in Manatee County in support of the ongoing District Literacy Leadership Team's direction. As indicated in the National Staff Development Council (NSDC) Standards, professional development includes formats such as live and on-line training activities, action research, case studies, case discussions, study cadres and learning communities. All professional development activities are aligned with the NSDC Standards and Florida's Professional Development System Evaluation Protocol.

1. Based upon the above descriptions, describe your district plan for implementation of assessment driven reading professional development. Address the following:

- a. Districts must specify how district level administrators, school level administrators, coaches, and teachers are knowledgeable about the essential components of effective reading instruction.

Professional development will be incorporated in many configurations throughout the school day to build knowledge of the essential reading components. An initial school-wide staff development session will begin to build the basic knowledge level of the five components of reading and to establish a common language. This will occur district-wide and include the district level administrators as participants. Following this initial session, team or departmental sessions focus on these components as they are related to the specific content area.

The District commitment to reading coaches includes funding in 2005-2006, 48 reading coaches to support schools identified by need. Schools were ranked using FCAT Scores (Level 1 and the lowest third of Level 2) to prioritize need. Reading coaches were awarded to the forty schools with the highest need. Two reading coaches were awarded to elementary, middle and high schools of highest need.

Reading coaches will continue to support this strengthening of the knowledge base as they work with teachers in planning, data analysis, and

supporting instruction in their classrooms. All activities will be embedded into the School Improvement Plan. As the end of the school year approaches, the staff will reconvene to develop a reading component to be incorporated into the school's School Improvement Plan. It will guide the next year's reading staff development plan.

Effective professional development will use data from research studies of adult learning and the conditions needed to effect sustained change. Professional development opportunities should be built into the regular school schedule, with consistent opportunities to learn about new research and practices as well as opportunities to implement and reflect upon new ideas. Effective professional development will help school personnel create and maintain indefinitely a team-oriented approach to improving the instruction and institutional structures that promote better adolescent literacy.

Each school will establish a School Literacy Leadership Team to oversee the professional development opportunities for that individual school, to research best practices in reading, and to establish and support mentor classrooms. The Principal will monitor the activities of the School Literacy School Literacy Leadership Team.

Schools will implement professional study cadres for all instructional staff members to focus on the five areas of reading to impact student achievement. The study cadres will focus on what students are learning and achieving and what teachers are learning and doing to enhance student achievement. At the initial session of the study cadre, educators will identify the aspects of the five areas of reading for analysis at the basic, foundation and advanced levels. Each session of the study cadre will incorporate the analysis of student assessment data and plans for appropriate instruction based on scientifically research based strategies.

District level administrators will participate in reading study cadres. School based administrators will also participate in their own study cadres. Study groups for school-based administrators will address the knowledge of the five areas of reading and how best to meet the needs of individual schools.

The District Literacy Leadership Team will work in conjunction with the District Academic Progress Monitoring Team to provide ongoing professional development for the School Literacy Leadership Teams.

- b. Districts shall provide programmatic in-services on all scientifically based reading programs used in the district to all stakeholders.

Schools provide ongoing programmatic professional development on the programs being used in the school sites. Programmatic professional development will use the best practices of professional development including coaching and modeling, using the knowledge and having time

for self reflection and refinement. Continued training will take place as the year progresses to ensure that all instructional staff continues to develop and refine scientifically based reading programs and the five areas of reading.

Scholastic's consultants and authors provide initial and ongoing training for implementation of all programs, including Read 180 and Read XL, classroom libraries, and other supplemental programs. Trainings and inservice sessions occur before the programs are implemented with follow-up sessions to ensure that programs are being used effectively.

Read 180 Inservice and Staff Development: To ensure the success and sustainability of Read 180, a five-step plan is customized and delivered based on the unique needs of each school or district.

Step 1: On-site leadership development training is conducted for principals, reading coaches, and technology coordinators.

Step 2: On-site implementation training is conducted for Read 180 teachers and reading coaches.

Step 3: Onsite follow-up training will be conducted for Read 180 teachers and reading coaches.

Step 4: Teachers participate in an online professional development course that focuses on scientifically based teaching strategies and proven methods to help raise student achievement using Read 180.

Step 5: Teachers have access to online resources at www.Read180.com including receiving advice from an expert Read 180 teacher.

Site and district-based staff development will provided for other scientifically-based research programs such as: Academy of Reading (AOR); Accelerated Reader (AR); Waterford; Balanced Literacy; CRISS; A.L.L.

This staff development will be job-embedded and will involve coaching and observation.

Media Specialists offer ongoing professional development for teachers and staff to more fully take advantage of reading management programs (AR, Reading Counts), media resources, and resources for leveling books. Media Specialists will provide training to subject area teachers on appropriate leveled media resources available.

- c. The teacher's individual plan must be based upon an assessment of student learning needs, and this analysis of student achievement data in reading is essential to the creation of each teacher's professional development plan.

The Individual Professional Development Plan will be created after reviewing the beginning of the year screening and diagnostic assessment results. Teachers will focus on assessment driven instruction in the five areas of reading.

d. The district contact will work with school level administrators to provide technical assistance and specific staff development that is site-based and ongoing for teachers and coaches.

The district contact will structure study cadres for administrators based upon school-identified needs. These sessions will happen at least once quarterly to discuss the management of staff development. A conference on our electronic mail system will be created for administrators for questions and answers throughout the quarter. The district will provide professional development and support for school and district administrators on the monitoring instruments and appropriate areas of the elementary, middle and high school reading program requirements.

School principals will attend the State Reading Leadership Training June 13 – 15th. School administrators will participate in the District Leadership Summer Academy July 13 and 14th and the District Academic Progress Monitoring Symposium July 18-20th.

Reading coaches will attend the DOE Reading Coach training Aug 8 -13. The coaches will meet monthly with a district support team including District Curriculum Specialist, ESE personnel, ESOL personnel, Title I, and Instructional Technology. These monthly sessions will focus on the five areas of reading, the three types of assessment, effective initial instruction and appropriate immediate intensive intervention.

The District electronic Professional Development Plan (PDP) System has a sorting capability to prioritize needs identified by teachers. School based and district administrators will have access to this information to provide differentiated support.

Reading coaches will complete a needs assessment at the beginning of the year to identify professional development and support needed. The monthly reading coach sessions will focus on the needs identified by the group and the implementation of the school based literacy plans.

e. The district must describe in the plan how they will address this ongoing professional development at the school and district level and how they will recruit and use individuals who are highly knowledgeable of scientifically based reading research.

Follow-up and support is required for all professional development offered in Manatee County. The School Literacy Leadership Team coordinates the on-site ongoing professional development at the school. The School Literacy Leadership Team will include the principal, the reading coach, and grade level teachers who demonstrate the knowledge and skills of scientifically based reading research as observed in their classrooms or by student achievement data. Other evidence

could include a masters degree in reading, reading endorsement, currently working on the reading endorsement or other documentation. Each school will establish the criteria for recruiting educators to serve on the School Literacy School Literacy Leadership Team. The District Literacy Leadership Team and the District Contact will oversee the professional development at the district level.

f. The district must document the validity of their choice of professional development providers in the proposal by providing scientifically valid evidence that the provider is effective for teachers and the grade level they teach and also provide evidence that the credentials of the provider have been carefully reviewed and found to be aligned to scientifically-based reading research. Examples of research-based professional development may be accessed at the Florida Center for Reading Research (FCRR) at <http://www.fcrr.org/FCRRReports/reports.asp?rep=prof>

Staff development trainers will demonstrate:

- *Successful teaching experience*
- *Successful experience conducting professional development activities preferably in reading and/or experience in other leadership roles*
- *Successful demonstration of research-based reading practices aligned with Just Read Florida and the Professional Educator Accomplished Practices*
- *Masters degree in reading or completion of the Reading Endorsement preferred*
- *Trainer certification for the particular training*

Program Managers will review the credentials of providers and verify their qualifications. They will complete the Review of Credential Form which will be kept on file in their department.

2. Provide the district/school professional development schedule for 2005-2006, describing in detail the menu of options and who will attend.

Manatee County will provide a variety professional development opportunities for educators to increase capacity in reading instruction, as described in the Professional Development Schedule (See Reference 2 attached). Additional opportunities may be provided based on the results of the instructional needs assessments currently being completed by all instructional staff.

Complete Chart A1: District Professional Development – Elementary
Chart A2: District Professional Development – Middle
Chart A3: District Professional Development - High

Charts A1, A2, and A3 are attached.

3. Describe how leadership will utilize the reading coach and mentor level teachers in the professional development plan for the K-12 Comprehensive Research-Based Reading Plan?

Please address schedules of coaches (if applicable) indicating that the coach is providing professional development to teachers – not providing instruction to students, serving as a substitute teacher, etc.

The district's Job Description for Reading Coach and the Reading Coach Expectations and Guidelines are two documents that outline the role of the reading coach. See attached Reference documents 1 and 1a. The School Board has approved a job description for the reading coach emphasizing that a coach spends at least 51% of the time modeling in classrooms with teachers. Moreover, it outlines responsibilities for facilitating professional development at the school site such as facilitating study groups or conducting workshops in the major reading components, mentoring teachers and providing specialized instructional and assessment strategies, including the administration and interpretation of instructional assessments and data analysis.

The second document reinforces these expectations of providing daily support to classroom teachers along with the proviso that a coach participates in a district orientation and regularly scheduled district training. Furthermore, it limits the coach's role by clearly stating supervisory or administrative duties beyond those assigned to teachers are unacceptable as well as the inappropriateness of acting as a resource teacher. Working with small groups of students is only appropriate in the context of demonstrating instructional approaches for teachers.

Title of Activity	Facilitator	Month
Comprehensive Reading Plan	Reading Coach	August
JRF Reading Coach Conference	JRF	August
Classroom set ups for effective reading instruction including word walls, reading stations	Reading Coach	August/September
Leveled text and building a classroom library	Reading Coach	August/September
5 Areas of Reading	Reading Coach	Ongoing
Curriculum Assessment Tree Diagrams	Reading Coach	Ongoing
Reading in the Content Areas	Reading Coach/Mentor Teachers	Ongoing
Types of Assessment	Reading Coach/Mentor Teachers	Ongoing
Progress Monitoring	School Literacy Team	Ongoing

Please address the role of the mentor-level teachers whose classrooms might serve as a model for other teachers in the school.

The district is beginning a demonstration classroom program to identify mentor teachers who will serve as models for specific instructional strategies in the five areas of reading. Teachers throughout the district may request to visit these mentor teachers to observe scientifically based research practices in the classroom. Visiting teachers will reflect on their observation and investigate strategies to incorporate into their classroom instruction. Mentor teachers will be available for follow up discussion and support. Mentor teachers will assist and support reading coaches and the School Literacy Leadership Team with ongoing site-based professional development in reading.

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Elementary Student Achievement and Instruction

It is the philosophy of the Just Read, Florida! Office to use Scientifically-Based Reading Research (SBRR) found in the National Reading Panel Report and in the No Child Left Behind (NCLB) legislation passed by Congress in 2001. This research shows that ALL children benefit from initial instruction found in Comprehensive Core Reading Programs (CCRPs), that is systematic and explicit. Teachers should be teaching reading to all students using the CCRP that is on the level of the majority of children in the class.

Schools must offer classroom instruction in reading in a dedicated, uninterrupted block of time of at least 90 minutes duration. An initial lesson from the CCRP usually consists of 30-40 minutes per day of the required 90 minute uninterrupted reading block. For the remainder of the block, the teacher should then differentiate instruction focusing on the needs of students using the CCRP or SRP (Supplemental Reading Program). This differentiated instruction may be on grade level with special attention to the needs of each student. In addition to the 90 minutes, the classroom teacher, special education teacher, or reading resource teacher will provide immediate intensive intervention (iii) to children in need as determined by a diagnostic assessment. For schools that do not agree to schedule at least 90 protected minutes per day for reading instruction, FEFP funding will be withheld from the district.

In the 2001-2002 school year, the Manatee County School Board began the implementation of the district wide reading initiative based on a balanced literacy framework that contained a mix of instruction and practice activities sufficient to build strong reading skills. This initiative is aligned with Pearson and Gallagher's Gradual Release of Responsibility Model. Students participate in whole-group, small-group, and individualized activities focusing on reading and writing. This approach contains both systematic and explicit instruction in the five components of reading (phonological awareness, phonics, vocabulary, fluency, and comprehension). Rich and meaningful experiences supported by literature and informational text are provided to encourage and nurture the love of reading.

The Manatee School District's Balanced Literacy Model respects and addresses the needs of all learners. The research-based framework views teachers as informed decision makers to identify individual learner's needs and match instructional and assessment strategies. These are aligned with our standards-based curriculum enabling students to become lifelong independent readers. This initiative declares that by 2005-2006, 100% of the elementary classrooms will provide evidence of a balanced reading approach.

Complete **Chart B: Elementary School Coach and NCLB Information (Chart B-2)** for each elementary school in the district

Complete **Chart C: Elementary School Instructional Materials** for each elementary school in the district.

Revised Charts B, B-2 and C are attached.

Describe the research based instructional materials used in the reading program. Include a description of how each of the following will be integrated.

a. Core Reading Program

The core comprehensive reading program will primarily be utilized to differentiate instruction for the 20-45 minute Modeled and Shared component of the 90 minute

Literacy Block. Initial whole group direct and explicit instruction will focus on phonemic awareness, phonics, fluency, vocabulary and comprehension strategies.

McMillan McGraw Hill and Harcourt are the most predominantly used Comprehensive Core Reading Programs in the elementary schools in the School District of Manatee County, with few schools using Rigby Literacy. Each one of these programs incorporates a variety of teacher-lead activities such as, but not limited to:

<i>Phonemic Awareness</i>	<i>Phonics and Fluency</i>	<i>Vocabulary and Comprehension</i>
<i>Manipulating Sounds</i>	<i>Sound-letter relationships</i>	<i>Pre-reading strategies</i>
<i>Segmenting Sounds</i>	<i>Blending and decoding</i>	<i>Reading</i>
<i>Blending Sounds</i>	<i>Dictation</i>	<i>Post reading</i>

b. Supplemental materials

The basic 30-40 minutes of the 90 minute instructional block are devoted to the core program with the remainder of the block dedicated to using supplementary materials. The use of supplemental materials will link the core program to differentiated instruction to further meet the specific needs of each child within the 90 minute block. These supplemental materials provide specific lessons and application activities delivered daily in small flexible groups. The supplemental materials are used for their emphasis and ability to satisfy one to four of the five areas of reading through explicit instruction. The effectiveness of implementation of these supplemental materials is monitored through a collection of assessment data to document student progress.

c. Intervention programs for struggling readers

The intervention programs used in Manatee County include both print and technology based programs. Students receiving immediate intensive intervention are targeted by screening, diagnostic and progress monitoring assessment results. Intervention materials for struggling readers are strategically used to support the identified needs of students in the five areas of reading as determined by the results of continuous assessments. Intervention program materials may be used within the 90 minute reading block with Tier One students, but must be used within an additional 30 minute block for Tier Two and an additional sixty minute block for Tier Three students.

d. Materials and programs, including educational software, to provide additional support for reading growth for all children. Educational software must supplement and not supplant instruction by a highly qualified instructor. Additional support for reading growth is integrated throughout the student day both in the classroom and in lab settings. Educational software provides opportunities for students to learn in a variety of ways through practice, extension and production. These materials enhance the teacher's instruction and allow students to reinforce what's being taught in the reading block. Individual interests, strengths, and needs may be targeted.

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

To motivate students' learning, reading materials are matched to each student's reading ability. High interest leveled text in a wide range of reading levels lays the foundation. Student interest inventories guide the student's selection of his/her own reading materials from the classroom libraries. Students become active partners in their learning by setting reading goals and monitoring their own progress toward those goals. Communication between home and school will foster this process. The use of extrinsically motivating materials will be limited.

2. Describe the assessment/curriculum decision tree.

- a. Describe how district data from DIBELS will be used to drive instruction at grades K-2.

GRADE	MEASURE	COMPONENT ASSESSED	MATERIALS or ACTIVITIES
Kindergarten	Letter Naming, Initial Sounds, Phoneme Segmentation	Phonemic Awareness	<i>A.L.L., Waterford</i>
	Nonsense Words	Phonics	<i>Month-by-Month Phonics</i>
First	Letter Naming, Phoneme Segmentation	Phonemic Awareness	<i>A.L.L., Waterford</i>
	Nonsense Words	Phonics	<i>Fountas & Pinnell Phonics</i>
	Oral Reading	Reading Fluency	<i>Voyager</i>
Second	Nonsense Words	Phonics	<i>A.L.L., Academy of Reading</i>
	Oral Reading	Reading Fluency	<i>Quick Reads, Repeated Readings</i>

DIBELS will be administered to all kindergarten, first and second grade students within the first thirty days of the school year. Diagnostics in the area(s) of non-proficiency will be administered to determine consistencies or inconsistencies of DIBELS results. If the diagnostic confirms the DIBELS results then immediate intensive instruction will occur in the identified area of reading. The chart above lists some of the instructional materials teachers use to target these areas of need. Moderate and high risk students will be targeted and monitored four times throughout the year according to the FCRR assessment cycle. Data will be entered in the PMRN and accessed by teachers to monitor student progress and design instruction. Academic Improvement Plans will be set up for targeted students. Teachers will be supported in designing instruction for areas of deficit by the reading coach and/or other on staff professionals with reading expertise. These strategies will be incorporated in the AIPs.

- b. Complete **Chart D: Assessment/Curriculum Decision Tree for Grades 3-5 (6)**

Chart D is in the form of a flow chart. See attachment.

3. Describe the system for communicating assessment data across grade levels.
 - a. Grade level weekly meetings or discussions of instruction driven by student data
 - b. Data study teams (Principal and/or Coach leads meeting)

The Data Study Team, including an administrator, the reading coach, and data coach meet to analyze student data and develop systems for sharing the data with grade level teams or at faculty meetings. Data Study Teams will meet at least monthly and grade level teams will meet weekly. It is an integral part of the reading coach position to support teachers in the use of data to guide instruction.

- c. Vertical teams

Vertical Teams will meet quarterly and facilitated by a member of School Literacy Leadership Team to look at student reading achievement throughout the school.

4. Describe how you will meet the reading needs of all at-risk student subgroups identified under No Child Left Behind. Use the Tier 1, 2, and 3 approach in statute.

See the attached document named Reference 3 – Tier 1, 2, 3 Reading Plan.

5. Describe how the school will meet the reading needs of proficient grade level students.

Reading instruction for proficient readers focuses on fluency, vocabulary and comprehension at their instructional levels. Proficient readers receive explicit, systematic instruction. Teachers emphasize the individual needs of proficient readers as they plan reading instruction to:

- *Provide scaffolded instruction.*
- *Increase independent reading time.*
- *Extend learning in literacy related centers (literature circles, readers' theatre, writing, etc.).*
- *Differentiate instruction to promote higher-level acquisition.*
- *Provide adequate choices for students.*
- *Integrate reading instruction through the content areas.*
- *Provide Wide Reading with an emphasis on non-fiction and technical reading.*
- *Utilize a variety of genre.*
- *Encourage metacognitive processes.*

6. Describe how students will receive high-quality, explicit, and systematic instruction in the reading classroom. Address each of the following:

a. 90 minute block of uninterrupted time (refer to the following website: <http://www.justreadflorida.com/educators.asp>)

1) Whole group initial instruction using the CCRP

In the reading classroom, the core comprehensive reading program provides the foundation for whole group initial instruction. Direct, explicit comprehension instruction encompasses the following:

- a. comprehension strategies to aid in comprehending a variety of texts*
- b. comprehension monitoring that teaches students to be aware of how they understand what they read,*
- c. teacher modeling including read alouds, using and referring to strategies she is using,*
- d. a scaffolded approach to teaching that gives high levels of support to students at low levels and those acquiring new skills and subsequently decreasing the level of support to allow students to become self-sufficient. This support would be found within the whole group instruction, differentiated instruction, and immediate intensive intervention through questioning of material read silently, aloud or in group; clarifying; summarizing; and predicting.*

During all 3 phases teachers will use word identification strategies, visual imagery strategies, self-questioning strategies, and paraphrasing strategies. During whole group and small group instruction students will be engaged in author queries that allow them to voice confusion, question author purpose and assist each other in clarification.

Within groups students will not simply discuss a reading topic but will interact with each other around the text. Using their leveled classroom libraries, groups will read different texts on the same topic at their appropriate reading level which will allow learning to be decentralized as meaning is drawn from multiple texts and perspectives.

See the attached document Reference 4 - Elementary Reading Block.

2) Differentiated instruction-The core reading program connects meaningfully to differentiated instruction (with use of supplemental materials). In-class grouping strategies are in use, including direct instruction to small groups of students at the same reading level. Student placement in groups is flexible, and different curricula may be in use to instruct these different groups. There is active student engagement in a variety of reading-based activities, which connect to the five essential components of reading and to overall, clearly articulated academic goals.

Differentiated instruction tied to information gained through diagnostic assessments will be used. Crystal Reports displaying class sets of recent assessment data provide a beginning point for placing students into appropriate groupings. Ongoing, periodical assessments provide information for flexible grouping. Student academic goal setting will be implemented to support the Strategic Mission and Strategic Objectives.

- 3) Immediate intensive intervention-Students struggling according to progress monitoring need to receive immediate intensive intervention in the areas showing a deficit/smaller group size (may use an intervention program at this time)

According to progress monitoring data, students struggling need to receive immediate intensive intervention in the areas showing a deficiency. At least thirty minutes of additional time is allocated for intervention. During this time, teachers will provide small group and/or individual instruction using research-based materials. Intensive Acceleration class is required for Tier Three students.

b. Immediate Intensive Intervention

- 1) Students still not making progress need additional time for reading instruction /smaller group size (may use an intervention program at this time or continued use of intervention program used in the 90 minute block).

Practices include both an extension of the intervention program used in the 90-minute block as well as the implementation of an additional intervention program. For instance, Read 180 provides students not making progress additional reading instruction in smaller group sizes of no more than 5 students.

c. Print Rich Environment

- 1) Utilization of Classroom Libraries with leveled text

Texts will be below students' frustration level but reflect their interests. Classroom libraries will have books available from a wide range of levels on the same topic. Libraries will be utilized throughout the school day, not only for the 90- minute block but as a resource for independent reading, personal interest, and research.

- *Clearly Labeled for Students (baskets, bins or boxes)*
- *Evidence of organization*
- *Balance of fiction & non-fiction*
- *Each school determines leveling system (i.e. DRA, Fountas & Pinnel) Note: Accelerated Reader is a range of reading and not an instructional level*
- *Core reading materials (i.e. easy, med. high) are not considered components of a classroom leveled library*

- *Well stocked, well used*
- *Leveled references (i.e. dictionaries, thesauruses, language dictionaries...)*

2) Utilization of Word Wall (*nonsense words are inappropriate*)
Teachers will use word walls to provide a visual representation of the many words that students are using as they learn to read and write. Word walls will grow throughout the year. Words will be displayed in a highly visible, accessible place in the classroom to help students when they are reading and writing. When teaching with word walls, teachers will:

- *group words in different categories to help students learn to read and spell words independently*
- *select words from a variety of sources*
- *limit the number of words that are added*
- *categorize words in a variety of ways*
- *provide many opportunities for word-wall practice such as playing word detective or write and rap, reading the wall, finding words on the wall based on the meaning clue the teacher offers.*

There is an expectation of evidence of appropriate use of word wall (nonsense words are not appropriate) and that word walls are not static, but fluid, changing, developmental, and aligned with instruction & curriculum.

3) Utilization of Reading Stations

Students can select books based of their reading levels at an independent reading station. Texts at the independent reading station will build fluency, word recognition, comprehension, vocabulary and spelling skills. Students will also have an instructional component through computer software that will allow them to self-monitor their learning growth and provide practice and feedback. Audio books will support the reading experience and allow students to access grade level literature by listening and following along.

- *Listening centers*
- *Aligned with the 5 areas of reading*
- *Comfortable & inviting*
- *Evidence of Independent, self- monitoring*
- *Labeled with instructions*
- *Evidence of a plan of utilization for the centers*
- *Quality guidelines (e.g. writing rubrics) posted in language students can understand*

4) Utilization of Sound/Spelling Cards displayed

Teachers will use sound/spelling cards to support students' learning of the common sounds of letters, letter combinations, and spelling patterns. As students acquire facility in manipulating sounds orally, phonemic awareness activities are replaced by print activities. For example, students are taught the critical elements of segmenting and blending sounds both orally and by mapping them to print very quickly. Spelling instruction then includes examining words to discover the most frequent, reliable letter patterns and the generalizations that apply to different groups of words. Teachers will use sound/spelling cards to support student learning of new words or patterns by providing many opportunities for scaffolded practice such as:

- *sorting words into categories or word families*
- *“thinking aloud” as they consider the sounds and spelling patterns*
- *breaking words down into sound segments*
- *making and breaking words*
- *regular and irregular word reading*

There is an expectation that the use and display of sound/spelling cards shows support of phonemic awareness, phonics, and vocabulary, evidence of word study, and a meaningful connection to the essential curriculum.

5) Other

- *Evidence of significant student work with meaningful connections to essential curriculum (i.e Reading, Writing Connection Wall)*
- *Field trips to local community library*
- *Accessible student writing portfolios*

7. Describe how you will integrate authentic literature into the reading program to include classroom libraries and leveled text.

- a. Students have access to fiction and nonfiction text representing a range of levels, interest, genres, and cultures.
- b. How will the books be leveled?
- c. How will teachers determine the leveled text appropriate for students?
- d. How will classroom libraries be utilized?

Classroom libraries and leveled texts will consist of varied forms of texts including award winning, classic and familiar works, content-area books that reinforce state standards, nonfiction works that tap into student interests and multiple copies of texts will be available to enable student group discussion. Printed guidelines for teachers are used to ensure balance of fiction, nonfiction, range of levels, interest, genre, & cultures.

Student interest inventories will be conducted at each school. Each school determines a consistent instructional leveling system (i.e. not reading level):

- *Based on initial screenings and ongoing progress monitoring assessments*
- *Student interest inventories*
- *Connection to curriculum*

Teachers will determine the appropriate leveled text for students by using assessment data such as DRA level or running records and student interest inventories to determine the “just right” books for students.

Classroom libraries will feature popular texts that model fluency and broaden reading interests, texts leveled to allow independent selection, provide challenge and support to proficient readers, and include nonfiction that supports curricular standards as well as builds vocabulary and background knowledge. Teacher guides to texts will provide suggestions for small group activities and extension activities. Classroom libraries are used as:

- *Support for modeled literacy*
- *Support for shared literacy*
- *Support for guided literacy*
- *Support for independent literacy*

8. Describe how all content area teachers will incorporate reading into subject areas including

a description of the utilization of leveled text.

Subject area teachers will provide and reinforce instruction in the skills and strategies in their areas in conjunction with the language arts teacher, reading coach and other subject area teachers. Subject area teachers will encourage students to become active and effective learners by:

- *Establishing an environment that shares all resources and supports levels of difficulty,*
- *Improving students’ sense of identity and attitudes towards reading to promote a sense of ownership,*
- *Providing students reading tools and strategies to become experts in their interest areas,*
- *Discussing content areas to build knowledge and recognition of the acquisition of that knowledge.*

a. Guided instruction in comprehension strategies before, during, and after reading through explicit modeling (Think Alouds), practice in instructional level texts, and feedback.

For guided instruction the teacher arranges students in small, flexible and risk free groups based on students’ current instructional needs. Students practice using reading strategies, cross check and self-correcting as teacher provides instruction, support, and encouragement. Learning/reading strategies integrated into the guided instruction include paraphrasing, visual imagery, predicting, summarizing, and clarifying. The teacher will model strategies, scaffold opportunities for guided practice, provide ample opportunity for independent practice and offer corrective feedback. The teacher continually observes students

reading independently and diagnosing, prescribing and teaching strategies as needed.

b. **Leveled reading focused on content-area concepts**

During social studies and science instruction, teachers will integrate leveled text as they work with small flexible groups to ensure that all children learn essential content through text at their instructional and independent reading levels. The basic idea is to train content area teachers to identify critical content, and then teach it in a way that all students learn it, regardless of their reading level.

Leveled texts with a content focus offer the vehicle for accomplishing this goal. Professional development will support teachers as they integrate leveled text in content area reading. Evidence of these practices may include documentation of strategies in guided reading lesson plans using recommended or required template or teaching behaviors or strategies as documented on principal observation guides.

c. **Work collaboratively with teacher and coach to determine students' instructional reading levels so text assigned is appropriate**

- *Formalized system sharing ongoing assessment data with all instructional staff*
- *Vertical teams, grade level teams, faculty meetings, conferencing*

9. **Describe how writing will be incorporated into the 90 minute Reading Block.**

**Instruction in the writing process should not be in the 90 minute Reading Block.*

In order for writing instruction to improve reading comprehension, student writing will not be limited to narratives but will produce diverse texts in addition to reading them. Quality of writing will be stressed in conjunction with author queries and strategies mentioned to produce students who write like readers and read like writers. Student writing will be part of the reading component and will be subject to the same reading strategies with discussion.

a. **Writing before, during, and after CCRP story selection**

- *Before: Writing to predict, write to describe a picture, write about a text to self, text to text, text to world connection, graphic organizers: Venn diagram, KWL chart, T chart, web, writing questions (I wonder...)*
- *During: writing to reflect, (metacognition), writing-answering questions, note taking,*
- *After: Summarizing, retelling, alternative ending, writing from a different perspective, character description, writing a letter to the author, character, writing a recommendation, comparing...*
- *Teacher provides a writing box with before, during & after writing choices*

- *Writing portfolio reflecting the collection and goals of the writer (i.e. the reader) “my goal next time is to think more about characters that I’m reading about so that I can make connections to people I know”*
- *Vocabulary development: writing analogies, metaphors, word origins,*
- *Reading, Writing Connection Wall:
Relevant, important student writing displayed*

10. How will before school and after school activities be linked to the reading instruction going on in the classroom during the day?

- a) Tutoring programs
- b) Mentoring programs

Before and after school activities will be linked to reading instruction through a communication system between the staff involved, including the principal, coach, and teacher.

Initial

2-3 times during the tutoring time

Assessment

Pre/Post (DRA, DIBELS, or others)

Listing strengths

Format

Following the 90 minute block format

Focus

Five elements of reading

Reciprocal Support

Reading to others, celebrating learning

Looks Like

Explicit instruction including

Buddy reading

Partner reading

Listening centers

Guided small groups

Technology support

Word work

Follow-Up

Summer Reading Program

11. Summer Reading Camps

Florida requires that all 3rd graders scoring Level 1 on the reading portion of the FCAT must have a summer reading camp made available to them. Following the guidance provided to you in the guidance document, please input your summer reading camps at www.justreadflorida.com. You will not need to paste them into this template.

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Summer Reading Camp will be held at four elementary school sites: Daughtrey Elementary School, Samoset Elementary School, Tillman Elementary School, and Wakeland Elementary School. At least 400 second and third grade students will be served for a total of 30 days (June 1 – July 13, 2005). Summer Reading Camp will be scheduled for 5 days per week, 8:30 – 1:30 (4.5 hours of instruction per day and a 30 minute lunch). The instructional day is prescribed as follows:

*8:30 - 9:00: Phonemic Awareness & Phonics Explicit Instruction – Read Aloud
9:00 - 9:30: Phonemic Awareness & Phonics Explicit Instruction – Shared Reading
9:30 - 10:30: Guided Reading focus on Phonemic Awareness and Phonics
10:30 - 11:00: Assessment
11:00 - 11:30: Technology
11:30 - 12:00: Lunch
12:00 - 1:30: Vocabulary, Fluency, Comprehension Explicit Instruction – Read Aloud, Shared & Guided Reading*

The teacher/student ratio is estimated to be 1:10. Each Summer Reading Camp school site will have the media center available and computer/ internet access for students. There will be an administrator, reading coach, media specialist, and teaching staff employed at each summer reading campsite. Technology support personnel will be assigned to schools.

Students will enter summer school with a recent Developmental Reading Assessment (DRA) score to serve as diagnostic data to drive instruction. Miscue analysis through oral reading records will be recorded at least 2 times during the 30 days of summer reading camp for monitoring student progress. Harcourt Trophies Intervention Program will be used as the Comprehensive Core Reading Program (CCRP) with Great Source Summer Reading Success as the intervention program. The Academy of Reading will be used as a supplemental program to support phonemic awareness, phonics, vocabulary, and comprehension intervention. Leveled texts and big books will serve as additional components to use during shared and guided reading instruction.

The name of Manatee County School District's summer reading camp is "Camp-Read-A-Lot". Community sponsors are being recruited to help make the camping theme come alive with financial support and donations of camp related items (i.e. tents, flashlights, fabric, t-shirts, hats, refreshments...). Instructional materials will be purchased to align with the theme of camping. The theme was developed with the intention to provide incentive to summer reading camp students and enhance their interest through meaningful learning experiences while immersed in immediate intensive intervention literacy instruction.

The volunteer coordinator(s) will facilitate the recruitment and scheduling of community members to act as reading mentors during the summer reading camp instructional day.

The 3rd Grade Alternative Version of the Stanford Achievement Test-9 will be administered on to all third graders on July 13, 2005 at 8:30 am.

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If a district decides to expand summer reading camp services to students other than Level 1 third graders, please detail those services here.

2nd grade students who do not meet the promotion criteria (2nd graders who score less than the 34th percentile on the SAT-10) will be eligible to attend summer reading camp as described above. An exit assessment will be administered (during the third grade administration of the Stanford Achievement Test – 9) to measure growth.

Middle School Student Achievement and Instruction

Successful implementation of your K-12 Comprehensive Research-Based Reading Plan will meet the requirements of the Middle Grades Reform Act for the Rigorous Reading Requirement. The Rigorous Reading Requirement is a system of planning and implementation for ensuring the success of all middle grade students. As part of the implementation of the Rigorous Reading Requirement, each school must use research-based reading activities that have been shown to be successful in teaching reading to low-performing students. These research-based activities should align with the Florida Formula for Success.

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

Manatee County has made a strong commitment to reading with the implementation of a district-wide reading initiative in 2000-2001 with the following goals: to create independent readers; empower knowledgeable and reflective teachers; promote family literacy; connect reading, writing, listening, viewing and speaking; use of on-going assessment and evaluation to guide instruction; base instructional practices on sound research in reading; and establish a dynamic, learner-centered instructional setting. Activities and support of the district reading initiative align with Florida's reading initiative and demonstrate a district wide focus on increased student achievement in reading.

The district's reading initiative specifies objectives for secondary classrooms. By 2005-06, in all middle school classrooms across all content areas every teacher will provide evidence of reading strategies used to assist students in comprehending a variety of reading materials as measured by district criteria. The initiative maintains a systemic focus on high quality reading instruction at all grade levels. The district's focus on reading has heightened the need for job-embedded staff development to improve reading instruction and reading achievement

Complete **Chart E: Middle School Teacher/Coach and NCLB Information (Chart E-1)** for each middle school in your district.

Complete **Chart F: Middle School Instructional Materials Information** for each middle school in your district.

Charts E, Chart E-1 and F are attached.

1. Describe your Personalized Middle School Success Plan (PMSSP) and your plan for implementation.

Each principal shall designate certified staff members at the school to develop and administer a personalized middle school success plan for each entering 6th grader who scored below Level 3 in reading on the most recently administered FCAT.

The personalized middle school success plan will assist the student in meeting state and district expectations in academic proficiency and to prepare the student for a rigorous high school curriculum. The success plan shall be developed in collaboration with the student and his or her parent and must be implemented until the student completes the 8th grade or achieves a score of Level 3 or above in reading on the FCAT, whichever occurs first. The success plan may be incorporated into a parent/teacher conference, included as part of a progress report or report card, or by electronic mail or with other correspondence. Any 2004-2005 6th graders who scored below Level 3 on the 2005 FCAT will continue with a MSSP for the 2005-2006 academic year.

The AIP/IEP will serve as the personalized middle school success plan and must:

- *include educational goals and intermediate benchmarks for the student in the core curriculum areas;*
- *be based upon academic performance data and an identification of the student's strengths and weaknesses;*
- *include academic intervention strategies with frequent progress monitoring; and*
- *provide innovative methods to promote the student's advancement which may include, but not be limited to, flexible scheduling, tutoring, focus on core curricula, online instruction, an alternative learning environment, or other interventions that have been shown to accelerate the learning process.*

Teachers on the 6th grade academic teams will meet quarterly to review the MSSP. Teachers will investigate strategies to support students in the core academic areas to reinforce the needs identified in the MSSP. Teachers on 7th grade academic teams will meet quarterly to review the MSSP of students who are continuing on their plan from 6th grade as they continue to aim for at least a Level 3 performance on FCAT. This will continue through the 8th grade.

2. Describe the research-based instructional materials used in the reading program. Include a description of how each of the following will be integrated.

Research-based supplemental and intervention materials will be integrated into the reading program to address the needs of individual students based on assessment data. Schools will use appropriate materials to meet the needs of students in the NCLB subgroups. These materials will be integrated into explicit reading strategy instruction, small group instruction, whole group instruction, independent reading, and guided reading as outlined in the reading block.

a. Supplemental reading programs

Two supplemental programs used in all middle schools include but are not limited to Academy of Reading and READ 180.

Academy of Reading: The Academy of Reading (AOR) is a reading intervention software tool designed to complement the existing reading curriculum. It is

geared for students behind in their basic reading skills as well as for learners who need to develop and improve reading acquisition skills. The program focuses on phonemic awareness, phonics, and reading comprehension. AOR recommends 20-30 minutes, 3-5 times per week, though exceptional students may only be able to work for 15 minutes at a time. The Florida Center for Reading Research (FCRR) has reviewed this program.

READ 180: Read 180 is a scientifically based and validated reading intervention program for students who are reading significantly below grade level. The instructional model delivers reading achievement gains to FCAT Level 1 and Level 2 students through four core instructional activities.

- *Individualized Instructional Software: The Read 180 software provides each student with customized reading instruction plus continuous assessment of progress. The software has built-in supports, such as anchor videos, that build background knowledge for reading passages.*
- *Data-driven Instruction: Reports generated by the management system provide teachers with actionable student performance data so they can adjust and tailor small-group instruction to meet students' needs.*
- *Direct Instruction in Whole or Small Groups: Read 180 provides teachers with a wide range of direct instructional materials to teach phonemic awareness, phonics, fluency, vocabulary development, text comprehension, and writing.*
- *Independent Reading: Read 180 includes an Independent Reading Library of 200 high-interest paperbacks from a variety of genres that are age-appropriate and relevant to students. Each book is leveled, allowing students to read confidently according to their own independent reading abilities. Audiobooks (48) offer struggling readers the opportunity to develop reading skills and habits while enjoying authentic grade-level literature.*

Read 180's instructional model provides teachers with a proven way to organize instruction and classroom activities. Each Read 180 classroom receives all of the materials that are required to implement the model effectively in order for students to experience maximum reading growth. The FCRR has reviewed this program.

Search for other appropriate supplemental reading programs is ongoing. The FCRR program review resource continues to be a source of valuable information.

b. Intervention materials for struggling readers

Teachers continue to implement the most appropriate intervention strategies to meet the individual assessed needs of students in each NCLB subgroup. Intervention materials for struggling readers include CRISS, McREL, Read for Real: 9 Habits of Every Good Reader, Think Alouds, Read Alouds, and Academy of Reading. Teachers will use the following strategies to support student learning.

Effective Comprehension Intervention Strategies

<i>Strategy</i>	<i>Before</i>	<i>During</i>	<i>After Reading</i>
<i>Prediction Maps</i>	X	X	X
<i>Reciprocal Teaching</i>	X	X	X
<i>Retelling</i>			X
<i>Self-Directed Questioning</i>	X	X	X
<i>K-W-L Chart</i>	X	X	X
<i>Summarizing</i>		X	X
<i>Graphic Organizers</i>	X	X	X
<i>Semantic Organizers</i>	X	X	X
<i>Visual Imagery</i>	X	X	X
<i>SQ3R</i>	X	X	X

Effective Vocabulary Intervention Strategies

<i>Strategy</i>	<i>Before</i>	<i>During</i>	<i>After Reading</i>
<i>Visualization</i>	X	X	X
<i>Pre-reading Predictions</i>	X	X	X
<i>Semantic Feature Analysis</i>	X	X	X
<i>Semantic Mapping</i>	X	X	X
<i>Content Walls</i>	X	X	X
<i>Vicarious Experiences</i>	X		X
<i>Collaborative Reading</i>	X	X	X
<i>Frustration Method</i>	X	X	X
<i>Word Maps</i>	X	X	X

Effective fluency intervention strategies will include, but not be limited to, reader's theatre, choral reading, repeated readings, timed readings, duolog reading, and paired readings.

- c. Materials and programs, including educational software, to provide additional support in reading growth for all children. Educational software must supplement and not supplant instruction by a highly qualified instructor.

An on-going symposium for middle school reading instruction will be held at regular intervals to review, select, and recommend reading materials/programs based on collected and analyzed student assessment data. This group will examine and review research based materials/programs.

Additional support for reading growth is integrated throughout the student day both in the classroom and in lab settings. Educational software provides opportunities for students to learn in a variety of ways through practice, extension and productions. These materials enhance the teacher's instruction and allow students to reinforce what's being taught in reading. Individual interests,

strengths and needs may be targeted. FCAT Explorer is used in all middle schools.

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

To motivate students' learning, reading materials need to match each student's reading ability. High interest leveled text in a wide range of reading levels and genre, both fiction and nonfiction, lays the foundation. Student interest inventories will guide the student's selection of his/her own independent reading materials from the classroom libraries. Students become active partners in their learning by setting reading goals and monitoring their own progress toward those goals. Communication between home and school will foster this process.

Students using Read 180 have shown significant increases in motivation resulting from their experiences of success and enjoyment of reading. The program provides the older, struggling reader with age-appropriate, engaging, and respectful content at the student's reading level. Many of the Level 1 and 2 books are sufficiently short so that students can finish them within several days. For many Read 180 students who may never have finished a book on their own, this experience of success raises confidence and promotes continued reading. In addition, Read 180 Paperbacks and Audiobooks represent a variety of genres and topics that are of high interest to students. Through these selections, students learn about their world, topics of special interest, and themselves. Read 180 software provides students with essential support that also motivates them to develop their reading skills. The on-screen host, Ty, provides patient, nonjudgmental feedback and continuous encouragement. Engaging anchor videos present background knowledge and supply mental models. Students actively participate in their learning as they highlight text for added decoding and vocabulary development support.

3. Describe the assessment/curriculum decision tree.

Complete **Chart G: Middle School Assessment/Curriculum Decision Tree for Grades 6 -8 or 7-8.**

Chart G is in the form of a flow chart.

4. Describe the system for communicating assessment data across grade levels.

- c. Data study teams
- b. Weekly discussion of student data (teachers who share students)
- c. Vertical teams
- d. Grade level meetings

The Data Study Team at each school will be a subcommittee of the School Literacy Leadership Team or a separate group consisting of the Principal or designated administrator, Reading Coach, Reading Teacher and Data Coach and

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may include Guidance Counselor, Language Arts Chair. The Data Study Team collects student performance data, provides monitoring mechanisms and communicates student performance results across grade levels to inform instructional practices that address the needs of each student. This team provides summary data to the School Literacy Leadership Team and academic teams composed of core content area teachers.

Data Study Teams will meet at least monthly and grade level teams will meet weekly. It is an integral part of the reading coach position to support teachers in the use of data to guide instruction. Academic teacher teams composed of core content area teachers will meet weekly to review and discuss student data. Teams and individual teachers have daily access to the district Crystal Reports to receive updated FCAT and historical assessment information by classroom and individual student.

At least quarterly departments will meet in vertical teams to continue to identify gaps and overlaps in instruction and take appropriate action to adjust instruction. Grade level teams will meet monthly to articulate goals and collaborate in planning. The school Media specialist will be invited to participate.

Data Study Teams, teachers and grade level teams will analyze student data from FCAT, diagnostics, Scholastic Reading Inventory, progress monitoring, school and district writing assessments, classroom assessment and observations. Data will be analyzed for trends, strengths and weaknesses, areas of concern and impact on classroom instruction.

Note: all students in grades 6-8 not performing at grade level proficiency on FCAT Reading (Level 3 and above) must receive intervention.

5. Describe in detail the reading classroom and how enrollment in different courses will be determined (intensive, general, advanced) to ensure that you meet the reading needs of all student subgroups identified under No Child Left Behind.

Determinations for intensity of the remediation effort (i.e. time and class size) should be based on the most recent reliable and valid assessment data. It is advisable to use an end-of-year assessment to determine specific areas of student reading difficulty.

A review of FCAT scores will begin the placement process. Students reading at Level 3 or above may have the opportunity to enroll in a reading or advanced reading elective depending on resources at the school. An assessment will be administered to all Level 1 and 2 students to determine specific individual reading needs and placement in reading courses. Both the Stanford Reading Diagnostic Test and the Diagnostic Assessment of Reading will be available to all secondary schools in the district. The students in need of decoding instruction (which may include both phonemic awareness and phonics or just phonics) in addition to fluency, vocabulary, and comprehension instruction will receive 90 minutes of intensive reading instruction. READ 180 or other appropriate research-based reading materials will address these reading needs. The students lacking fluency,

vocabulary and comprehension skills will be in an Intensive Reading Class for a 45-55 minute block of intensive reading instruction in addition to their Language Arts Class.

All students scoring Level One or Level Two in FCAT reading will receive remediation instruction through Intensive Reading classes. Some students may receive 90 minutes of instruction while other may receive 45 minutes of instruction daily. Decisions about intervention and remediation will be determined based on recent FCAT reading scores and other reliable recent assessment data. The chart below is applicable to grades 6, 7, and 8.

Areas of Need	FCAT Score Level	Placement	Time	Class Size
<i>4 or 5 of the 5 areas of reading</i>	<i>Level 1 or 2</i>	<i>Intensive Reading Course</i>	<i>90</i>	<i>Up to 18</i>
<i>3 of the 5 areas of reading</i>	<i>Level 1 or 2</i>	<i>Intensive Reading Course</i>	<i>45-55</i>	<i>Up to 20</i>
<i>2 or 1 of the 5 areas</i>	<i>Level 3</i>	<i>Reading Course (may be an option at some schools)</i>	<i>45-55</i>	<i>Up to 25</i>
<i>Developmental or Enrichment</i>	<i>Level 4 or 5</i>	<i>Advanced Reading (may be an option at some schools)</i>	<i>45-55</i>	<i>Up to 25</i>

Students who are not fluent need additional time to focus on fluency. The district will set benchmarks for fluency performance based on the levels identified by Tindal, Hasbrouck, and Jones, 2005, for fall, winter, and spring words correct per minute on grade level passages for grades 6, 7, and 8. The graph is attached as a separate reference to this plan. (See Reference 8 - 7 25 05, Tindal, Hasbrouck, Jones Fluency Graph)

a. Description of “Intensive Reading” course

1.) Minutes of daily uninterrupted reading instruction (See 55, 90, 110 minute

block--Note: Suggested minutes in each activity are flexible to the needs of students and teachers)

2.) Level 1 and 2 students in need of decoding, fluency, vocabulary, and comprehension instruction=minimum of 90 minutes daily

3.) Level 1 and 2 students in need vocabulary and comprehension instruction=Minimum of 55 minutes daily

The 45-55 minutes reading block will include four segments. The class will begin with whole group direct instruction or small group differentiated instruction followed by a brief vocabulary routine. The next twenty-five minutes will be spent in teacher supervised independent reading which will include student choice, varied genres and test levels and an accountability piece. A five minute closing such as a read aloud or quick write will conclude

this class. State-adopted remedial reading texts such as Read XL and the Reading and Writing Sourcebook may be the basis of whole group instruction, while leveled texts are the foundation of small group instruction. A rich classroom library will support the independent reading segment. Robust vocabulary instruction may include content area vocabulary as well as vocabulary embedded in student reading choices.

The 90 minute reading block follows a similar pattern but with greater emphasis on small group instruction. It will begin with 20 minutes of direct, explicit whole group instruction, followed by 60 minutes of small group differentiated instruction. This segment will include teacher supervised independent reading practice using self-selected text at students' independent reading levels. It may include literacy stations, technology (such as Academy of Reading), audio-assisted reading, in addition to reading strategy instruction. The final ten minutes may be spent reviewing/previewing and/or teacher read aloud or think aloud with a focus on vocabulary.

The explicit instruction sequence includes:

- 1. Teacher models and explains.*
- 2. Teacher provides guided practice. Students practice what the teacher modeled and the teacher provides prompts and feedback.*
- 3. Teacher provides supported application. Students apply the skill as the teacher scaffolds instruction.*
- 4. Independent Practice.*

b. Description of "Reading" course =Level 3, if offered

The "regular" reading course will include an independent reading segment of 20-25 minutes of teacher supervised reading practice. A rich classroom library featuring a wide range of genres, topics, levels, and a mix of fiction and informational text will support this segment. Whole group and small group instruction will target fluency, vocabulary, and comprehension strategies such as those listed in Question #2 b. Materials such as the Reader's Handbook, readers' theatre scripts, and Interactive Reader will support this instruction.

c. Description of "Advanced Reading" course =Level 4, 5, if offered

The "advanced" reading course will include an independent reading segment of 20-25 minutes of accountable reading practice. A rich classroom library featuring a wide range of genres, topics, levels, and a mix of fiction and informational text will support this segment. Whole group and small group instruction will target fluency, vocabulary, and comprehension strategies such as those listed in Question #2 b. Materials such as the Reader's Handbook, readers' theatre scripts, and other materials at the students' instructional reading levels will support this instruction. Technology may also support student learning.

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

Reading strategies will be implemented in all content areas through the use of before, during and after reading activities and be evident in classrooms. All

content area teachers will implement research based vocabulary and comprehension strategies such as those indicated in question #2b. Specific criteria for selection of new instructional materials will emphasize researched based reading strategies and activities

Content teachers' professional development needs are addressed in the professional development component of this comprehensive plan. See pages 14-19. The reading coach will support teachers as they hone their skills in integrating CRISS and McREL strategies.

See the attached document Reference 5 – Secondary Reading Blocks.

6. Describe how you will integrate authentic literature into the reading program to include classroom libraries and leveled text.

a. Daily independent reading practice monitored by the teacher in all reading classrooms using classroom libraries.

b. Wide reading of fiction and nonfiction text representing a range of levels, interests, genres, and cultures

The Read 180 instructional model includes daily independent reading of leveled texts. Stage B for middle school classrooms includes 200 books in the Independent Reading Library. The Audiobook Library also includes 48 books so that students have access to grade-level text with the support of a narrator and a reading coach. The Read 180 Management System tracks students' comprehension and completion of all Independent Reading Library titles as well as Audiobooks.

Reading classes using research-based reading materials other than READ 180 will similarly incorporate daily monitored independent reading addressing a wide range of interests, genres, and reading levels. A rich, diverse collection of high interest texts in a wide range of reading levels forms the basis of the classroom libraries currently in place as well as of those in the early development stages. Building classroom libraries is an ongoing process. Classroom libraries should be clearly labeled and display evidence of organization.

c. How will the books be leveled?

All READ 180 books are leveled using the Lexile Framework, a system that measures and matches readers to appropriate texts.

In classrooms other than READ 180, the Lexile Framework will be used in identifying levels of texts in classroom libraries. All reading classrooms will establish and maintain classroom libraries.

During the 2004-2005 school year, high school reading teachers have participated in professional development offered by the district Curriculum Team focused on the research about classroom libraries and their use. Another session is scheduled on August 2, 2005. This will be a continuing area of professional development.

7. Describe how all content area teachers will incorporate reading into subject areas including a description of the utilization of leveled text. Some examples include: *Ongoing professional development in reading is provided for all content area teachers. All content area teachers will utilize a wide variety of leveled instructional materials that will be provided. While some content area teachers have already accumulated a classroom library collection, most teachers are in the beginning stages of developing this resource. Reading coaches, department chairs, and district curriculum specialist will sustain their efforts. All content area teachers will demonstrate the use of before, during and after reading comprehension strategies in their lesson plans. The professional development section of this comprehensive plan (pages 13-19) further addresses district training plans to support content area teachers.*

b. **CRISS**

The district has been committed to Project CRISS. Most secondary schools have CRISS certified trainer on staff supporting content teachers as they implement the strategies, and the district's Project CRISS Coordinator is certified as a national CRISS trainer. Some reading coaches are also CRISS trainers and support teachers by helping them incorporate CRISS as they plan. They also model the strategies in teachers' classrooms and scaffold their learning. CRISS training will be offered for secondary instructional staff.

CRISS strategies may be incorporated in middle schools by a school selecting specific strategies to target in all content areas for a designated time period (quarter, semester) throughout the school or encouraging departments or team to identify and target strategies for all students of those teachers. Evidence of CRISS strategies will be documented in lesson plans.

Teachers utilize Read 180 to focus on CRISS strategies on a daily basis during both whole- and small-group instruction. The Software also reinforces CRISS by actively involving students in their own learning. Direct instruction always includes building background, modeling, and engaging students in the learning process. Discussion questions and topics are provided for every Topic CD passage, Paperback, and Audiobook. Comprehension strategy lessons in the Teacher's Resource Book utilize graphic organizers for the following comprehension strategies: main idea, summarize, sequencing, reading for detail, drawing conclusions, making inferences, cause and effect, compare and contrast; problem/solution; analyze character; analyze plot; and analyze setting. Every writing lesson features graphic organizers to help students organize their thoughts.

d. Guided instruction in comprehension strategies before, during, and after reading through explicit modeling (think-alouds), practice in instructional level texts, and feedback.

Approximately forty percent of reading instructional time in intensive reading courses will focus on guided instruction.

e. Leveled independent reading focused on content-area concepts

Leveled independent reading is focused on content-area concepts using resources that include:

- *Classroom libraries*
- *McRel reading strategies in the content area*
- *Reciprocal reading, retelling, semantic organizers, story drama*
- *Comprehension and vocabulary instruction reinforced through the content areas*
- *All future textbook adoptions must reflect the following criteria:*
 1. *State adopted texts must be leveled to assist in differentiated instruction.*
 2. *Pre, during and after reading strategies will be evident throughout the text.*

8. Describe how writing will be incorporated across the curriculum.

- a. Before reading
- b. During reading
- c. After reading

Before reading strategies will be used that include writing to predict, accessing prior knowledge about content, write about a text to self, text to text, text to world connection, graphic organizers: venn diagram, KWL chart, T chart, web, writing questions (I wonder...).

During reading strategies will be used that include writing to reflect, (metacognition), writing-answering questions, note taking, inferencing , predicting, two column notes, power notes, sticky notes, questioning the author.

After reading strategies will be used that include:

- *Summarizing, retelling, alternative ending, writing from a different perspective, character description, writing a letter to the author, character, writing a recommendation, comparing, writing about what was learned, summarizing*
- *Writing portfolio reflecting the collection and goals of the writer (i.e. the reader) “my goal next time is to think more about characters that I’m reading about so that I can make connections to people I know”*
- *Vocabulary development: writing analogies, metaphors, word origins,*
- *Reading, Writing Connection Wall:*

Relevant, important student writing displayed

Teacher materials for READ 180 also include a direct instruction lesson for all independent reading materials with before, during, and after reading strategies.

Writing in response to reading is included in ongoing professional development in CRISS as well as McREL. It is delivered through CRISS trainers, reading coaches, department chairs, and district curriculum specialists. More information about

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district professional development plans is included in the professional development section of this comprehensive plan.

9. Describe before school, after school/summer school activities. Some examples include:

- d. Tutoring programs
- e. Cross-age tutoring
- f. Mentoring programs
- g. Summer camps for low performing readers

Tutoring programs, cross-age tutoring and mentoring programs are implemented across the district. Before school tutoring takes place at some schools (Harlee Middle, for example) and after school tutoring is a common practice at all middle schools. Some features include:

- *Collaborative literacy: mixed classes of different ability levels where proficient readers work with struggling readers.*
- *High school student mentors for before, during and after school reading enrichment.*
- *Family literacy nights providing reading instruction for both adult and student learners*
- *Extended access to the media center may be made available before and after school*
- *YMCA, where applicable will provide the before and after school reading remediation*

Materials commonly used in after school tutoring programs include but are not limited to Academy of Reading, READ 180, FCAT Explorer, Teen Book Club selections (high interest young adult literature), 9 Habits of Every Good Reader, and Read for Real. Other research-based materials are incorporated as needed.

Manatee County is developing summer school programs to support the reading achievement of struggling readers. Middle school students scoring Level 1 and Level 2 on FCAT SSS Reading will be encouraged to attend an accelerated program to increase their knowledge and skills in reading. Extended School Year programs are offered for appropriate Exceptional Education Students.

High School Student Achievement and Instruction

Students entering the upper grades who are not reading on grade level have a variety of reading remediation needs. No single program or strategy can be successful in remediating all students. Therefore, it is necessary to implement a combination of research-based programs and strategies that have been proven successful in remediating older struggling readers.

The School District of Manatee County has instituted High School Academies as a way to increase student achievement and success based on the premise that jobs in the 21st century require high academic and technical skills. Academies, for those students who choose to participate, provide a contextually relevant and rigorous learning experience that builds relationships important to academic success. Academies are a type of school-within-a-school that provides a college-preparatory curriculum with a career-related

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theme. Academies provide challenging, coherent course sequences that are a roadmap to future career goals. They share three basic features:

*First, academies are **small learning communities**. An academy comprises a cluster of students who have some of the same teachers for at least two years, and who share several classes each year. Teachers from academic and technical disciplines meet with each other on a regular basis, and share in decision-making related to curriculum content, and instruction.*

Second, academies combine a college-preparatory curriculum with a career theme. Academic courses that meet high school graduation and college entrance requirements are linked with technical courses that focus on the academy's field of work. Teachers coordinate course content and instructional strategies. Work-based learning opportunities for students tie classroom activities to internships with local employer partners. College and career counseling informs students about options and planning for employment and further education.

Third, academies embody partnerships with employers. An advisory group for the academy includes representatives for the local employer community, and academy faculty. Representatives give advice on curriculum, appear as guest speakers in classes, supervise student internships, and some serve as mentors for individual students.

Four of the existing academies, two at PHS, one at MHS and one at BHS have passed the Career Academy National Standards evaluation and are now the first and only 'accredited academies' in the country. Four new academies, two at CHS, one BHS and one at SEHS, will open their doors to students in August 2005 having passed the academy evaluation in January 2005. New career academies/career pathways and mentoring programs are planned at each of our high schools over the next two years.

Four of Manatee School District's high schools have opened Freshmen Learning Centers and will have them at the other two high schools next year. These are nurturing environments and students are thriving on the individualized attention they are receiving. These small learning communities are successfully breaking down large populations into close knit, personalized groups of students who take an active role caring for one another's well being on a daily basis. Within these learning centers, cross curricular teams of teachers meeting regularly to integrate lesson plans, plan both student and team projects, meeting with parents and discussing student concerns. Teachers analyze students' reading levels while actively incorporating reading strategies across the curriculum. An aggressive staff development plan has been implemented at each site providing training to include: CHOICES, Integration, High Schools That Work, and Tech Prep.

The K12 Comprehensive Reading Plan supports the district's high school reform efforts that will result in higher student achievement.

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

The district's reading initiative specifies objectives for secondary classrooms. By 2005-06, in all high school classrooms across all content areas every teacher will provide evidence of reading strategies used to assist students in comprehending a variety of reading materials as measured by district criteria. The initiative maintains a systemic focus on high quality reading instruction at all grade levels. The district's focus on reading has heightened the need for job-embedded staff development to improve reading instruction and reading achievement.

Complete **Chart H: High School Coach/Teacher and NCLB Information (Chart H-1)** for each high school in your district.

Complete **Chart I: High School Instructional Materials Information** for each high school in your district.

Charts H, H-1 and I are attached.

1. Describe the research-based instructional materials used in the reading program. Include a description of how they will be integrated
 - a. Supplemental reading programs

Two supplemental programs used in all high schools include but are not limited to Academy of Reading and READ 180.

Academy of Reading: The Academy of Reading(AOR) is a reading intervention software tool designed to complement the existing reading curriculum. It is geared for students behind in their basic reading skills as well as for learners who need to develop and improve reading acquisition skills. The program focuses on phonemic awareness, phonics, and reading comprehension. AOR recommends 20-30 minutes, 3-5 times per week, though exceptional students may only be able to work for 15 minutes at a time. The Florida Center for Reading Research (FCRR) has reviewed this program.

READ 180: Read 180 is a scientifically based and validated reading intervention program for students who are reading significantly below grade level. The instructional model delivers reading achievement gains to FCAT Level 1 and Level 2 students through four core instructional activities.

- *Individualized Instructional Software: The Read 180 software provides each student with customized reading instruction plus continuous assessment of progress. The software has built-in supports, such as anchor videos, that build background knowledge for reading passages.*
- *Data-driven Instruction: Reports generated by the management system provide teachers with actionable student performance data so they can adjust and tailor small-group instruction to meet students' needs.*

- *Direct Instruction in Whole or Small Groups: Read 180 provides teachers with a wide range of direct instructional materials to teach phonemic awareness, phonics, fluency, vocabulary development, text comprehension, and writing.*
- *Independent Reading: Read 180 includes an Independent Reading Library of 200 high-interest paperbacks from a variety of genres that are age-appropriate and relevant to students. Each book is leveled, allowing students to read confidently according to their own independent reading abilities. Audiobooks (48) offer struggling readers the opportunity to develop reading skills and habits while enjoying authentic grade-level literature.*

Read 180's instructional model provides teachers with a proven way to organize instruction and classroom activities. Each Read 180 classroom receives all of the materials that are required to implement the model effectively in order for students to experience maximum reading growth. The FCRR has reviewed this program.

Some schools also use the state adopted remedial reading program The Reading and Writing Sourcebook published by Great Source as a supplemental material in intensive reading or intensive language arts class.

Search for other appropriate supplemental reading programs is ongoing. The FCRR program review resource continues to be a source of valuable information.

b. Intervention materials for struggling readers

Teachers continue to implement the most appropriate intervention strategies to meet the individual assessed needs of students in each NCLB subgroup. Intervention materials for struggling readers include CRISS, McREL , Think Alouds, Read Alouds.. Teachers will use the following strategies to support student learning.

Effective Comprehension Intervention Strategies

<i>Strategy</i>	<i>Before</i>	<i>During</i>	<i>After Reading</i>
<i>Prediction Maps</i>	<i>X</i>	<i>X</i>	<i>X</i>
<i>Reciprocal Teaching</i>	<i>X</i>	<i>X</i>	<i>X</i>
<i>Retelling</i>			<i>X</i>
<i>Self-Directed Questioning</i>	<i>X</i>	<i>X</i>	<i>X</i>
<i>K-W-L Chart</i>	<i>X</i>	<i>X</i>	<i>X</i>
<i>Summarizing</i>		<i>X</i>	<i>X</i>
<i>Graphic Organizers</i>	<i>X</i>	<i>X</i>	<i>X</i>
<i>Semantic Organizers</i>	<i>X</i>	<i>X</i>	<i>X</i>
<i>Visual Imagery</i>	<i>X</i>	<i>X</i>	<i>X</i>
<i>SQ3R</i>	<i>X</i>	<i>X</i>	<i>X</i>

Effective Vocabulary Intervention Strategies

<i>Strategy</i>	<i>Before</i>	<i>During</i>	<i>After Reading</i>
<i>Visualization</i>	X	X	X
<i>Pre-reading Predictions</i>	X	X	X
<i>Semantic Feature Analysis</i>	X	X	X
<i>Semantic Mapping</i>	X	X	X
<i>Content Walls</i>	X	X	X
<i>Vicarious Experiences</i>	X		X
<i>Collaborative Reading</i>	X	X	X
<i>Fraye Method</i>	X	X	X
<i>Word Maps</i>	X	X	X

Effective fluency intervention strategies will include, but not be limited to, reader's theatre, choral reading, repeated readings, timed readings, and paired readings.

c. Materials and programs, including educational software, to provide additional support in reading growth for all children. Educational software must supplement and not supplant instruction by a highly qualified instructor.

Additional support for reading growth is integrated throughout the student day both in the classroom and in lab settings. Educational software provides opportunities for students to learn in a variety of ways through practice, extension and productions. These materials enhance the teacher's instruction and allow students to reinforce what's being taught in reading. Individual interests, strengths and needs may be targeted. FCAT Explorer is used in all high schools.

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

To motivate students' learning, reading materials need to match each student's reading ability. High interest leveled text in a wide range of reading levels and genre, both fiction and nonfiction, lays the foundation. Student interest inventories will guide the student's selection of his/her own independent reading materials from the classroom libraries. Students become active partners in their learning by setting reading goals and monitoring their own progress toward those goals. Communication between home and school will foster this process.

Students using Read 180 have shown significant increases in motivation resulting from their experiences of success and enjoyment of reading. The program provides the older, struggling reader with age-appropriate, engaging, and respectful content at the student's reading level. Many of the Level 1 and 2 books are sufficiently short so that students can finish them within several days. For many Read 180 students who may never have finished a book on their own, this experience of success raises confidence and promotes continued reading. In addition, Read 180 Paperbacks and Audiobooks represent a variety of genres and topics that are of high interest to

students. Through these selections, students learn about their world, topics of special interest, and themselves. Read 180 software provides students with essential support that also motivates them to develop their reading skills. The on-screen host, Ty, provides patient, nonjudgmental feedback and continuous encouragement. Engaging anchor videos present background knowledge and supply mental models. Students actively participate in their learning as they highlight text for added decoding and vocabulary development support.

2. Complete Chart J: Assessment/Curriculum Decision Tree for Grades 9-12

Chart J is attached.

3. Describe the system for communicating assessment data across grade levels.
 - b. Data study teams
 - c. b. Weekly discussion of student data (teachers who share students)
 - d. Vertical teams
 - e. Grade level meetings

The Data Study Team at each school will be a subcommittee of the School Literacy Leadership Team or a separate group consisting of the Principal or designated administrator, Reading Coach, Reading Teacher and Data Coach and may include Guidance Counselor, Language Arts Chair. The Data Study Team collects student performance data, provides monitoring mechanisms and communicates student performance results across grade levels to inform instructional practices that address the needs of each student. This team provides summary data to the School Literacy Leadership Team and academic teams composed of core content area teachers. The Data Study Team and academic teams will meet at least monthly throughout the school year. Academy teachers and small learning community teachers will meet to review data about their common students and adjust instruction as needed. At least quarterly departments will meet in vertical teams to continue to identify gaps and overlaps in instruction and take appropriate action to adjust instruction. Grade level teams will meet monthly to articulate goals and collaborate in planning. The school Media Specialist will be invited to participate. Teams and individual teachers have daily access to the district Crystal Reports to receive updated FCAT and historical assessment information by classroom and individual student.

Data Study Teams, teachers and grade level teams will analyze student data from FCAT, diagnostics, Scholastic Reading Inventory, progress monitoring, school and district writing assessments, classroom assessment and observations. Data will be analyzed for trends, strengths and weaknesses, areas of concern and impact on classroom instruction.

Note: all students in grades 9-12 not performing at grade level proficiency on FCAT Reading (Level 3 and above) must receive intervention.

4. Describe in detail the reading classroom and how enrollment in different courses will be determined (intensive, general, advanced) to ensure that you meet the reading needs of all student subgroups identified under No Child Left Behind. Determinations for intensity of the remediation effort (i.e. time and class size) should be based on the most recent reliable and valid assessment data. It is advisable to use an end-of-year assessment to determine specific areas of student reading difficulty.

*A review of FCAT scores will begin the placement process. Students reading at Level 3 or above may have the opportunity to enroll in a reading or advanced reading elective depending on resources at the school. An assessment will be administered to all Level 1 and 2 students to determine specific individual reading needs and placement in reading courses. Both the Stanford Diagnostic Reading Test and the Diagnostic Assessment of Reading will be available in all district secondary schools. The students in need of decoding instruction (which may include both phonemic awareness and phonics or just phonics) in addition to fluency, vocabulary, and comprehension instruction will receive 90 minutes of intensive reading instruction. READ 180 or other appropriate research-based reading materials will address these reading needs. The students lacking fluency, vocabulary and comprehension skills will be in an Intensive Reading Class for **at least a 45-55 minute block of intensive reading instruction** in addition to their Language Arts Class. Fluency benchmarks will be set for words correct per minute. Students scoring below the 40 percentile on the fluency norms will receive additional time for fluency instruction.*

If assessment indicates a need in only one area (vocabulary or comprehension) differentiated instruction within the Language Arts class will focus on the identified need. This would be provided by a teacher who is working to earn reading endorsement and has classroom support from the school's reading coach.

9th and 10th grade students scoring Level One or Level Two on FCAT reading, and 11th and 12th graders who have not yet passed the FCAT will receive remediation support through Read 180 or Intensive Reading classes. Decisions for intervention and remediation will be based on recent FCAT reading scores and other recent reliable assessment data.

Areas of Need	FCAT Score Level	Placement	Time	Class Size
<i>4 or 5 of the 5 areas of reading</i>	<i>Level 1 or Level 2</i>	<i>Intensive Reading Course</i>	<i>90</i>	<i>Up to 18</i>
<i>3 of the 5 areas of reading</i>	<i>Level 1 or Level 2</i>	<i>Intensive Reading Course</i>	<i>45-55</i>	<i>Up to 20</i>
<i>2 or 1 of the 5 areas</i>	<i>Level 3</i>	<i>Reading Course (may be an option at some schools)</i>	<i>45-55</i>	<i>Up to 25</i>
<i>Developmental or Enrichment</i>	<i>Level 4 or 5</i>	<i>Advanced Reading (may be an option at some schools)</i>	<i>45-55</i>	<i>Up to 25</i>

a. Description of “Intensive Reading” course (See Attachment)

1.) Minutes of daily uninterrupted reading instruction (See 55, 90, 110 minute

block--Note: Suggested minutes in each activity are flexible to the needs of students and teachers)

2.) Level 1 and 2 students in need of decoding, fluency, vocabulary, and comprehension instruction=minimum of 90 minutes daily

3.) Level 1 and 2 students in need vocabulary and comprehension instruction=Minimum of 55 minutes daily

The 45-55 minute reading block will include four segments. The class will begin with whole group direct instruction or small group differentiated instruction followed by a brief vocabulary routine. The next twenty-five minutes will be spent in teacher supervised independent reading which will include student choice, varied genres and test levels and an accountability piece. A five minute closing such as a read aloud or quick write will conclude this class. State-adopted remedial reading texts such as the Reading and Writing Sourcebook maybe the basis of whole group instruction, while leveled texts are the foundation of small group instruction. A rich classroom library will support the independent reading segment. Robust vocabulary instruction may include content area vocabulary as well as vocabulary embedded in student reading choices.

The 90 minute reading block follows a similar pattern but with greater emphasis on small group instruction. It will begin with 20 minutes of direct, explicit whole group instruction, followed by 60 minutes of small group differentiated instruction. This segment will include teacher supervised independent reading practice using self-selected text at students' independent reading levels. It may include literacy stations, technology (such as Academy of Reading), audio-assisted reading, in addition to reading strategy instruction. The final ten minutes may be spent reviewing/previewing and/or teacher read aloud or think aloud with a focus on vocabulary.

The explicit instruction sequence includes:

- 1. Teacher models and explains.*
- 2. Teacher provides guided practice. Students practice what the teacher modeled and the teacher provides prompts and feedback.*
- 3. Teacher provides supported application. Students apply the skill as the teacher scaffolds instruction.*
- 4. Independent Practice.*

b. Description of “Reading” course =Level 3, if offered

The “regular” reading course will include an independent reading segment of 20-25 minutes of teacher supervised reading practice. A rich classroom library featuring a wide range of genres, topics, levels, and a mix of fiction and informational text will support this segment. Whole group and small group instruction will target fluency, vocabulary, and comprehension strategies such as those listed in Question #2 b. Materials such as the Reader’s Handbook, readers theatre scripts, and Compass Learning will support this instruction.

c. Description of “Advanced Reading” course =Level 4, 5, if offered

The “advanced” reading course will include an independent reading segment of 20-25 minutes of accountable reading practice. A rich classroom library featuring a wide range of genres, topics, levels, and a mix of fiction and informational text will support this segment. Whole group and small group instruction will target fluency, vocabulary, and comprehension strategies such as those listed in Question #2 b. Materials such as the Reader’s Handbook, readers theatre scripts, and other materials at the students’ instructional reading levels will support this instruction. Technology may also support student learning.

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

Reading strategies will be implemented in all content areas through the use of before, during and after reading activities and be evident in classrooms. All content area teachers will implement research based vocabulary and comprehension strategies such as those indicated in question #2b. Specific criteria for selection of new instructional materials will emphasize researched based reading strategies and activities

Content teachers’ professional development needs are addressed in the professional development component of this comprehensive plan. See pages 13-19. The reading coach will support teachers as they hone their skills in integrating CRISS and McREL strategies.

See attached document named Reference 5 – Secondary Reading Blocks that includes models for 55, 90 and 110 minutes.

5. Describe how you will integrate authentic literature into the reading program to include classroom libraries and leveled text.

a. Daily independent reading practice monitored by the teacher in all reading classrooms using classroom libraries. (See “Intensive Reading” course description)

b. Wide reading of fiction and nonfiction text representing a range of levels, interests, genres, and cultures

The Read 180 instructional model includes daily independent reading of leveled texts. Stage B for middle school classrooms includes 200 books in the Independent Reading Library. The Audiobook Library also includes 48 books so that students have access to grade-level text with the support of a narrator and a reading coach. The Read 180 Management System tracks students’

comprehension and completion of all Independent Reading Library titles as well as Audiobooks.

Reading classes using research-based reading materials other than READ 180 will similarly incorporate daily monitored independent reading addressing a wide range of interests, genres, and reading levels. A rich, diverse collection of high interest texts in a wide range of reading levels forms the basis of the classroom libraries currently in place as well as of those in the early development stages. Building classroom libraries is an ongoing process. Classroom libraries should be clearly labeled and display evidence of organization.

c. How will the books be leveled?

All READ 180 books are leveled using the Lexile Framework, a system that measures and matches readers to appropriate texts.

In classrooms other than READ 180, the Lexile Framework will be used in identifying levels of texts in classroom libraries. All reading classrooms will establish and maintain classroom libraries.

During the 2004-2005 school year, high school reading teachers have participated in professional development offered by the district Curriculum Team focused on the research about classroom libraries and their use. Another session is scheduled on August 2, 2005. This will be a continuing area of professional development.

d. How will teachers determine the leveled text appropriate for students?

The Scholastic Reading Inventory (SRI) provides an accurate assessment of a student's reading ability in approximately 20 minutes. Results are reported in a Lexile measure, percentile rank, stanine, NCE score, and grade level standard. After a student's Lexile level is determined, teachers guide students to books with the same Lexile score to ensure a successful independent reading experience.

6. Describe how all content area teachers will incorporate reading into subject areas including a description of the utilization of leveled text. Some examples include:

a. Strategic instruction model (SIM)

b. CRISS

c. Content Enhancement Routines

d. Guided instruction in comprehension strategies before, during, and after reading through explicit modeling (think-alouds), practice in instructional level texts, and feedback.

e. Leveled independent reading focused on content-area concepts

Ongoing professional development in reading is provided for all content area teachers. All content area teachers will utilize a wide variety of leveled instructional materials that will be provided. While some content area teachers have already accumulated a classroom library collection, most teachers are in the beginning stages of developing this resource. Reading coaches, department chairs, and district curriculum specialist will sustain their efforts. All content area teachers will demonstrate the use of before, during and after reading comprehension strategies in their lesson plans. The professional development section (pages 13-19) of this

comprehensive plan further addresses district training plans to support content area teachers.

b. CRISS

The district has been committed to Project CRISS. Most secondary schools have CRISS certified trainer on staff supporting content teachers as they implement the strategies, and the district's Project CRISS Coordinator is certified as a national CRISS trainer. Some reading coaches are also CRISS trainers and support teachers by helping them incorporate CRISS as they plan. They also model the strategies in teachers' classrooms and scaffold their learning. CRISS training will be offered for secondary instructional staff.

CRISS strategies may be incorporated in high schools by a school selecting specific strategies to target in all content areas for a designated time period (quarter, semester) throughout the school or encouraging departments or team to identify and target strategies for all students of those teachers. Evidence of CRISS strategies will be documented in lesson plans.

Teachers utilize Read 180 to focus on CRISS strategies on a daily basis during both whole- and small-group instruction. The Software also reinforces CRISS by actively involving students in their own learning. Direct instruction always includes building background, modeling, and engaging students in the learning process. Discussion questions and topics are provided for every Topic CD passage, Paperback, and Audiobook. Comprehension strategy lessons in the Teacher's Resource Book utilize graphic organizers for the following comprehension strategies: main idea, summarize, sequencing, reading for detail, drawing conclusions, making inferences, cause and effect, compare and contrast; problem/solution; analyze character; analyze plot; and analyze setting. Every writing lesson features graphic organizers to help students organize their thoughts.

d. Guided instruction in comprehension strategies before, during, and after reading through explicit modeling (think-alouds), practice in instructional level texts, and feedback.

Approximately forty percent of reading instructional time in intensive reading courses will focus on guided instruction.

e. Leveled independent reading focused on content-area concepts

Leveled independent reading is focused on content-area concepts using resources that include:

- *Classroom libraries*
- *McRel reading strategies in the content area*
- *Reciprocal reading, retelling, semantic organizers, story drama*
- *Comprehension and vocabulary instruction reinforced through the content areas*
- *All future textbook adoptions must reflect the following criteria:*

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1. *State adopted texts must be leveled to assist in differentiated instruction.*
2. *Pre, during and after reading strategies will be evident throughout the text.*

7. Describe how writing will be incorporated across the curriculum.

- *Before: Writing to predict, writing to activating prior knowledge, write about a text to self, text to text, text to world connection, graphic organizers: venn diagram, KWL chart, T chart, web, writing questions (I wonder...)*
- *During: writing to reflect, (metacognition), writing-answering questions, note taking, two column notes, power notes*
- *After: Summarizing, retelling, alternative ending, writing from a different perspective, character description, writing a letter to the author, character, writing a recommendation, comparing*
- *Writing portfolio reflecting the collection and goals of the writer (i.e. the reader) “my goal next time is to think more about characters that I’m reading about so that I can make connections to people I know”*
- *Vocabulary development: writing analogies, metaphors, word origins, summaries*

Writing in response to reading is included in ongoing professional development in CRISS as well as McREL. It is delivered through CRISS trainers, reading coaches, department chairs, and district curriculum specialists. More information about district professional development plans is included in the professional development section of this comprehensive plan.

8. Describe before school, after school/summer school activities. Some examples include:

a. Tutoring programs

After school tutoring and Saturday tutoring options are available at each high school throughout the school year. Materials used in these programs include but are not limited to READ 180, FCAT Explorer, Academy of Reading, Book Club Selections, and Timed Reading Passages. Kaplan strategies, test-taking and test-anxiety reducing strategies may also be incorporated as needed. Other research-based materials may be added as needed.

b. Cross-age tutoring

Students at some high schools are involved in tutoring students at Johnson Middle School. Some high school students are part of the Teen Trendsetters tutoring program at various elementary schools.

c. Mentoring programs

Schools are exploring the opportunities available to incorporate a mentoring program into the school day.

d. Summer camps for low performing readers

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High school summer school includes courses for seniors who need credits or need to retake a course to raise their grade point average in order to graduate during the summer. Remediation programs are offered for over age tenth graders who have failed FCAT, any 11th graders who have failed FCAT and any seniors who have failed FCAT. These students have an opportunity to participate in an intensive program and then retake FCAT during the summer. Credit recovery programs are also offered for identified drop out prevention students.

Manatee District Schools
K-12 Comprehensive Reading Plan - Professional Development Needs

Professional Development Activity	Estimated Budget
8 Schools without Reading Coaches - \$2,000 per school Implementation of Reading Professional Development Plan – Supported by the District	\$16,000.00
40 Schools with Reading Coaches - \$2,000 per school Implementation of Reading Professional Development Plan	\$80,000.00
5 Areas of Reading /Balanced Literacy/Reading Block Best practices in reading instruction; Modeled, Shared, Guided, Independent Reading; Intensive Reading Block; Word Wall, Sound Spelling Card	Incorporate into School-Based Reading Professional Development Plan – Supported by Reading Coach
Assessment - Screening, Diagnostic, Benchmark Assessment; Administering/use results for instruction; DIBELS, SRI	District Funds
Classroom set ups for effective reading instruction	Incorporate into School-Based Reading Professional Development Plan – Supported by Reading Coach
Comprehensive Reading Plan School & District Administrators; Teachers	Progress Monitoring Professional Development
CRISS	\$30,000.00
Data for Learning - Progress Monitoring	\$38,500.00
Curriculum Assessment Decision Trees	\$20,000.00
Data Study Team - Data collection and analysis	School Improvement Funds/District Funds
Using Data to differentiate instruction	\$5,000.00
Florida Formula 5 + 3 + ii + iii Initial training for all staff – all schools	Incorporate into School-Based Reading Professional Development Plan – Supported by Reading Coach
Just Read Florida Reading Coaches Conference	\$20,000.00
Mentor/Model Classrooms Support for reading model classrooms/mentor teachers	\$10,000.00
National Staff Development Council Standards and Florida’s Professional Development System Evaluation Protocol	District Funds
New Teacher Orientation	\$35,655.00
Progress Monitoring Reporting Network	0.00
Reading Coach training and support 5 Areas of Reading, Coaching/Mentoring/Modeling Assessment; Walk through; Case Management	\$5,000.00
Reading Endorsement - REESOL	\$50,000.00
Reading Programs (Waterford, ALL, Balanced Literacy, Read 180, Academy of Reading, Accelerated Reader)	0.00
Reading Strategies for all content areas	Incorporate into School-Based Reading Professional Development Plan – Supported by Reading Coach
School Literacy Team (3 teachers for 2 hours each quarter at 48 schools - \$30 per hour) Evaluation/Assessment	\$34,560.00
Scientifically based reading research strategies and interventions Selection of instruction materials/professional libraries	Incorporate into School-Based Reading Professional Development Plan
Study Cadre/learning community training and implementation Learning together as team; Vertical and Horizontal teams	District Funds
Summer School Training	\$6,000.00
Walk-through training Strategies and feedback; Standards based lesson plan review/monitoring	Principals’ Meetings District Funds
Writing incorporated into curriculum – Write Traits	Incorporate into School-Based Reading Professional Development Plan – Supported by Reading Coach
Grand Total	\$350,715.00